



# 2019 STUDENT GUIDE

MIDDLE SCHOOL  
YEARS 7 & 8





## *our mission*

*to be a school community of  
faith  
learning  
respect  
and service  
in the catholic tradition*

## *we value*

### *Catholic identity*

*We value a school where Christ is central to our lives and where Catholic teachings, values and traditions are lived and celebrated*

### *individuality*

*We value a school where each person is accepted and loved and can develop their sense of personal worth*

### *endeavour & excellence*

*We value a school where each person is able to realise their full potential through spiritual, academic, cultural and sporting activities*

### *leadership*

*We value a school where Jesus' model of leadership challenges each person to encourage and inspire others to be their best*

### *relationships*

*We value a school where partnerships between parents, students, staff, parishes and the community are fostered and developed*

### *stewardship*

*We value a school where we respect the environment and commit to sharing God's gifts justly and wisely*

### *social justice*

*We value a school where we grow in awareness and respond to the needs of others in a spirit of service*

### *compassion*

*We value a school where we have empathy for others, act with forgiveness and promote reconciliation*



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# Introduction

July 2018

This handbook is produced to inform parents and students of the details and requirements of Years 7 and 8 study at St Patrick's College.

The Motto of our school is 'Strength through faith and knowledge' and our Mission Statement confirms the importance of this development of the full potential of every student in this college.

Faith: Our Faith in Jesus Christ and our belief in His Gospel is the foundation of our work in this community. The education of our students in the Catholic faith

and the ongoing support of our parents in the faith development of their children are our primary concern.

Knowledge: The task of a school is to educate, and so, our mission is to provide an education of the highest possible standard for our students, using the resources available to us.

We offer a well-structured, well-resourced and caring learning environment and we encourage our students to grasp the full range of opportunities offered. St Patrick's College is dedicated to offering a holistic, individually oriented learning experience for all students.



Mr Casimir Douglas  
**Deputy Principal  
(Pastoral Care)**  
Head of Middle School



Dr Julienne Colman  
**Deputy Principal  
(Learning & Achievement)**  
Head of Senior School



Miss Deborah Cottle  
**Director of Curriculum**  
Middle School



# Middle School

## AIMS AND OBJECTIVES

Middle School is a very important stage in the life of a student commencing secondary education. While this is a significant and often exciting period, transition creates its own challenges. At St Patrick's College we endeavour to build self-confidence in facing new challenges and building resilience.

In Middle School we facilitate a range of opportunities that foster peer connections and a sense of belonging. Our aim is to provide a strong foundation which helps young people realise their full potential through spiritual, academic, cultural and sporting activities. We aim to build strong community spirit through our focus on the following values:

- **Catholic identity**
- **Leadership**
- **Relationships**
- **Endeavour and excellence**
- **Stewardship**
- **Social justice**
- **Compassion**

## LEARNING STRUCTURES

**Year 7 and 8 students follow a timetable that is based on 'learning blocks'.**

Each day consists of six periods; a learning block is two consecutive periods of the same subject. These blocks allow students to engage in the learning, skills and activities in each lesson in more depth. In this learning block model, Middle School students will only have three or four curriculum subjects per day. On Thursday the timetable will include a split single period between recess and lunch. These subjects include a single lesson of a core subject and also a single lesson of Life Skills.

Thus, on Thursday, Middle School students will have four subjects, either a Mathematics or English Lesson, followed by Life Skills, History and Geography after recess and Wellbeing or the Literacy Program after lunch. Pastoral Care runs for 50 minutes and includes either time spent on a rotating cycle, in Tutor groups, House groups, year level or whole school assembly.

This timetabling also reflects our three schools within one model at St Patrick's College. It also supports some key middle schooling principles, such as;

simplified timetables and schedules, reduced time in a day spent moving from one subject to another and allowing teachers to plan for learning that encourages deeper exploration of the subject matter and greater engagement with activities and pedagogies. We believe that learning blocks enhance our transition process between primary and secondary school.

## CONTACT

Open communication between parents, students and the school is encouraged. The College Planner is a particularly useful communication tool between parent and classroom teacher. Schoolbox, the College's online learning management system, also provides teachers, students and parents with a powerful and modern means of communication. Further information regarding Schoolbox can be located on page 13.

An appointment can be made with appropriate staff members by phoning the College, if parents wish to discuss concerns or issues in person or by phone. Email contact is also encouraged. Email contact details can be obtained from the College website.



**Middle School Leadership Team:** Mr Casimir Douglas (Deputy Principal Pastoral Care - Head of Middle School), Miss Deborah Cottle (Director of Curriculum) and Mr Simon Austen (Director of Pastoral Care - Acting)



# Timetable

Underneath is an explanation of how learning blocks work and how the subjects fit within the blocks.

## LEARNING BLOCK 1

(Times: 9:05am until 10:50am)

### Monday to Thursday

All Year 7 & 8 students will study English and Mathematics in Block 1 from Monday to Thursday. Mathematics and English will be timetabled on alternative days with all classes in Year 7 and all classes in Year 8 studying either English or Mathematics at the same time.

### Friday

Learning Block 1 schedule will include History and Geography, Science, Religious Education or Health and Physical Education.

## LEARNING BLOCK 2

(Times: 11:10am until 12:55pm)

### Monday, Tuesday, Wednesday and Friday

Between recess and lunch, the timetable will include a range of subjects such as Science, Religion, History and Geography, Health and Physical Education and our Language and Communications Option line.

### Thursday

On Thursday, Middle School Students will have two subjects between recess and lunch: a core subject (Science, Religion, History and Geography or Health & Physical Education) and Life Skills.

## LEARNING BLOCK 3

(Times: 1:45pm until 3:20pm)

### Monday, Tuesday, Wednesday, Thursday and Friday

Learning Block 3 in the afternoon will include our other two option lines (either a Technology or Arts option) Science, History and Geography or Health and Physical Education. On Thursday afternoon all students will participate in Wellbeing options or the Literacy Program.

# Transition & Change

In previous years we have introduced many new changes and adjustments within our learning structures for our Year 7 and 8 Middle School students. As society itself changes and evolves, so does the pedagogy and practice of teaching and learning. Thus, curriculum delivery will continue to evolve in the Middle School to represent best practice. This includes the introduction and integration of personal learning devices into the Middle School, the constant curating required to ensure that students have access to the best digital learning resources is a challenge that every school in Australia is facing. Three aspects of learning within the Middle School will remain. These are our strong focus on the pastoral and academic transition process from primary to secondary school; the enriching and engaging co-curricular opportunities and our vertical pastoral care system supported within our House and Tutor groups. A significant aspect of our academic transition process has been the reduced number of key teachers for our Year 7 students. Our practice at St Patrick's College is to allocate two key subject teachers for each Year 7 Core class. Thus, Year 7 students will be taught by one teacher for English and History and Geography and one teacher for Mathematics and Science.

## IPADS

St Patrick's College is committed to providing students with a contemporary education and an innovative and dynamic learning environment. Central to this practice is the provision of technologies that promote learning on the students' terms. In 2015, St Patrick's College integrated a 1:1 iPad Teaching & Learning Program into and across, the Middle School curriculum. iPads can be used, in a variety of ways, to enhance student engagement with the Australian Curriculum and provide students with learning experiences that support richer learning outcomes.

The provision of an iPad for your child will mean that they will have a necessary learning tool for the coming years; it is an investment in their future. It will also provide tangible means for your child to bring their learning home and share it with you. Further information and documentation regarding iPads in the Middle School will be made available on Schoolbox.



## iPads in the Curriculum

Listed below are the key apps students will engage with as regular resources in their studies across the curriculum. There will be a comprehensive list of the apps approved for use in the Middle School in 2019. The students will receive these apps by logging into the College's Mobile Device Management

System, Maas360. Information regarding the College app list and how Maas360 works will be given to students at the start of the year. The cost of the apps is built into the regular student fees. The following are some of the key apps that will be used for curriculum delivery in 2019:



### KWL DIGITAL APP

#### Subject: Religious Education

This app will allow student to access their Religious Education digital textbook for the year: *To Know, Worship & Love*. The students will have access to both the Year 7 and 8 folios. They will receive a username and password to access the content.



### LANGUAGE PERFECT

#### Subject: Japanese

Language Perfect is an online self-directed learning tool for mastering the building blocks of communication in Japanese. They will receive a username and password to access the content.



### GOOGLE DRIVE

## Middle School Rebuilding

The College completed the process of rebuilding and refurbishing its Middle School facilities and classrooms for the start of the 2016 school year. Our Year 7 students now have access to 10 new general learning areas, as their core learning classrooms. The 10 classrooms spatially are organised into two distinct learning clusters with five classrooms in each cluster. Each cluster will form a unique learning community and is

intended to provide students with a tangible sense of both belonging and ownership of their clusters. Each cluster will contain a number of 'break-out' spaces, which will be utilised for group work and other collaborative and integrated forms of learning in keeping with contemporary Middle School pedagogy.



# Literacy

As a Middle School, our vision for the learning of Literacy is that students recognise that literacy is a key component of all learning areas. Students understand that the development of literacy skills is critical for success in life and develop these skills to be successful in future endeavours. The diverse range of student needs is catered for in a range of targeted programs and individualised curriculum learning for each student. Each student is challenged and engaged to achieve their best in these individualised Literacy learning tasks. Information Technologies are a critical component in developing student Literacy skills. It is in this way that Literacy will play a major role during their schooling and post schooling life.

In order to meet these Literacy needs, we have implemented a range of programs to enhance student understanding and skills:

- One of these is the Progressive Achievement Test (PAT) Literacy testing that students complete (if required) in the early weeks of Term 1 to determine their individual needs.
- Based on these results, students are given opportunities to increase their reading skills or extend themselves in the gifted program.
- Alongside these extra opportunities, students engage in the Australian Curriculum: English which engages them in various literacy activities such as novel studies, poetry, film, English Basics and Information Technology tasks.
- Professional learning is being offered to all staff surrounding the key Literacy components of their learning areas and how to implement this in their classroom.
- Information Technologies through the provision of student owned learning devices allow students to compose and create tasks that challenge their skills and knowledge in Literacy.

These programs are designed to improve student-learning outcomes with the invested involvement of key stakeholders:

- The role of the parent is to continue to provide support and encourage the Literacy development of their child.
- The role of the teacher is to continue to develop their knowledge and understanding of Literacy and deliver an authentic curriculum for each student based on the professional development gained.
- The role of the student is to take ownership of their learning in Literacy and immerse themselves in the programs offered to them.

# Numeracy

As a Middle School our vision for the learning of Numeracy is that students understand that the development of Numeracy skills is critical for success in life and their future endeavors. The diverse range of students needs are identified and catered for in a range of targeted programs. Students are engaged in Numeracy learning tasks that challenge them to reach their full potential. Information Technologies will play a critical role in the development of key Numeracy skills.

In order to meet these numeracy needs, we have implemented a range of programs to enhance student understanding and skills:

- In the early weeks of Term 1 all Year 7s undertake a Progressive Achievement Test (PAT testing) to determine their individual needs.
- The Australian Curriculum Mathematics classes focus on the key strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Students in this class also have the opportunity to extend themselves as part of the Gifted and Talented program.
- Students in Australian Curriculum classes have access to the Maths Quest Digital Textbook via the Jacaranda Bookshelf website.
- They also have access to the Mathspace Program. Mathspace is an online learning program that is targeted to each student's individual needs. It is a fun and engaging program that be used both at school and at home.

These programs are designed to improve student-learning outcomes with the invested involvement of key stakeholders:

- The role of the student is to take ownership of their learning in Numeracy and immerse themselves in the programs offered to them.
- The role of the teacher is to continue to develop their Numeracy knowledge and pedagogical skills to deliver an authentic and engaging curriculum to students.
- The role of the parent is to continue to provide support and encourage the Numeracy support of the child.



# The House & Tutor System

**ON ENTRY INTO ST PATRICK'S COLLEGE EACH STUDENT IS ASSIGNED TO A HOUSE:**

**MacKillop:** (Blue) Barry and More

**Nagle:** (Green) Rochester and Young

**Tenison:** (Yellow) Cotham and Delany

**Rice:** (Red) Bourke and Chisholm

These Houses have represented the founding Religious Orders of the College. In 2002, a restructuring of Houses saw each of the original Houses divided into two related Houses, so that each House is smaller thus enabling a higher standard of individual pastoral care.

In Years 7-12, all students are assigned to House-based Tutor groups containing approximately 23 students. These mixed age Tutor groups operate like family groups with interest and care extended by each individual within the group to other group

members and they meet each morning. Generally, Tutor teachers stay with the Tutor group while they remain at the school, and so develop a vital rapport with the group and see the individual members grow from Year 7 students to Year 12 students. Sporting carnivals, prayers and liturgies, charity fundraising and social events are all organised through Houses.

This Tutor group system is the focus for College Pastoral Care. There is time to share each other's stories, to hear needs and ambitions, to assist with problems, to organise priorities and to focus on areas where individuals within the group need some development, updating or information. A House Head, who retains overall responsibility for all Tutors, Tutor groups and individual students, leads each House and oversees the pastoral care within the House.



# General Information for Years 7 & 8

## ATTENDANCE

### Authorised & Unauthorised Absences

Authorised absences are those absences that meet the set of circumstances deemed for a student to be excused from daily attendance at school under the Education Act 2016.

Unauthorised absences are those absences that do not meet the set of circumstances deemed for a student to be excused from daily attendance at school under the Education Act 2016. The College, under the authority of the Education Act 2016, may investigate any unauthorised absences.

### Short Term Absences

If a student is absent, the parent/caregiver is required to contact the College by phone (6341 9988), email ([absent@stpatricks.tas.edu.au](mailto:absent@stpatricks.tas.edu.au)) or website ([www.stpatricks.tas.edu.au/contact/](http://www.stpatricks.tas.edu.au/contact/)) prior to 9.30am on the day of absence.

### Extraordinary & Long Term Absences

Where a student is required to be absent from the College to participate in non-College activities for a period of 5 days or more, parent/caregivers must seek permission from the Principal by email ([principal@stpatricks.tas.edu.au](mailto:principal@stpatricks.tas.edu.au)) or in writing. The Principal will consider the request at their discretion and notify the parent/caregiver. The Principal will not formally approve any unauthorised absences. Please note that under the Education Act 2016, that family holidays constitute an unauthorised absence.

For more information in regards to the College Attendance Policy, please refer to:  
<http://www.stpatricks.tas.edu.au/about/policies/>

### Appointments

Students who will be required to attend appointments during the day must have a parent note which must be co-signed by their House Head before they will be permitted to leave the College. Students will need to take their ID cards to the office to sign out using our digital log out system.

### Illness During the Day

If a student becomes unwell during the day, they must report to their class teacher and then to the front office. Under NO circumstances should a student contact home to arrange collection by their parent or caregiver.

## SCHOOLBOX

Schoolbox is the College's learning management system. Each student can access curriculum content, download course-related files, check homework, check their assignments results and teacher feedback and submit assessment tasks via this online learning hub. Parents can also access the Schoolbox via the Parent Portal. Parents are provided with login details for the Parent Portal and are then able to access course outlines, check due work and monitor their child's learning.

## Continuous Feedback

As part of our learning and teaching program, students will receive written feedback for Common Assessment Tasks and other class tasks throughout the year. This continuous feedback is available through Schoolbox as a way of keeping staff, students and families updated with the progress of a students work throughout the year.

## YEAR 7 & 8 CAMPS

St Patrick's College has a well-established and educationally valuable camp program for Years 7-10. The camps provide rich opportunities for growth and development and encourage the formation of strong peer and student/teacher relationships, which assist in building a sense of connectedness to school. The camp program offered at the College is considered to be a vital part of each student's educational journey and as such, is compulsory.

**Camps are not an optional activity.**

## PARTICIPATION

It is the expectation of the College that students use all their talents to the best of their ability. We provide an array of activities for the all-round education of the students and we see it as important that every student becomes involved in these activities. Religious, academic, sporting, social and cultural pursuits all fit into this category. Some time outside normal school hours is devoted to these activities and we expect the students, with encouragement and support from parents, to take part in these activities.

## SPORT

The College offers an extensive range of sporting activities for both the summer and winter months. All students are encouraged to participate in a variety of interschool sports. Teachers and parents provide coaching in these activities, providing many hours of time both after school and for Saturday games and weekend competitions. We value the support and assistance provided by our staff and parent community however, volunteers are always needed. If you have skills to offer in these areas, do not hesitate to come forward. Further information can be obtained from the Sports Coordinator.

The co-curricular sports offered at the College include:

- Basketball
- Netball
- Soccer
- Hockey
- Australian Rules Football
- Tennis
- Badminton
- Rowing
- Equestrian
- Cricket
- Softball



# General Information for Years 7 & 8

## CULTURAL ACTIVITIES

St Patrick's College provides a wide and diverse range of cultural co-curricular activities as an integral part of the educational experience. The cultural co-curricular program caters for students' diverse abilities and offers them the chance to form lifelong interests outside the academic field. All students are encouraged to participate in our cultural co-curricular programs, which provide opportunities in a wide range of activities.

Through our extensive list of activities, each student has the opportunity to develop his or her potential - spiritually, socially, and culturally. The cultural co-curricular activities offered at the College are:

- Youth Drama Club
- Art and Photography Club
- Design & Textiles Club
- Maths Tutoring
- Tournament of the Minds
- Debating
- Production or Performance Project
- Chess Club
- Public Speaking

## COLLEGE MUSIC PROGRAM

St Patrick's College enjoys a long tradition of excellence in Music and the Music Program plays a vital role in the life of the College. Many students choose this as part of their total development. A wide variety of music tuition is available to all students. Ensemble 'offline' courses are also available as an additional elective, and are designed to enable students to develop as musicians through performing in one or more music ensembles. For further information please contact the Music Coordinator.





# Learning Enhancement

St Patrick's College provides several programs and initiatives in Year 7 and 8 to provide learning support for students with special educational needs and enrichment for high achieving students.

## **STUDENTS WHO QUALIFY FOR EXTRA SUPPORT IN THEIR LEARNING**

Students who have been identified with special learning needs or who qualify for ESL/EAL funding may be eligible for extra support and assistance Learning Enhancement Programs. These programs are developed after consultation with parents, teachers, the student and Learning Enhancement staff. Support provided may be subject to formal identification processes and an application for funding from the State and/or Federal government. Part of this process is the formation of an Individualised Learning Plan (ILP). Parents who think their child might qualify for special needs support are advised to contact the Head of Faculty: Learning Enhancement at the beginning of the school year.

## **ENRICHMENT PROGRAM**

Students who have been identified as eligible for enrichment may be invited to join the College's Enrichment Program. This program is run by the Director of Curriculum, who will provide further opportunities for talented or high achieving students through access to external programs and internal enrichment opportunities.

## **ABORIGINAL & TORRES STRAIT ISLANDER PROGRAM**

The Catholic Education Office and St Patrick's College presently offer a variety of support initiatives, tutoring, cultural and enrichment activities for students of Indigenous culture and heritage. For further information please contact the Aboriginal Student Support Teacher (ASST).

## **LITERACY & NUMERACY SUPPORT**

Literacy assistance and other forms of support are provided through Learning Enhancement team. All Year 7 students are tested in English and Mathematics through the OPI (Online Placement Instrument) at the beginning of the year. Students who require further support in literacy and numeracy are identified through reviewing OPI results and other forms of assessment and offered support through a range of programs and initiatives.

# Homework

Homework is an essential extension of the school into the home environment. Homework is intended not only to further each and every student's scholastic ability, but is important in developing both self-reliance and self-discipline – two of the significant aims of the College.

The expectation in Year 7 and Year 8 is that the student sets aside about one hour for study and homework four nights per week. This time allowance leaves the student time for recreation, sports, activities and family time.

**Homework in secondary school does not always follow the patterns of homework set in primary years.** Students are more likely to be set assignments and projects that would be researched and completed over a period of days and weeks. Subjects such as Mathematics may set homework that is skills based and requires completion of exercises over a period of two to three days, whereas, subjects such as History and Geography, Religion, HPE, English and Science may set homework that involves research assignments or extended projects. These may be researched and drafted in school hours, but require extension, finishing, editing and polishing at home.

Students are encouraged to plan for and complete their homework over a period of time. This is regarded as an essential organisational skill for students in the Middle School years and beyond. Parents and caregivers need to support Year 7 & 8 students with regard to setting realistic goals, making plans and setting regular time aside for the completion of homework.

**On occasions when the work rate of the student does not allow him/her to complete set work,** a note is required. A copy of the homework policy is available on Schoolbox along with other useful references regarding homework. Where concerns arise regarding homework management, communication should be made with the subject teacher in the first instance. Parents are able to monitor, and provide support for, their child's learning and homework through the Schoolbox Parent Portal.

## **AFTER SCHOOL TUTORING**

In 2019, the College will offer after school tutoring for Middle School students every Tuesday and Thursday afternoon from 3:30pm to 4:30pm. The tutoring will be held in the Tenison Woods Centre. All students are welcome to attend, whether they require additional support, are seeking extension in their learning, or are looking to consolidate the key concepts they have covered in the past week.

The tutoring is designed to cater for student learning in the key learning areas of the curriculum; English, History and Geography, Religious Education, Health and PE, Mathematics and Science. The after school tutoring program is specifically staffed to assist students who require support in those specific subject areas.

# Core Learning

## CORE SUBJECT OVERVIEW IN YEAR 7 & 8

Academic catch-up sessions may be held on Friday at lunch time. These sessions provide a quiet space for students to complete homework or assignment tasks during school hours. Attendance is voluntary, however some teachers may request that a student attends a catch-up session if work is overdue.

There are 10 core academic classes in Year 7 and 8, with approximately 28 students in each class. The Learning Block timetable structure means Year 7 and 8 students will have 15 learning blocks per week and 30 per fortnightly cycle.

Across the two years, Middle School students will study a sequence of core subjects representing key disciplines from the Australian Curriculum and Catholic Education. These include: Religious Education, English, Health and Physical Education, History and Geography, Japanese (for one semester), Mathematics and Science.

**Personal Pathway Planning** begins in Year 7 with each Core group being seen for learning experiences that focus on beginning to develop individual student Personal Pathway Plans. In 2019 Personal Pathway Planning will form part of the curriculum in Lifeskills for both Year 7 and 8 students.

## RELIGIOUS EDUCATION: YEAR 7 & 8

The Religious Education program is a central focus of the curriculum and sets the scene for the community life, values and personal growth of our students.

The Year 7 and 8 Religious Education program is part of a sequential program based on the K-12 Archdiocesan Religious Education Framework Good News for Living. It has as its focus, a firm grounding in the basic aspects of our shared Christian story and Catholic Faith traditions. The Reflection Day Program forms an integral part of the Middle School Religious Education syllabus.

### THE EIGHT STRANDS OF THE DIOCESAN SYLLABUS ARE:

1. Jesus Christ
2. God
3. Church
4. Scriptures
5. Sacraments
6. Christian Life
7. Christian Prayer
8. Religion and Society



# Core Learning

## AUSTRALIAN CURRICULUM ENGLISH: MIDDLE SCHOOL

English in the Middle School has three broad emphases, informed by the three strands from the Australian Curriculum: Language, Literature and Literacy.

### LANGUAGE

- In the language strand students learn about the types and functions of language explicitly as well as through embedded learning within a specific context and study.
- Students also develop and extend their understanding of language conventions such as spelling, grammar, punctuation, and writing techniques.

### LITERACY

- Students engage in learning about the structures of different genres and text types, as well as developing specific literacy skills both explicitly and through embedded learning.
- Individual presentations and group work assignments enable students to develop their confidence in spoken and oral mediums, working in groups and presenting before an audience.

### LITERATURE

- This strand emphasises communication and cultural understanding. Students will learn about drama, poetry, media and the language arts by actively engaging in units of work that explore broad themes and issues relevant to the middle years.
- All students will study at least one text that incorporates perspectives from different cultures with an emphasis on Asian cultural perspectives.
- Other genres studies include the short story study, poetry and song and the reading and viewing of a variety of texts, including films, novels and media texts.

## AUSTRALIAN CURRICULUM ENGLISH: YEAR 7

Students study discrete units in Novel Study; Narrative Writing; Persuasive Text; Drama; Film Study; Biography and Poetry. The study of poetry is also embedded in each discrete unit. The study of Language is addressed formally through the use of a Language text, and is also embedded in each discrete unit. Each of the units is informed by the Australian Curriculum Strands: Language, Literature and Literacy.

## AUSTRALIAN CURRICULUM ENGLISH: YEAR 8

Students study four core units of work throughout the year; each unit is unified by a literacy theme. The unit themes are Texts, Culture & Context; Examining Texts (Analysis); Visual & Oral Literacy, and Creating & Composing. The study of poetry is embedded in each unit. The study of Language is addressed formally through the use of a Language text, and is also embedded in each unit. Each of the units is informed by the Australian Curriculum Strands: Language, Literature and Literacy.

## DEVELOPMENTAL ENGLISH: YEAR 7 & 8

Developmental English classes offer basic literacy and language instruction in a small class with some individualised tuition when needed. These classes are timetabled to run at the same time as all English classes and are an alternative to the Australian Curriculum English classes for students with high literacy needs. While these classes offer and are assessed against Year 7 Australian Curriculum English, the learning program is differentiated in terms of its pace, content, foci, and key texts.





# Core Learning

## AUSTRALIAN CURRICULUM HEALTH & PHYSICAL EDUCATION (HPE)

HPE contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of adopting and maintaining a healthy, productive and active life.

The Health component provides the opportunity for students to explore the health issues relevant to their stage of development that can have an impact on their health now and in the future. The Physical Education component is designed to improve physical skills, develop fitness and expose students to a wide range of activities that they can actively participate in to promote wellbeing.

## AUSTRALIAN CURRICULUM HISTORY & GEOGRAPHY: YEAR 7

### Geography has two Australian Curriculum units:

*Place and Liveability* and *Water in the World*.

The first unit focuses on environmental resources, using water as a case study. It examines water as an essential, renewable resource, the issues relating to its spatial distribution and its role in natural hazards. There is also a study of a non-renewable resources. The second unit investigates the reasons why people decide to live where they do at a variety of scales, and in the context of the environmental, economic, social and other factors that might influence decision-making. This unit also investigates the sense of place that individuals and groups might develop. There is a focus on Australia and Asia at particular points throughout the unit.

### History is comprised of three Australian Curriculum units:

*Introduction to Ancient Civilisations*, *Ancient Rome* and *Ancient China*.

These provide a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c650 AD (CE). 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 including Australia, Egypt, Greece, Rome, China and India. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

## AUSTRALIAN CURRICULUM HISTORY & GEOGRAPHY: YEAR 8

### Geography has two Australian Curriculum units:

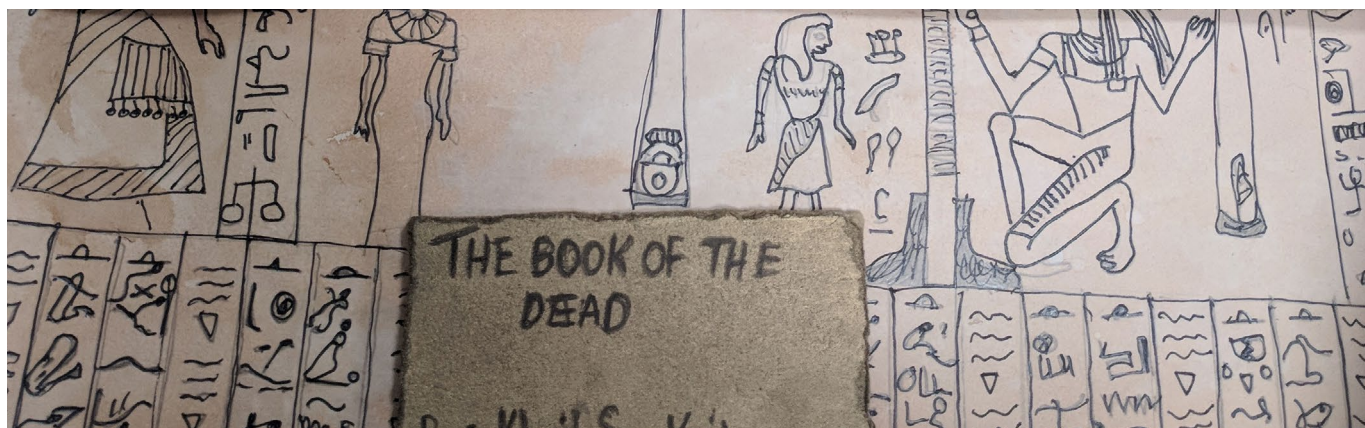
*Changing Nations* and *Landforms and Landscapes*.

The first unit focuses on the nature of landscapes and the forces, processes and factors which shape them physically and in terms of people's perceptions and use of them. The unit examines how a landscape fundamentally affects the ways in which people live and also how landscapes are modified and managed. The second unit focuses on the geographical concepts of place and space beginning with the student's experience of daily life. It then develops into an investigation of community and neighbourhood and how these can be defined and understood.

### History is comprised of three Australian Curriculum units:

*Medieval Europe*, *Japan Under the Shogun* and *Spain's Conquest of the Americas*.

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and it was the period when the modern world began to take shape. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.



# Core Learning

## AUSTRALIAN CURRICULUM MATHEMATICS: YEAR 7

The scope of the Year 7 Mathematics curriculum includes the three content strands and four proficiency strands of the Australian Curriculum. The content strands are number and algebra; statistics and probability; measurement and geometry. The proficiency strands include understanding, fluency, and problem solving and reasoning.

The Year 7 Mathematics Curriculum aims to:

- Assist the young person to understand and interpret the environment from a Mathematical perspective.
- Lay a sound foundation for future Mathematical studies.
- Create favourable attitudes towards and to stimulate interest in Mathematics.
- Ensure competence and confidence to participate in society.

## AUSTRALIAN CURRICULUM MATHEMATICS: YEAR 8

The scope of the Year 8 Mathematics curriculum includes the three content strands and four proficiency strands of the Australian Curriculum. The content strands are number and algebra; statistics and probability; measurement and geometry. The proficiency strands include understanding, fluency, and problem solving and reasoning.

The areas covered in the Year 8 Mathematics course include arithmetic, algebra, geometry, measurement and statistics. An appreciation of the vast number of uses of Mathematics in today's society and an enjoyment of the subject are also aimed at. Performance in Year 8 Mathematics largely determines the particular Mathematics pathway on which students embark in Year 9, so the proficiency strands as well as skill development and successful performance are emphasised and encouraged.

## MATHSPACE PROGRAM: YEAR 7 & 8

All students at St Patrick's College have access to the College's online tuition program Mathspace. Mathspace can be accessed both at school and at home. Students have an individual account and can build skills and compete individually and in classes with students from other schools both nationally and internationally. Mathspace is designed to enhance and develop the students' understanding and ability in all areas of Mathematics operations

## MATHEMATICS TUITION: YEAR 7 & 8

Various staff and senior students in the College offer mathematics tutoring and numeracy support, both during and after school hours. Parents can find out more about general Mathematics tuition and support with numeracy by contacting the Head of Faculty: Mathematics.

## AUSTRALIAN CURRICULUM SCIENCE: MIDDLE SCHOOL

The scope of the Year 7 and 8 Science Curriculum builds on Science Understanding through the two interrelated strands Science Inquiry Skills and Science as a Human Endeavour. The course will cover units of work as prescribed by the Australian Curriculum. Science as a Human Endeavour includes: the nature and Development of Science and Uses and Influences of Science. Science inquiry skills include:

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating



## AUSTRALIAN CURRICULUM SCIENCE: YEAR 7

**The Year 7 Science course** aims to give students an introduction to and overview of each of the branches of Science to allow them to deal with challenges they may face in the future. The following units underpin Science in Year 7.

**Laboratory Safety:** Procedure and apparatus

**Biological Sciences:** Differences between groups of organisms; Classification; Interactions between organisms

**Chemical Sciences:** Mixtures

**Earth & Space Sciences:** Phenomena on Earth (seasons, eclipses); Earth's resources; Water

**Physical Sciences:** Forces

## AUSTRALIAN CURRICULUM SCIENCE: YEAR 8

**The Year 8 Science course** should provide students with knowledge and skills to continue study in science as well as assisting them with their general understanding of the constantly changing world around them. The Year 8 course is designed to provide further experiences in the different areas of science. Units include:

**Chemical Sciences:** States of Matter; Elements; Compounds and Mixtures; Chemical Change

**Biological Sciences:** Structures and functions of cells; Systems of multi-cellular organisms

**Earth and Space Sciences:** Rocks and minerals

**Physical Sciences:** Different forms of energy, Energy transformation and Earth's Gravity

# Wellbeing Initiative

The Middle School Wellbeing Initiative is an allocated curriculum program, which aims to promote and improve the overall health and wellbeing of our Middle School students. It forms a critical component of the holistic education offered at St Patrick's College and runs every Thursday afternoon after lunch. There are two primary programs that run through this Thursday afternoon time slot: Wellbeing and the Literacy Program.

In Week A, Year 7 students have Wellbeing and Year 8 students have Literacy. In Week B, Year 8 students have Wellbeing and Year 7 students have Literacy. Year 7 and 8 students wear the College's sports uniform to school each Thursday so they are appropriately dressed for the subject.

## WELLBEING

This is a compulsory subject for Years 7 and 8. Wellbeing encourages students to become active and involved in organised activities of interest to them. The majority of activities offered are physical, although periodically the College will offer activities that cater to overall health and wellbeing in a more general sense.

Students participate in a different Wellbeing option for each term. The options may include House-based competitions, non-competitive sport, and a range of activities from low impact fitness to more vigorous options. Wellbeing is a formal subject at the College and students are expected to actively participate in their elected Wellbeing choice.

## LIFE SKILLS

In Year 7 and 8, Middle School students will have one single period of Life Skills each week. It occurs on Thursday between recess and lunch. This is a flexible learning period, which enables the students to engage in community-building activities, attend performances, organise and run assemblies and explore their role in the broader community. School community activities such as sports and extra-curricular sign-ups, or cyber safety and information will also form part of the Life Skills program. Students will remain in their Core groups with a key subject teacher for these lessons. Students will also work on Personal Pathways Planning and activities designed to increase their understanding of community and cultural issues and concepts.

## THE LITERACY PROGRAM

In 2015, the operation of our Wellbeing initiative was overhauled to include the Literacy Program. As recent studies and media reports have shown, literacy in Tasmanian schools is a concern, with over half of Tasmanians below the national average in basic literacy skills. In order to combat this growing deficit between Tasmania and the rest of Australia, we researched thoroughly to provide our students with a program that would target individual learning needs in literacy.

The start of the academic year saw all Middle School students undertake a Test of Reading Comprehension (TORC) to determine their individual strengths and weaknesses in literacy. From these results, students were placed into classes that address their learning needs and encourage them to think about the importance of developing comprehensive literacy skills for life during and after schooling. Within the program, students are engaged in a variety of different activities such as, Mental Models, Oral Language, Decoding, Engagement in Ideas and Critical Literacy.

These activities are designed to stimulate different thought processes and improve our students' range of literacy skills. The program is currently being conducted on a fortnightly basis opposite the Physical Wellbeing activities and we are encouraged by the positive feedback from our students and the growth they have shown in their individual outcomes.





# Options & Streams Years 7 & 8

In Middle School there are three 'non-core' learning streams. These streams are comprised of other significant subjects and disciplines from the Australian Curriculum that are considered essential for Year 7 and 8 students. In Year 7, these streams include a limited range of option subjects and a selection of subjects from 'The Arts' and the 'Technologies' curricula. In Year 8, these streams form three distinct option lines. Both Year 7 and 8 students must study at least one subject from each stream, thus completing courses in Language and Communications, The Arts and Technologies each year. For many of the option subjects the courses are conducted in semesters. There are two semesters in the College year: Semester 1 (Term 1 and 2) and Semester 2 (Term 3 and 4).

## **LINES AND STREAMS:**

- 1. Language and Communications (Semesterised in Year 8)**
- 2. Design and Technologies (Semester 1 and/or 2)**
- 3. The Arts (Semester 1 and/or 2)**

NB: A 'semester' is a two-term period. Semester 1 includes Term 1 and 2 and Semester 2 includes Term 3 and 4.

## **LANGUAGE & COMMUNICATIONS**

**OPTION LINE** offer subjects from the Languages curriculum or LOTE (Language other than English), literacy support, and subjects with a 'communications' focus. These subjects also integrate themes and skills from the Arts and/or Digital Technologies curricula.

**In Year 7** the Language and Communications line is split into semesters. In one semester students will study Japanese as their 'Language Other Than English (LOTE)' subject. It is mandated by the Australian Curriculum Assessment and Reporting Authority (ACARA) all students in middle years study a LOTE subject. In the other semester the students will study Digital Technologies which is also mandated by ACARA.

**In Year 8** the students will select from a range of semester-length courses, or elect to continue in their study of Japanese from Year 7, which is a year long subject. Students who do not choose Japanese will select TWO of the semester length courses to study (one in each semester). Through the Language and Communications stream in Year 8 we are able to broaden our range of offerings, so that Languages, Digital Technologies, STEM, Media Arts, and an introduction to Asian culture are all represented as independent courses within in the Middle School learning program.

## **TECHNOLOGIES & THE ARTS OPTION LINES OR STREAMS**

are semester long subjects. Year 7 and 8 students study four semester length options from the Arts and Design and Technologies over the course of the year: two in the first semester and two in the second. Two options are from the Design and Technologies stream and two are from The Arts.

**In Year 7** students will study four electives over the course of the year from a range of Technologies and Arts subjects.

**In Year 8** students must select a combination of Arts and Technology options (semester length). They can elect to study one course from the Arts to three courses from Design and Technologies, two courses from the Arts and two from Design and Technologies. Alternatively they may wish to complete one Design in Technologies course to three courses in the Arts. Students will make their choices from 12 elective options.



## LANGUAGE & COMMUNICATIONS - YEAR 7

Courses offered in the Language and Communications line in Year 7 are:

- Japanese
- Digital Technologies

All students will study these subjects for one semester

### Japanese

The Japanese course offered in Year 7 is seen as an introduction to Japan, the Japanese language and culture. The course aims to:

- Teach students to communicate in Japanese using simple words and sentence patterns
- Foster a general interest in Japanese culture and learning about other cultures is based on the communicative approach, which aims to equip students with skills needed to communicate in Japanese.
- Provide students with the foundation for a sustained study in a LOTE subject (Language other than English) that can be followed through from Year 7 to 12.

### Digital Technologies

The aim of this subject is to provide students with a foundation in understanding computer systems and computational thinking including coding. Students will also investigate general purpose programming and design thinking.





## ARTS - YEAR 7

These courses run on a semester basis. All courses run for two terms (one semester) in each half of the year. These courses are designed to provide Year 7 students with experiences in both the Arts and Technologies, in line with Australian Curriculum requirements.

The Arts/Technology combination means therefore that Year 7 students will complete two different Technology courses and two courses from the Arts over the course of the year.

### YEAR 7: THE ARTS STREAM

In Year 7 and 8, the Australian Curriculum recommends that students learn in one or more of The Arts subjects. These include: Dance, Drama, Media Arts, Visual Arts and Music. St Patrick's College Middle School offers a range of courses, allowing both Year 7 and 8 students the opportunity to explore and develop their skills, understanding and abilities in one or more of the core subjects that form The Arts. Subjects in The Arts have been developed to reflect the Australian Curriculum strands: **Making and Responding**.

### Art

The Year 7 Art course aims to give students a general introduction to the visual arts. During the course, students gain familiarity with design principles, which are incorporated into their practical work. Such principles as shape, form, line, tone, colour, composition, space and pattern are covered. Various art media are experimented with and particular emphasis is given to drawing, painting and clay work. Overall, the course endeavours to encourage enthusiasm in, and an appreciation of, each student's creative potential in the visual arts area.

### Drama

Students will study mime, poetry, prose, story, improvisation, role-play, character development and elements of public speaking. Through these practical activities students will develop confidence in oral skills, interpretation of text, dramatic technique and participate in public performances such as the PARTS Festival.

### Music

This course aims to encourage students to develop an appreciation of the wonderful world of music through a range of activities. The course has two (2) components that reflect the two Arts strands in the Australian Curriculum: Making and Responding. All students participate in Music over one semester. It is a practical course where students discover the joy of making music as well as the theory behind it. Students work with specialist music tutors in small groups to develop performance skills as well as creating and performing their own music on Garage Band. Students will also discover their voices with an emphasis on group singing and enjoyment. Students will be performing their work to a variety of audiences from small groups to full concerts.





## TECHNOLOGIES - YEAR 7

### TECHNOLOGIES STREAM

In Year 7, the Technologies Stream includes:

- Food and Nutrition
- Textiles and Design
- Applied Technology

#### Food & Nutrition

This course focuses on the preparation of food suitable for nutritious snacks, breakfasts and lunches. Students will develop practical skills, study basic nutrition and apply this to make healthy food decisions.

#### Textiles & Design

Students will investigate fabric as a material and will use the technology process to investigate, design, produce and evaluate. This course will look at a variety of textiles and study their uses in the home and the environment. Practical and artistic skills will be developed through simple, selected projects.

#### Applied Technology

This subject aims to develop students' design and problem solving skills whilst also improving dexterity and skills with hand tools. This is a practical subject using a range of materials and technologies. Teachers choose projects from a variety of materials including: leather, wood, metal, and plastic. The emphasis is always on safety with tools and safe workshop procedures. Students are encouraged to design their own projects.



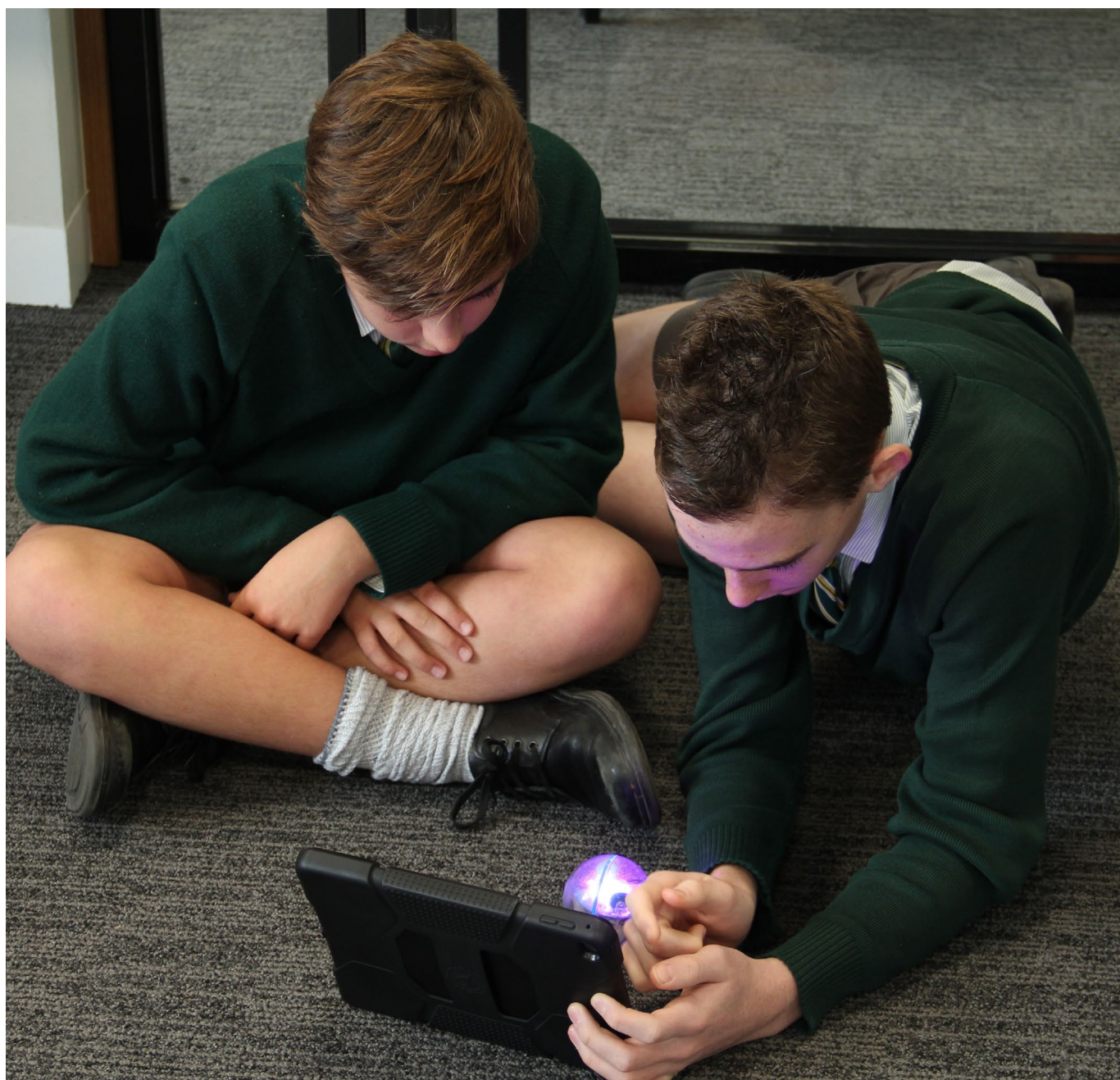
# Options - Year 8

## THE LANGUAGE & COMMUNICATIONS OPTION

**LINE** offers a range of semester length courses and a year long 'Japanese' course. The semester length courses offer choices from Media Arts, Digital Technologies, Literacy, Languages and an option that explores aspects of Asian culture. Students who do not select Japanese will study **TWO** of the semester length courses (one in each semester).

## THE ARTS & TECHNOLOGIES OPTION LINE offers semester length courses (SELECT FOUR COURSES).

Students will select from a range of Arts and a Technologies options each semester. Over the course of the year they will have completed a mixture of four Arts and Technologies courses: ideally, two semester long courses from the Arts Curriculum and two semester long options from the Technologies Curriculum. However, students may wish to select one course from the Arts and three courses from Technologies, or one course from Technologies and three courses from the Arts.





## LANGUAGE & COMMUNICATIONS - YEAR 8

### LANGUAGE & COMMUNICATIONS OPTIONS

**The Year 8 Language and Communications Option Line includes a choice from six semester length courses and one year long subject:**

**NB: Students who do not select Japanese will study TWO of the semester length courses (one in each semester).**

- Japanese (year long)
- Cultural Connections with Asia
- Digital Technologies
- Computing Skills: 3D Digital Design
- Media Skills
- Visual Literacy
- STEM

### Cultural Connections with Asia

This course is designed to allow students to engage with Asian cultural traditions, food, art forms, drama and literature. Students will explore the perspectives and traditions of four separate Asian nations and complete practical and creative projects designed to enhance their awareness of our nearest neighbours.

### Japanese: (LOTE)

In Year 8 Japanese, students have the opportunity to further enhance their ability to communicate in Japanese. Students are required to use hiragana to read and write sentences and short passages. Students are also exposed to a selection of new vocabulary items, grammatical structures and some kanji characters. Learning about the Japanese culture is embedded in all lessons and remains a key element of the course.

**Pre-requisite: Year 7 Japanese.**

### Australian Curriculum Digital Technologies

Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments. In Digital Technologies, students use computational thinking and information systems to define, design and implement digital solutions.

This course aims to develop student's skills in game-based learning, computational thinking, robotics and embedded systems, the Binary system and the representation of data.

**Pre-requisite: Year 7 Digital Technologies**

### Computing Skills: 3D Digital Design

Digital 3D Design aims to extend students beyond basic skill levels acquired in Year 7 and set them up for more advanced study in future years. The course has been redesigned to cater for the growing needs of our students to be digitally literate and to gain skills for their future. The new Computing Skills course will focus on Digital 3D Design elements. Students will explore software to construct elements of 3D models for game development, industry, architecture and robotics. Students will also explore computer simulation of environmental conditions that control the physical aspects of the simulated world such as, density, force and gravity.

### Visual Literacy

The way in which young persons of the 21st century receive and make meaning of information continues to evolve. Students are exposed to a wide range of visual sources of information in their every day lives and the importance of learning the skills necessary to critically analyse and interpret this information is increasing. The visual literacy course aims to develop student understanding of how visual information contributes to

meaning. It will provide the skills to both respond to these sources of information and to create their own visual literacy materials to demonstrate their understanding. Students will engage with a wide variety of visual sources in the course: still and moving images, graphs, tables, maps and film.

### STEM

This is the first chance to get a taste of Engineering in school. STEM stands for Science, Technology, Engineering and Mathematics. All of these disciplines come together in this subject with a strong emphasis on project building and hands on activities. If you are interested in designing and building various projects then this is the subject for you. This is the first time that this exciting new subject will be offered.

Term 1 will be working with Lego robotics and learning the basics of how to build and program a simple robot to undertake a variety of tasks. You can work your way through a variety of challenges and learn all the basics of design engineering.

In second term, our aim will be to design and build a CO2 powered mini car. This will take you from designing your car on paper, building a prototype out of foam to building the final balsa wood car. Cars will be powered by a CO2 canisters and students will get a chance to race each other to see who has the best design.

### Media Skills

Year 8 Media Skills is a course designed to allow students to engage with a range of media skills, understandings and techniques. The following aspects of media will be a focus: video, film, television, radio, visual literacy and digital technologies. Students will complete research tasks and practical media assignments to allow them to engage both critically and creatively with contemporary media forms.



# ARTS (SEMESTER COURSES ONLY) - YEAR 8

## YEAR 8 OPTIONS IN THE ARTS

Each run for one semester (two consecutive terms). Students are required to select at least one course from the Arts Curriculum, but may study as many as three within the school year (in Semester 1 and/or 2). If they choose to study one course in the Arts they will take three courses from the Technologies Curriculum for the year. Alternatively, students may elect to complete two courses from the Arts and therefore will complete two courses from Technologies, OR they may take three courses from the Arts and therefore study one course from Technologies.

### The Arts Stream includes:

- Art (2D) - Semester 1
- Art (3D) - Semester 2
- Drama
- Dance
- Music Studies
- Music Technologies
- Musical Theatre

## Art

**There are two distinct Art subject offerings in Year 8. 2D Art runs in Semester 1 and 3D Art runs in Semester 2. Students are encouraged to study both subjects if they wish.**

### 2D ART

This Art course continues to develop student creativity through drawing, painting and other traditional art forms, as well as introducing students to printmaking. Emphasis is given to skill development and understanding of design elements and principles while self-expression is always encouraged.

### 3D ART

The Art course continues to develop student creativity through model designs using various materials and techniques work, as well as introducing students to pottery. Emphasis is given to skill development and understanding of design elements and principles while self-expression is always encouraged.

## Dance

Dance is a subject that caters for both experienced dancers and those wishing to begin dancing. Students will study, through practical experiences, dance-making, appraising and performing. Participation in performances such as the PARTS Festival in Term 1 will form part of the course. Theory of dance, critical appraisals and reflections will form part of a dance journal.

*No previous experience needed.*

## Drama

The Year 8 Drama course is designed to develop trust, cooperation and self-confidence. Students will be involved in a variety of dramatic situations including mime, movement, improvised and walk-in drama, role-play and scripted drama. All students will perform publicly in such events as the PARTS Festival in Term 1. Students will be introduced to theatre terminology and activities, made aware of performance spaces and audience relationship. Assessment includes a written journal containing handouts, weekly class notes, journal writing and research.

## Music Technologies

This course has been updated to reflect the needs of our students and to ensure that students have the opportunity to develop a broad range of music skills including the use of music technologies.

Music Technologies is a Semester 2 practical Music subject. You will learn about the language of music and how music is put together with a focus on introducing students to such things as using music software, recording and mixing. Some musical or instrumental background is preferred in this course, but not essential.

## Music Studies

This focus of this subject offering is to provide those students interested in learning an instrument and mastering musical notation, a focused and fun course in which they can enhance their skills and knowledge. The course has two components, in which all students participate over the year:

- Practical (solo and ensemble): students will develop skills on an instrument in a band, strings or guitar program taught by specialist staff. Students may hire instruments from the College if they do not have their own. There are many performance opportunities available.
- Core: Students will work in a whole class environment exploring the elements of music through theoretical and practical activities focusing on creating, performing and listening.

## Musical Theatre

*Does being on stage excite you? Do you revel in the spotlight? Do you enjoy GLEE? If the answer is yes to any of these questions, the MUSICAL THEATRE is for you!*

Musical Theatre is a singing-based course to assist students in developing performance skills and techniques, in singing repertoire from the stage and screen. The course is designed to promote confidence and stage presence. Discover your singing voice, dazzle with storytelling and explore a range of singing styles. Performance opportunities for both solo and vocal ensemble work will be available. Discover techniques for creating characters and learn how to use your voice to communicate a story.

## TECHNOLOGIES - YEAR 8

### YEAR 8 OPTIONS IN TECHNOLOGIES

Each run for one semester (two consecutive terms). Students are required to select at least one course from the Technologies Curriculum, but may study as many as three within the school year (in Semester 1 and/or 2). If they choose to study one course in Technologies they will take three courses from the Arts Curriculum for the year. Alternatively, students may elect to complete two courses from Technologies and therefore will complete two courses from the Arts, OR they may take three courses from Technologies and therefore study one course from the Arts.

#### The Technologies Stream includes:

- Applied Technology
- Design Graphics
- Design in Metal
- Design in Wood
- Food and Nutrition
- Textiles and Design

### Applied Technology

Have you ever wondered how humans managed to design and built objects such as skyscrapers or how we mastered the art of flying? Perhaps you like discovering how things work, being creative and solving problems through developing practical objects. If you said yes to any of these, then Applied Technology is for you.

Throughout this subject there is a strong emphasis on hands on activities and practical projects to enhance learning. You will learn how to think like designers, innovators and engineers to discover how design and technology plays an import part of the world we live in.

Students will participate in a range of activities including: designing engineering structures, learning how to use new technologies such as a laser cutter to develop creative objects, discover where plastic comes from and why it needs to be recycled and how to design and optimise a water bottle rocket to travel 30 plus metres in the air.

Take the challenge and push yourself to see what you can create with a little imagination.

### Design Graphics

Students learn basic drawing skills, which develop through Year 9 to the use of computers for design and communication in senior classes. The course covers practical drawing in the areas of:

- Skills in lettering and dimensioning
- Correct use of line work
- Correct use of all Technical Drawing equipment
- Basic geometry
- Pictorial drawings - (isometric, oblique and perspective)
- Plan drawings
- Communicating ideas and designs graphically

### Design in Metal

The Design in Metal course will provide the following for students:

- An understanding of the properties and uses both ferrous and non-ferrous metals.
- Tool recognition and correct usage
- Workshop layout and associated safety
- A chance to design and construct simple projects

### Design in Wood

This course will give all students experience in the design and construction of timber projects: although predominantly a practical subject, some theory work is done in conjunction with the practical projects.

Students will gain experience in the following facets of woodwork:

- Workshop layout and associated safety
- Tool recognition and correct usage
- An appreciation of various types of timbers and their properties
- Construction of basic timber joints
- The assembly and finish of timber projects
- An appreciation of some aspects of design using timber

### Food & Nutrition

The study of Food & Nutrition provides students with a broad knowledge and understanding of food related topics through a range of practical experiences. Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Subject focus areas include:

- Food in Australia and our engagement with Asia
- Food trends
- Food selection and health
- Food for special occasions
- Sustainable practices relating to food.
- Developing practical skills and techniques

### Textiles & Design

The Textiles and Design course will provide the following for students:

- An understanding of a range of textiles, materials, equipment and sustainability issues related to textiles
- Use of the sewing machine and overlocker
- Design and construct items including: pin cushion, zipper purse, pyjamas, simple top
- Introduction to elements of fashion design and garment choice



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