Curriculum Handbook

Year 7 & 8

Empowering *minds*
Enriching *hearts*

St Joseph's College

Principal's Welcome

Welcome to St Joseph's College, Toowoomba. On behalf of the St Joseph's College Community, I invite you to discover our College and what characterises education here.

St Joseph's College was founded in 1956 by the Christian Brothers for boys from Years 4 - 10. Today, we are a Catholic, co-educational College for young women and men in Years 7-12. Our College is built on the legacy of the Christian Brothers and we proudly continue to be driven by our commitment
to serve others based on the ideals and values of Edmund Rice and the Christian Brothers.

Our College Mission Statement calls us to provide a liberating education, inspired by Christian principles that permeate all aspects of College life. In this way we provide every avenue for our young people to be respectful of the truth, open to reality, community orientated, and willing to strive to grow as individuals making the most of their unique gifts.

We are immensely proud of the opportunities that are afforded to students here at St Joseph's College. With a wide ranging co-curricular, cultural and sporting program, excellence in learning and teaching, and faith formation and prayer life, we are able to partner with you in developing young women and men who are prepared for a dynamic world.

The staff at St Joseph's College have a deep passion for ensuring that each student is provided with the opportunity to engage in a quality, holistic and inclusive Catholic education. This passion for providing a holistic education, combined with a commitment to the ongoing development of modern educational facilities and the prioritisation of the allocation of resources to improving student outcomes, makes St Joseph's College a wonderful school community of which to be a part.

Please do not hesitate to contact the College should you require any further information.

Jim Brennan
Principal

General

Faith Education

St Joseph's College is a Faith Community where Christian principle permeates all aspects of College life. It will endeavour to create an atmosphere where the Christian spirit and Christian values take precedence over all other values, so that the student's gift of faith may be nurtured, internalised, and integrated with the culture of our times.

To these ends, its Religious, Moral and Ethical objectives will be:

- A recognition of the dignity of the individual, by creating an atmosphere of openness and understanding.
- The development of opportunities for a personal commitment to Christ by way of prayer, scripture, liturgy and action.
- The development of such values as truth, honesty, loyalty, concern, service and love of others, through example and instruction.
- The implementation of a program of Religious Education developed by the College and approved by Diocesan authorities.

Intellectual Goals

St Joseph's College fosters intellectual curiosity, integrity, and respect for truth, supporting every student to achieve their personal best. Our curriculum is inclusive, contemporary, and regularly reviewed to meet the needs of students and society.

A strong core focus on literacy, numeracy, and communication underpins all learning. Through enquiry, research, and critical thinking, students develop the skills needed for further education and lifelong learning, with achievement recognised and celebrated.

Personal Development

St Joseph's College nurtures the personal growth of each student, recognising diverse strengths and celebrating success beyond academic achievement. Through strong relationships, leadership opportunities, and community involvement, students develop confidence, self-discipline, and a sense of responsibility and pride in their school.

Community Orientation

Parents, students, and staff of St Joseph's College form a Catholic Christian community grounded in care, respect, and compassion. We are committed to supporting all families and fostering a strong sense of belonging.

Through active involvement in the wider community, students develop an awareness of the broader human family. This engagement encourages empathy, social responsibility, and respect for the dignity of all people.

Our Vision

Collaboratively create a better future through a contemporary Catholic approach to a liberating education.

Our Mission

Be an inspirational and inclusive co-educational learning community that grows all through exceptional teaching and sharing in the Jesus story.

Middle School

In the Middle Years, students encounter choice and challenge.

Students are exposed to a full range of core-based subjects and elective opportunities.

The Middle School Curriculum spans four years of learning commencing in Year 7 and is based on the Australian Curriculum or the Religion Curriculum P-12 (Archdiocese of Brisbane). The following core subjects underpin our curriculum:

- Religious Education
- English
- Mathematics
- Science
- History, Geography, Civics and Citizenship
- Health and Physical Education

These core subjects are complemented by a mix of compulsory and elective subjects that appeal to each student's personal interest and passion including:

- Design and Technologies- Design, Wood and Metal technologies, Food & Textiles
- Digital Technologies
- Business and Economics
- Languages (French or Japanese)
- The Arts - Drama, Music, Art

Detailed information on the Australian Curriculum can be accessed on the ACARA website:

https://v9.australiancurriculum.edu.au/

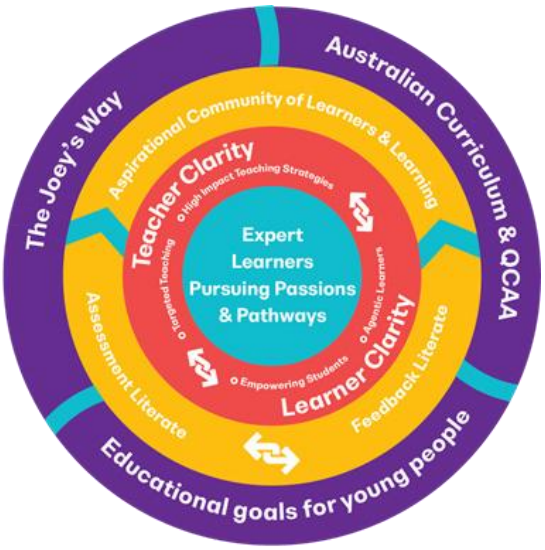
Detailed information on the Religious Education Curriculum can be accessed on the Brisbane Archdiocese website: Religion Curriculum P-12

Contained in this handbook are details of the subject units for Year 7 and 8.

Elective Structure

Elective Structure at St Joseph's College				
	Term 1	Term 2	Term 3	Term 4
	Core		Core	
Year 7 & 8	Semester Electives over Yr 7 and 8		Semester Electives over Yr 7 and 8	
	Languages or Skills Development		Languages or Skills Development	
Year 9	Core		Core	
	Elective 5 & 6 (Skills Development)		Elective 7 & 8 (Skills Development)	
Year 10	Core		Core	
	Elective 9 & 10 (Skills Development)		Elective 11 & 12 (Skills Development)	

Teaching & Learning Framework



The St Joseph's College Teaching and Learning Framework

Religious Education

Compulsory Core Subject

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

Year 7 Description

In Year 7, students learn about the beliefs, values and practices of Christian communities past and present, including the early Church, religious communities, the Australian Catholic Church and our SJC Community. They explore cultural and historical influences, as well as change and continuity over time. Students examine the shared beginnings of faith in Christianity, Judaism and Islam through key biblical figures, and investigate how believers express their understanding of God. They develop understanding of the Apostles' Creed, Nicene Creed and the Decalogue, and use biblical tools to explore sacred texts and their influence on faith communities. Students learn about Church teaching and Christian morality, personal and communal faith practices, prayer traditions such as Lectio Divina and Ignatian Meditation, and the relationship between the sacraments, the life of Jesus, and the faith journeys of believers.

Year 8 Description

In Year 8, students explore the mystery of the Trinity and the theme of covenant as expressions of God's relational nature and saving plan. Through Old Testament prophets and the Acts of the Apostles, they examine God's action in history and the faith, challenges and mission of the early Church. Students investigate major developments and influences within the Church from c.650–1750 CE and explore how the Church lives its mission today through liturgy, prayer, moral decision-making, virtues and ecumenism. They deepen their understanding of Christian prayer through the Liturgy of the Hours and meditative practices and examine the significance of initiation rituals in the Abrahamic religions for believers' faith journeys.

English

Compulsory Core Subject

Year 7 and 8 Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate, analyse and perform a range of spoken, written and multimodal texts in which the primary purpose is the interpretation of meaning. These include various types of digital media texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the contemporary literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary world literature, including texts from and about Asia.

In Years 7 and 8, literary texts that support and extend students as independent readers are drawn from a range of genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real- world and fictional settings and represent a variety of perspectives. Informative and analytical texts present technical and non-fiction information from various sources about specialised topics.

Students will create a range of innovative, imaginative, informative and persuasive texts, for example; instructional videos, narratives, persuasive speeches, essays and comic strips. Furthermore, they are beginning to create literary analyses and intervention of fictional texts.

Mathematics

Compulsory Core Subject

Year 7 and 8 Mathematics study a personalised program tailored to their specific needs. This allows students to build on knowledge and skills gained through primary to build on knowledge and skills gained through primary school and ensure a solid foundation, across all strands of the curriculum. As a result, some students may spend some time learning elements of the curriculum from younger year levels before working at a Year 7 or 8 level.

Year 7 Level Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Year 8 Level Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Science

Compulsory Core Subject

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of Science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces and develop the ability to quantify changes and relative amounts.

Year 7

In Year 7, students learn how living things are grouped and connected in ecosystems, how energy and matter move through these systems, and how environmental changes can affect them. They explore Earth and space, including the Sun, Moon and Earth cycles, and learn how forces and particles explain everyday physical changes, such as movement and how materials can be separated. Students also discover how scientific ideas develop over time, how science impacts society, and why communication and ethics matter in scientific work. Through hands-on investigations, they safely collect and analyse data, look for patterns and possible errors, and use evidence to explain their findings, clearly sharing their ideas in ways suitable for different audiences

Year 8

In Year 8, students build a deeper understanding of how living things work, from specialised cells to whole body systems, and how Earth changes over time through processes like plate tectonics and rock formation. They learn about different types of energy, how energy moves and changes in everyday systems, and how matter can be classified and changed. Students also explore how scientific knowledge develops, how science influences society, and why communication, ethics and cultural awareness are important in scientific work. Through practical investigations, they carefully collect and analyse data, identify patterns and errors, use evidence to support their conclusions, and clearly communicate their ideas and arguments for different audiences.

History, Geography, Civics and Citizenship
Year 7

Compulsory Core Subjects

History

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC – c.650 AD. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia and Greece.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Geography

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 7 are:

- 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?

History, Geography, Civics and Citizenship
Year 8

Compulsory Core Subjects

History

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. Societies studied include The Vikings, Normans, and the Middle Ages.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.
The key inquiry questions for Year 8 are:

- 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?

Geography

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.
The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Health and Physical Education

Compulsory Core Subject

Year 7 and 8 Description

The Years 7–8 curriculum builds on each student's prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.

Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it.

In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.
Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.

Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

Business & Economics

Elective: Business & Economics, Semester Elective

This elective gives Year 7 and 8 students the opportunity to further develop their understanding of Economics and Business and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals is vital for individual and business success. Students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The economics and business content at this year level involves two strands: Economics and business knowledge and understanding, and Economics and business skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for both consumers
- and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist, and in what other ways can people derive an income?
- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

Design Technology

Design and Technologies at St Joesph's actively engages students in creating quality designed solutions for real world needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contribute to a better future. They utilise a range of traditional, contemporary and emerging technologies to create

Elective: Design Engineering Technology, Semester Elective

Design Technologies: Design & Engineering introduces students to the way designers and engineers think, plan and create solutions to real-world problems. The course is structured around two connected units that build students' understanding from design thinking into applied engineering challenges.

Design Challenge focuses on the foundations of design. Students learn what design is and how it is used to create products, services and environments. They investigate design briefs, identify needs, analyse existing designs and develop success criteria. Students generate and communicate ideas using sketches, annotations, mood boards and basic prototyping, considering function, aesthetics, sustainability and user needs.

Engineering Challenge applies this design thinking to hands-on problem-solving. Students explore engineering concepts such as force, stability, structure and materials through practical challenges. Working individually and in teams, they plan, build, test and refine engineered solutions, following safe workshop practices and using evidence from testing to evaluate and improve their designs.

Across both units, students follow the full design process—investigate, generate, produce and evaluate—while developing skills in collaboration, communication and critical thinking

Elective: Food & Textiles Technology, Semester Elective

Design Technologies: Food & Textiles introduces students to essential life skills through hands-on learning in food and textile contexts. Throughout the semester, students explore how everyday products are designed, created and improved to meet individual and community needs, with a strong focus on safety, collaboration and creativity.

In Food, students develop practical cooking skills while learning about hygiene, food safety, nutrition and sustainable practices. They follow work plans, use kitchen equipment safely, apply basic knife and preparation techniques, and evaluate food products based on taste, texture, presentation and function.

In Textiles, students investigate where textiles come from and how they are used in daily life. They build confidence using hand and machine sewing techniques, safely operate equipment, and apply design thinking to create a personalised textile product. Students learn how accuracy, planning and problem-solving contribute to quality outcomes.

Across both units, students are introduced to the design process—investigating needs, generating ideas, producing solutions and evaluating outcomes. Learning is supported through clear routines, visual resources and structured guidance to ensure all students can engage successfully.

Elective: Wood & Metal Technology, Semester Elective

Design Technologies: Wood & Metal introduces students to practical making through timber and metal contexts, while developing an understanding of how design thinking informs safe, effective and purposeful construction.

The course is structured around two connected units that progressively build skills, confidence and understanding of materials, tools and processes.

Wood Technology focuses on foundational workshop skills and safe practices. Students learn to accurately measure, mark, cut, assemble and finish timber products using hand tools and selected machinery. They follow plans, apply basic joinery techniques and explore how accuracy, material choice and workmanship affect the quality and function of a finished product. Design considerations such as aesthetics, sustainability and user needs are introduced as skills develop.

Metal Technology extends students' making skills into sheet metal construction. Students learn to mark out, cut, fold and join metal components using specialised tools and techniques. Through structured projects, they explore material properties, precision, safety and structural integrity, while refining their practical skills and independence in the workshop.

Across both units, strong emphasis is placed on safety, responsible tool use, and workshop routines. Students apply elements of the design process as they plan work, follow processes, evaluate outcomes and reflect on improvements.

Digital Technology

Elective: Digital Technology, Semester Elective

Digital Technologies is a semester-long course that develops students' computational thinking through the design and creation of digital solutions to real-world problems. Students learn how digital systems are designed to meet user needs while considering safety, security and future impact.

Students investigate cyber security and networks, exploring how data is transmitted across wired and wireless networks and how information is protected. They examine online safety, encryption, personal data protection, phishing and cyber threats, developing an understanding of how digital actions affect people and systems.

Using a range of robots, students design, trace and test algorithms using flowcharts and logical structures. They apply problem decomposition strategies and document their thinking in a process journal, reflecting on testing, errors and improvements.

In app and game development (App Lab), students design user experiences and user stories, then develop interactive apps or digital games using code. They implement branching, iteration and functions, evaluating their solutions against design criteria and refining them based on feedback.

Across all tasks, students apply the design thinking process to generate ideas, create digital solutions and evaluate outcomes. This subject builds problem-solving, creativity and digital responsibility, providing a strong foundation for further study in Digital Technologies and related pathways.

Languages – French

*Students will complete a semester of each language at Year 7 level then choose either French or Japanese for the whole of Year 8

Year 7 and 8 Band Description The nature of the learners

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

French language learning and use

Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions.

They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Languages – Japanese

*Students will complete a semester of each language at Year 7 level then choose either French or Japanese for the whole of Year 8

Year 7 and 8 Band Description The nature of the learners

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Japanese language learning and use

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

Students reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop metalanguage for discussing the nature of language and culture and monitor and reflect on their language and culture learning through discussion, journaling or contributing to shared digital spaces.

Visual Art

Elective: Visual Art, Semester Elective

Students in Year 7 or 8 Visual Arts experience a range of different art forms (2D and 3D as well as 4D - digital intertwined throughout the units). Students are exposed to different materials to develop skills in making artworks through experimentation and exploration with techniques and processes. Students may experience the following art forms:

- Drawing
- Painting
- Printmaking
- Ceramics/Sculpture
- Digital Art
- Design

As an Artist, they develop their ability to think creatively by developing ideas through sketching; problem-solving when exploring new ideas such as through experimentation; they build resilience as they are encouraged to have a growth mindset as they "make mistakes" and in turn build self-esteem and confidence through perseverance and practice.

As an audience, they critically reflect by critiquing artworks of self and decoding artworks of others and respond by investigating artist practice through an art history lens. Through this they learn to be visually literate, an important skill to have in a highly visual world, and therefore can apply this knowledge as consumers within our society.

Students acquire key 21st century employability skills and dispositions that are transferrable within life and will support cross-curricula learning in other subjects including History, Religion and English. Studying visual arts complements many career pathways such as; engineering, architecture, marketing, graphic design, fashion, and health (art therapy).

Music

Elective: Music, Semester Elective

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is expressive learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.

Studies have shown that music produces several positive effects on a human's body and brain. (Bilhartz, Bruhn and Olsen, 1999). Music activates both the left and right brain at the same time, and the activation of both hemispheres can maximize learning and improve memory.

In Year 7 & 8 Music, students analyse how the elements of music and compositional devices are manipulated in music they compose, perform and experience. They will evaluate the ways music from across cultures, times, places or other contexts communicates ideas, perspectives and meaning. Students will describe respectful approaches to composing, performing and/or responding to music.

- Students demonstrate listening and aural skills when composing and performing.
- They compose music that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose.
- They manipulate elements of music when performing their own and/or others' music.
- They demonstrate performance skills when performing music for audiences.

Students are also able to learn a musical instrument (including voice) and participate in College Musicals, choirs and bands.

Drama

Elective: Drama, Semester Elective

In Year 7 and 8 Drama, students analyse how elements of drama and/or conventions are manipulated in drama they create and experience. They evaluate the ways drama communicates ideas, perspectives or meaning. They describe respectful approaches to creating, performing and/or responding to drama.

Drama is a collaborative subject and as such, teamwork is a vital skill learnt. They learn about dramatic conventions to shape and sustain action in improvised, devised and scripts they create or view. Self-confidence and self-esteem is grown through this subject as they perform to audiences.

Students may experience the following units:

Mime and Movement:

The focus of the unit is on students learning how to communicate a basic story using non-verbal skills (facial expressions, movement, gesture).

April Aardvark

This unit introduces students to dramatic performance through reading, watching, and exploring the play *April Aardvark* by Nathaniel Moncrieff.

Melodrama

This unit introduces students to the conventions of melodrama, exploring its historical roots and its evolution into contemporary contexts.

Into the Woods

Students explore fairy tales and traditional stories from many cultures, including First Nations Peoples, and learn how stories can be re-imagined and retold in new ways.

Students involved in Drama may like to take part in our bi-annual Musical, Production, or other events such as Skits and Semiquavers and Eisteddfods.

Skills

Elective: Skills, Semester Elective

Skills classes facilitate additional support for core learning, assessment tasks, executive function and social/emotional wellbeing. This small group support occurs three times a fortnight and aims to foster academic independence and personal growth.

Example Year 7 focus areas:	Example Year 8 focus areas:
Exploring text types	Analysing text structures
Reading for meaning	Writing and speaking to persuade
Interpreting and implementing feedback	Writing to inform
Number sense	Writing a narrative
Place value	Locating digital information
Mental maths strategies	Perimeter and area
Measurement and geometry	Composite shapes
Teamwork and collaboration	Algebra
Self-awareness and strengths	Problem-solving strategies
Empathy and respect	Goal setting

Enrolment:
Support is prioritised for students who have been identified, at enrolment or via the Student Support Committee process, as having one or more of the following concerns, that is consistently impacting their ability to access the curriculum:

- a diagnosed cognitive, sensory, physical or social-emotional disorder or impairment
- diagnosed specific learning difficulties, eg dyslexia, auditory processing
- English is not the primary language spoken at home (Bandscale <5)
- curriculum is modified at least two years below that of their peers
- low literacy and/or numeracy skills as indicated by PAT, NAPLAN and other standardised assessments (eg Probe, WIAT or WRAT), and not attributable to poor attendance or classroom behaviour
- failure to progress despite targeted intervention (typically in primary school).

Special consideration may be afforded to students with significant social/emotional needs. Intervention from school counsellors may occur within the Skills timetable.

Review:
At certain points throughout the two-year program, a student may be eligible to transition out of Skills. This would occur when consultation with the student, parents/carers, teachers and Program Leader: Enhanced Learning identifies that:

- the student is confident and capable of accessing the curriculum in class
- the student can independently access class-based support structures such as scaffolding, assistive technology, Canvas modules and seeking adult assistance
- these learning behaviours are sustainable in the regular classroom
- re-entry into Skills in subsequent years is unlikely to be warranted

Other Questions

If you have any further questions about The Australian Curriculum, please refer to:

https://v9.australiancurriculum.edu.au/

and in particular

https://v9.australiancurriculum.edu.au/resources/parent-information

At the College there are many staff you can speak to if you have any further questions. These include the classroom teachers, Middle Leaders, and the Assistant Principals.

The College also has a Careers Team who are able to meet with both students and parents to discuss future career pathways and school-based apprenticeships and traineeships

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