

Principal's Message

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

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

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

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

Rory Kennedy

Principal

Our Vision Statement

Celebrating all life

Challenging all people

Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

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

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

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

Our Educational Principles

Teaching and Learning

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

School Community

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

Student Wellbeing

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

Leadership and Management

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

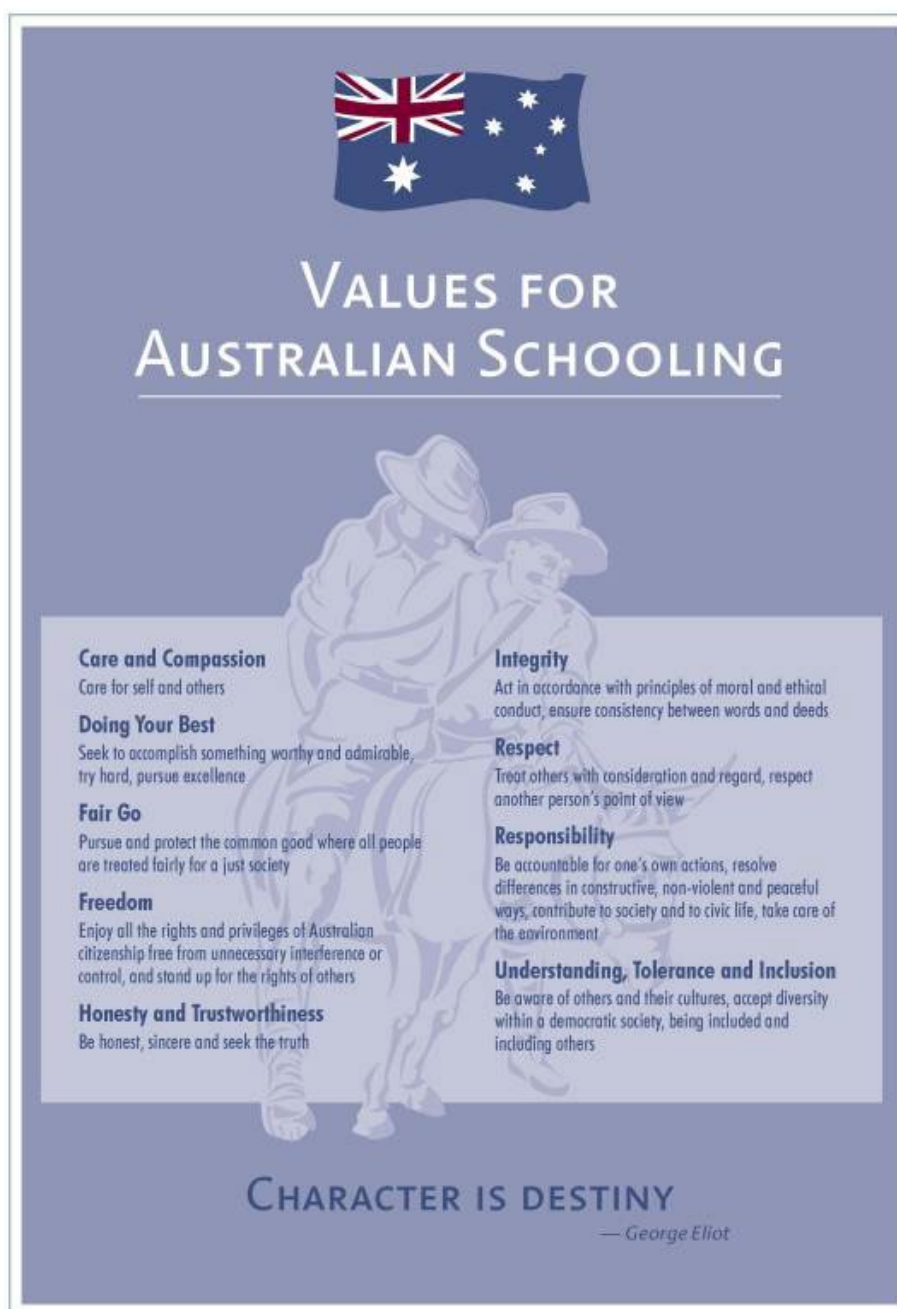
Education in Faith

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

Statement of Democratic Principles

MacKillop College is committed to the principles of a liberal democracy.

- We believe in an accountable, democratically elected government
- We respect and observe the rule of law and believe that no person is above the law
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes
- We believe not only in the freedom of religion, but also the need to practise tolerance and understanding of others' beliefs
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom
- We believe in the values of openness and tolerance, and value and respect all members of the College community regardless of background



Year 7 and 8 Curriculum Outline

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

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- Humanities
- Languages
- The Arts
 - Drama
 - Music
 - Art
- Technologies
 - Design and Technologies
 - Digital Technologies

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

The Arts Learning Area is divided into the Creative Arts and Performing Arts. In Year 7, students study Performing Arts - Music and Creative Arts, whereas in Year 8, students study Performing Arts - Drama and a second semester of Creative Arts.

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

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

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

As part of the College's commitment to student wellbeing, our Thrive program is facilitated by homeroom teachers in the mornings.

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

Year 7 Learning Units

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

Year 8 Learning Units

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

Pastoral Care

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

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

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

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

Assessment

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

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

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

Reporting

Reporting enables the teacher to communicate with parents/carers regarding a student's academic and personal development, behaviour and diverse needs. Reporting at the College takes two main forms. The first is in the form of ongoing and continuous reporting to students and parents/carers about assessments tasks completed throughout each semester. The second is our end-of-semester reports.

SEQTA provides the College's means to communicate both types of reports:

1. continuous reporting of assessment tasks and
2. summative reporting, which provides a formal report.

Both methods are available for students and parents/carers respectively in *SEQTA Learn* and *SEQTA Engage*.

Other forms of reporting involve parents/carers receiving information via:

- notes written in a student's diary
- phone calls, emailing or direct messages and
- student Progress Interviews conducted during Term 1, Term 2 and Term 3.

End of Semester Report

These reports are available on the Parent Portal (*SEQTA Engage*) at the end of Semester 1 (at the end of Term 2) and Semester 2 (end of Term 4). They reveal the student's progress over a Semester. The reports address the standards expected of your child at that point of time. They focus on areas of achievement against these standards. They also provide the student's attitudes regarding learning habits demonstrated in the classroom.

Student Progress Interviews

Both parents/carers and teachers can arrange interviews to discuss any matters relating to their child as the need arises. Formal Student Progress Interviews are conducted during Term 1, Term 2 and Term 3. The dates for these interviews are published on the College's calendar of events, which is also available on the College website.

Home Study Guide

Home study is essential if students are to complete their studies to the best of their ability. It aims to increase student understanding and retention of knowledge through encouraging ongoing, independent learning.

Home Study

Home study tends to be task oriented, teacher directed and has set completion dates that students must meet. The types of home study-set by teachers may be:

- practical exercises_– providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
- preparatory home study – providing opportunities for students to gain background information so they are better prepared for future lessons.
- extension assignments_– encouraging students to pursue knowledge individually and imaginatively.

Study

Study tends to be student centred, self-initiated and should be ongoing in nature. Study can take the following forms:

- re-reading class notes
- practising vocabulary
- revision of work completed earlier
- wider reading
- re-organising folders and notes
- re-reading texts and novels
- summarising notes and further reading

The amount of study will vary from year level to year level. It can be anticipated that the workload for study will gradually increase from the junior years (Years 7 and 8) to the senior years (Year 11 and 12). From year level to year level there should be a gradual increase. Students should complete their home study in a quiet, well-lit and well-ventilated space. All students should use their College diaries to record home study.

MacKillop College

Home Study Timeline per subject attended that day



Learning Diversity

The Learning Diversity program is couched within the framework of the College Vision and Mission Statements and provides the structural means for enabling students with a range of abilities to achieve the MacKillop College Educational Goals.

Individualised Learning

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

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

EAL/D students (those whose first language is not English and who learn English as the dominant language of the host culture) are offered additional assistance in further developing proficiency in their use of the English language. This assistance can take the form of an EAL/D Individual Learning Plan if the student requires additional support.

Julian Tenison Woods Program (JTWP)

The Julian Tenison Woods Program is a school wide talent development program which aims to meet the various intellectual and pastoral needs of students with high abilities in one or more learning areas. Individual student needs are met through curriculum telescoping and possible acceleration within subject areas, co-curricular extension and enrichment activities. These students are also encouraged to participate in appropriate external programs.

Outdoor Education

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

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

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

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

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

Year 7

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

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

Year 8

The Year 8 Outdoor Education Experience is a three-day camping and bushwalking camp conducted in the Great Otway National Park in Lorne and Moggs Creek. Students may complete a small bike ride exploring the coastal town of Moggs Creek or Anglesea and its surrounds. Students will learn the skills to safely participate in bushwalking and how to perform basic navigation using maps. The experience culminates in the students completing the picturesque Phantom Falls Walk near Lorne. Students will also learn about the local environment and participate in a small conservation activity on the last day to give back to the environment they have enjoyed throughout the week.

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

The Arts (Year 7) - Art

Introduction

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

Unit Overview

The following units will be studied in this subject:

1. Painting Unit
2. Printmaking Unit
3. Art Analysis – Impressionism/Post Impressionism

Driving Questions

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

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

The Arts (Year 8) - Art

Introduction

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

Unit Overview

The following units will be studied in this subject:

1. Painting Unit
2. Printmaking - Portraiture
3. Art Analysis - Cubism

Driving Questions

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

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

The Arts (Year 7) - Music

Introduction

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

Unit Overview

The following units will be studied in this subject:

1. Music language
2. Orchestration and solo performance

Driving Questions

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

- What's the relationship between music and emotions?
- How can we use musical performance to inspire our community?

The Arts (Year 8) - Drama

Introduction

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

Unit Overview

The following units will be studied in this subject:

1. Mime
2. Soundscapes
3. Puppetry
4. Monologues

Driving Questions

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

- How do we translate emotions through movement?
- Why is sound effective in telling a story?
- How can we use inanimate objects to explore meaningful and relevant issues to a targeted audience?
- How can a monologue enhance a character and portray their emotions?

Design and Technologies (Year 7 & 8)

Textiles, Food Studies, Sculpture, Product Design (Materials) and Design Technologies (STEAM) are subjects of the Design and Technologies Learning Area. Students will be allocated two of the technology subjects over a two-year period (Years 7 and 8). Students follow the design process to create designed solutions through the stages of Investigating, Generating, Producing, Evaluating and Planning and Managing. Products created will be using materials specific to the subject.

Introduction

Textiles:

Students develop an understanding of the tools and techniques used in the production of textile items. They learn hand stitching for practical and creative applications, and they acquire confidence to safely use a sewing machine. They investigate the environmental impact of the fashion industry, and the sustainable habits we can practice to reduce our fashion footprint.

Food Studies:

Students learn basic cooking processes, fundamental knowledge of nutrition and terminology used in recipes, kitchen hygiene and the correct and safe use of utensils and appliances. They learn how to complete and the importance of a sensory evaluation. They address the importance of healthy eating and learn about the key food groups – fruits and vegetables. Students learn about the Design Process and use it to produce a suitable recipe and practical dish.

Sculpture:

Students experience working with a range of different materials to produce their own three-dimensional sculptures. They will learn the fundamental skills required to design, build and decorate their own personal pieces. Students will engage in the design process, where they are able to use inspiration in order to design, test and refine their own concepts, through experimentation. They will also investigate the historical and cultural significance of three dimensional art and design by looking at significant works from around the world and from different periods of time, including its role today.

Product Design (Materials):

Students manipulate materials such as wood and/or metal into small creative functional items using design elements and principles. Students are introduced to the basic hand tools, drawing techniques and safety considerations. Students develop a basic understanding of sustainable practices carried out in the industry and choose ethical materials when developing design solutions.

Design Technologies (STEAM):

Students follow the design process to design and produce a solution to solve an individual, local or global problem using the latest technologies such as 3D CAD design, 3D printing, laser cutting and etching as well as ~~and~~ vinyl plotting.

Unit Overview

The following units will be studied in all subjects:

1. Safety
2. Introduction to the main materials, tools and processes
3. The Design Process

The following are subject specific units:

Textiles	Food Studies	Sculpture	Product Design (Materials)	Design Technologies (STEAM)
Creative Textile Solutions	Healthy Eating including breakfast	Cultural Approaches to Sculpture	Ethical and sustainable approaches to functional design solutions	Creativity Through the Latest Technologies
The Journey of Textile Fibres	Key Foods groups – Fruits and Vegetables	Conceptualisation to Produce Sculptural Pieces	Production of typical and modern design solutions	Our Sustainable Future

Driving Questions

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

Textiles

- What is the journey of the clothing that we wear today?
- What impact does the fashion industry have on our environment, and how can we become more conscious consumers?
- What tools can be used to produce textile items, and how do we use them safely?
- How can I develop a creative and sustainable textile product?

Food Studies

- How can I work safely and hygienically in the kitchen to prevent accidents, identify equipment and use sensory language to create successful products?
- How can the Australian Guide to Healthy Eating and knowledge of food production be used to influence healthy food choices?
- How can we design and develop foods to suit different people, cultures and occasions?

Product Design (Materials)

- How can we use our project management skills to manage production processes safely?
- How can we apply sustainable practices when developing design solutions?
- How can we follow the design process correctly to develop typical and/or modern design ideas?

Sculpture

- How do designers choose tools, techniques and mediums to express their ideas through the design process considering safety and sustainability?
- How does culture impact the production of sculptural pieces?

Design Technologies (STEAM)

- How can emerging technologies be used to solve design problems and create solutions for individuals and communities?
- How can we as MacKillop students apply the design process to invent a product that will promote sustainability and have a positive impact on our future?
- How can I apply the Design Process to create unique and functional products?

Digital Technologies (Year 7 & 8)

Introduction

Digital Technologies aims to:

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

Unit Overview

The following units will be studied in this subject:

Year 7

1. Introduction to the Digital Workspace
2. Cybersafety and Web publishing (Project based learning)
3. Data Visualisations & Infographics (Project based learning in collaboration with Mathematics)

Year 8

1. Artificial Intelligence
2. Hardware and Software (Project based learning)
3. Algorithms and Programming

Driving Questions

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

- How can we become safe members of an online community?
- How can data and information be used to inform change?
- How does technology effect our community, the world and us?
- What are the key components in digital systems?
- How do we provide instructions for our computer to perform tasks?

English (Year 7)

Introduction

In Term 1, Year 7 students embark upon a textual study of R. J. Palacio's novel 'Wonder'. They will also use the novel's themes of tolerance, acceptance, inclusivity and kindness as a catalyst for exploring how students can ensure that all within the MacKillop community feel included and respected whilst at school.

In Term 2, students undertake an exploration of resilience. As part of this exploration, students will reflect on how an individual's past helps shape and grow them. Our students will be invited to engage with some challenging topics, such as loss, resilience and the value of friendship. This is grounded in a close textual study of Brian's Selznick's graphic novel 'The Invention of Hugo Cabret' in conjunction with real world examples of struggle and strength that will enable authentic discussions of how, as a community, we can persevere and grow from our experiences.

In Term 3, students will explore how the English language is a living and breathing entity that is always evolving, exploring the etymology of words that have changed over time and the word formation processes that generate neologisms today.

In Term 4, students will commence an analytical study of a text in which they will investigate how authors use language to convey thoughts and feelings about the world around them. Students will experiment with language to comment upon their own experiences and views about the society in which they live.

Unit Overview

The following units will be studied in this subject:

1. Textual study – Wonder by R.J Palacio
2. The Past Informs the Present
3. Neologisms
4. Analytical Study of a Text

Driving Questions

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

The Past Informs the Present

- How do events of our past shape the individuals we become?
- How do people demonstrate resilience in the face of adversity?
- How can we as individuals demonstrate resilience and personal growth in times of hardship?

Neologisms

- How are new words created and added to our language?
- Why are new words created?
- What causes the meanings of words to change over time?
- Why are some words abandoned or forgotten?

Textual Study – Wonder by R.J Palacio

- How do authors create meaning in their texts?
- How do authors use literary devices to explore the themes and ideas of their texts?
- How can we make our community more accepting and inclusive of others?
- How can I show kindness and tolerance to those around me?

Analytical Study of a Text

- How do authors use language to convey thoughts and feelings about the world around them?
- How can I use language to reflect about my own experiences and comment on the society in which I live?
- How can an individual's own experiences and values affect how they interpret and engage with a text?

English (Year 8)

Introduction

In Year 8, students strengthen and expand their knowledge and understanding of a wide range of texts, varying from printed to non-print forms. Students are challenged to examine and explore the richness of language. They learn to appreciate the power to evoke feelings and to form their ideas and thoughts clearly in writing and in formal presentations. The units of 'Gothic Fiction and Storytelling Skills', 'Literature on the History Shelf' and 'Media Matters' are covered throughout the year. In Year 8, students are taught how reading, viewing, listening and speaking are important when creating and interpreting a range of texts, from the simple to the more abstract. To conclude the year, the students will analyse a film text and unpack the various ways in which filmmakers use filmic techniques and devices to convey meaning to their audiences. This course incorporates a variety of multimodal texts and forms of electronic media.

Unit Overview

The following units will be studied in this subject:

1. Gothic Fiction and Storytelling Skills
2. Literature on the History Shelf
3. Media Matters
4. Analytical Study of a Film Text

Driving Questions

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

Gothic Fiction and Storytelling Skills

- What are the conventions and stylistic features of Gothic fiction?
- How do authors create suspense and atmosphere in their writing?
- In what ways can the literature of others inspire our own creative writing?

Literature on the History Shelf

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

Media Matters

- What information is reliable and how do we know?
- How are informational texts used to persuade an audience?
- What is a 'target audience'?
- How does advertising seek to tap into consumers' core values?
- How does advertising persuade and manipulate individuals?

Analytical Study of a Film Text

- How are film techniques and devices used to build the world of the text?
- How are filmic elements, such as *mise en scene*, used to create meaning and express ideas that engage with the themes of the text?
- How can historical context and social values shape the way that films are made and interpreted?
- How can an individual's own experiences and values affect how they interpret and engage with a text?

Health and Physical Education (Year 7)

Introduction

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

Unit Overview

The following units may be studied in this subject:

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

Driving Questions

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

Transition and relationships

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

Growth and development

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

Benefits of exercise

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

Safety – Bike, Sun and Water

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

Body Systems

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

Practical

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

Which activity:

- Requires the most skill?
- Has the most rules governing it?
- Involves more tactics?
- Is more physically demanding?
- Involves the most teamwork?

Health and Physical Education (Year 8)

Introduction

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

Unit Overview

The following units may be studied in this subject:

1. Harm minimization – Alcohol, smoking and drugs
2. Mental Health
3. Respectful relationships
4. Nutrition
5. Body systems
6. Fitness
7. Physical Pursuits – Cricket, Volleyball, Themed minor games, Basketball, Gaelic football, Dance, Ball Sports and Bike Education

Driving Questions

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

Alcohol and Drugs

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

Mental Health

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

Fitness

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

Body systems

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

Nutrition

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

Practical

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

Which activity:

- Requires the most skill?
- Has the most rules governing it?
- Involves more tactics?
- Is more physically demanding?
- Involves the most teamwork?

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

Introduction

This integrated subject is an introduction to Economics & Business, Geography and History. The first semester course explores Prehistory and Ancient Civilisations from an historical perspective as well as exploring how cultural identity is established. The second semester's focus is the interconnections between people, places and environments and examines the allocation and use of the World's resources in both the physical and economic environments. Students also examine the world of Economics and Business by investigating various entrepreneurs and concepts such as supply and demand. Skills and concepts are enhanced via the use of Learning Technologies and collaborative work.

Unit Overview

The following units will be studied in this subject:

- H₂O 2021 and Beyond
- Hidden Histories
- Horrible Histories
- Donuts to Dollars

Driving Questions

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

- What would our world be like without an awareness of history?
- Why do Australians know so little about indigenous history?
- What if you could go back in time to an ancient civilisation, what would you change?
- How does water affect communities around the world?
- Why are some products more popular than others?

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

Introduction

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

Unit Overview

The following units will be studied in this subject:

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

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

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

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

Driving Questions

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

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

Languages (Year 7) - French

Introduction

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

Unit Overview

The following units will be studied in this subject:

1. Talking about yourself
2. Describing your family
3. Animals
4. Body parts

Driving Questions

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

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

Languages (Year 8) - French

Introduction

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

Unit Overview

The following units will be studied in this subject:

1. Holidays and festivals
2. Fashion
3. French Holidays
4. Hobbies

Driving Questions

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

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

Languages (Year 7) - Italian

Introduction

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

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

Unit Overview

The following units will be studied in this subject:

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

Driving Questions

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

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

Languages (Year 8) - Italian

Introduction

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

Unit Overview

The following units will be studied in this subject:

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

Driving Questions

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

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

Languages (Year 7) - Japanese

Introduction

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

Unit Overview

The following units will be studied in this subject:

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

Driving Questions

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

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

Languages (Year 8) - Japanese

Introduction

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

Unit Overview

The following units will be studied in this subject:

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

Driving Questions

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

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

Mathematics (Year 7)

Introduction

Mathematics in Year 7 provides a unique opportunity as a bridge between a student's concrete numerical learning in primary school and the more abstract mathematics covered in middle and senior years. This course aims to consolidate prior learning as well as extend students in their problem solving, reasoning, and abstract thinking skills. These capabilities will enable students to respond to familiar and unfamiliar situations by using mathematics to make informed decisions and solve problems efficiently.

Students will further develop their arithmetic skills throughout this course. They will explore properties of numbers, including developing an understanding of negative, square and cube numbers. This exploration extends past whole numbers and into fractions, decimals and percentages as students investigate how to represent and manipulate numbers that are not whole. This knowledge will then be applied to the exploration of probabilities in simple experiments. Students will also learn about common data collection techniques and use these to collect, analyse and display data in a range of ways. They also investigate common measurement and geometric properties of shapes, such as perimeter, area and angles, and use these to solve a wide range of problems. Students look at ways to write everyday situations as algebraic expressions that can be manipulated, calculated, and equated to find solutions to a range of different problems.

Please Note: All students are expected to have a scientific calculator.

Unit Overview

The following units will be studied in this subject:

1. Whole number
2. Data
3. Co-Ordinate Geometry
4. Probability
5. Fractions, Decimals and Percentages
6. Measurement and Geometry

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- What is the relationship between a square number and a square root?
- How can I describe numbers that are less than zero?
- In what ways can I represent numbers that are not whole? How are these different forms related to each other?
- Do statistics always tell the truth?
- In what ways can we collect, understand and use data?
- How do we classify and describe shapes and objects?
- What is a formula? What are the advantages of a formula?
- How can formulas and graphs be used to model everyday situations?
- How can a value be represented if it is unknown, or if it changes?
- How can recognising patterns help solve problems and make predictions?
- How can we accurately predict the probability of events occurring or not occurring?

Mathematics (Year 8)

Introduction

In Year 8, students will develop their ability to choose and carry out mathematical procedures accurately and efficiently and recall knowledge and concepts readily. Students will build up their skills in problem solving by interpreting information, creating models, and investigating and exploring the uses of mathematics in unfamiliar situations. They will also build their capacity to apply mathematical concepts and skills through proofs, evaluations, analyses and generalisations.

Students will investigate positive and negative numbers (integers) and how the arithmetic rules of addition, subtraction, multiplication and division apply to them. Students will also investigate the representation of repeated multiplication of a number as an index (or power) and using rules to simplify them. Their study of fractions, decimals and percentages is extended to include financial applications such as percentage discounts and mark-ups. The study of algebra is also extended from Year 7 to include the construction and solving of equations to find the value of an unknown or changing number. Students will use the properties of shapes to explore problems involving congruence (shapes that are identical) or similarity between shapes. Students will extend their knowledge of measurement by calculating the volume of common shapes and completing conversions between common units of measurement. Data collection and displays are explored further by investigating the effects of outliers on a data set and completing further calculations of summary statistics. Students will also consolidate and extend their understanding of probability by exploring complimentary events and using diagrams to represent probability scenarios.

Please Note: All students are expected to have a scientific calculator.

Unit Overview

The following units will be studied in this subject:

1. Directed Number
2. Percentages and Financial Arithmetic
3. Probability
4. Geometry
5. Indices
6. Algebra and Equations
7. Linear Relations and Graphs
8. Measurement
9. Statistics

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How do the basic operations apply to numbers less than zero?
- Why and how do we use percentages? How are they related to decimal numbers and fractions?
- What is an index? When used, how do they effect the growth of numbers?
- What are the Index laws and how do the index laws relate to each other?
- How are formulas used in measurement?
- How are linear measures, area and volume related?
- How can algebra help me solve problems?
- How do the graphs of mathematical models and data help us to solve problems and better understand the world in which we live?

Religious Education (Year 7)

Introduction

In Term 1 students investigate what it means to belong to MacKillop College, particularly as a Catholic community. This is followed in Term 2 by an exploration of how people make decisions, what makes a decision 'good,' and how people can form and inform their decision-making process.

In Term 3, students investigate the question "Who is God?" In Term 4 students will explore whether an individual can believe in science and Religion or if these are mutually exclusive concepts.

Unit Overview

The following units will be studied in this subject:

1. How do I belong?
2. How do I make good decisions?
3. Who is God?
4. Can you believe in Science and Religion?

Driving Questions

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

How do I belong?

- How are we part of a community?
- What does it mean to belong to MacKillop?
- How are we initiated?
- What are we initiated into?
- What are the Sacraments of initiation of the Catholics faith?
- Why are we initiated?
- What are other rites of initiation in other faith traditions?

How do I make good decisions?

- What is morality?
- How do we make a moral decision?
- What influences affect moral decision-making?
- What role does the teachings of the Church and scripture play in this process?
- What is conscience?
- How is our conscience formed?
- What processes can we follow when making a decision?
- To what extent does moral character impact on the process of making choices?

Who is God?

- Where can we learn about God?
- How is God represented in our culture?
- How is God understood by different religions and belief systems?
- How is God represented in the Catholic Church?
- Who is God the Father, God the Son and God the Holy Spirit?
- How has God communicated with us through history?
- How does God communicate with us today?
- What does God ask of us?

Can you believe in Science and Religion?

- How was the world made?

- Where is God in creation?
- How do different stories from around the world explain creation?
- How are we to understand the scripture passages which reveal God as the Creator?
- What does the Church teach us about creation?
- How do people contribute to the ongoing development of creation?
- What does science teach us about creation?
- Can you believe in God and Science at the same time?

Religious Education (Year 8)

Introduction

In Term 1 students will consider the socio-historical context of first century Palestine to come to an understanding of “Who was Jesus?” In Term 2, students will reflect on and interpret the nature of forgiveness in society by considering if “Should victims of crime forgive?”

In Term 3 students will explore the nature and role of prayer in a unit called “Why bother praying?”

The final unit poses the question, “What should we do with all the poor people?”. Throughout this unit, students consider poverty in our world and what Catholics are called to do about it. This unit leads into the College’s St. Vincent de Paul Christmas Appeal as a way to practical action.

Unit Overview

The following units will be studied in this subject:

1. Was Jesus Christian or Jew?
2. Should victims of crime forgive those who act against them?
3. Did Hitler go to heaven?
4. What should we do with all the poor people?

Driving Questions

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

Who was Jesus?

- Did Jesus exist?
- Did Jesus rise from the dead?
- What did Jesus look like?
- Was Jesus a criminal?
- What was life like during the time of Jesus?
- How did someone repent for their wrongdoings during the time of Jesus?

Should victims of crime forgive the criminals who act against them?

- What does Australian law tell us about forgiveness?
- What did Jesus teach about forgiveness?
- What does the Church teach about forgiveness?
- What do other religions teach about forgiveness?
- Is there a criteria for forgiveness?
- How do you forgive?

Why bother praying?

- What is the purpose of prayer?
- How do people pray?
- Are ‘thoughts and prayers’ an appropriate response to tragedy?
- Why do we offer to pray for other people?
- Who actually hears our prayers?

What should we do with all the poor people?

- What does it mean to be poor?
- What did Jesus teach regarding the poor?
- What does Catholic Social Teaching guide us to do?

Science (Year 7)

Introduction

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

In Year 7, students explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. They develop an understanding and knowledge of matter and separating techniques and how this helps scientists improve water quality in communities. Students represent and predict the effects of unbalanced forces, including friction and Earth's gravity, on motion. They will also investigate the uses of simple machines and how this helps society improve the world around us.

Unit Overview

The following units will be studied in this subject:

1. Becoming a Scientist
2. Astronomy Agents
3. Wildlife Warriors
4. Water Detectives
5. Forces & Machines

Driving Questions

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

- The what, how and why of being a scientist.
- How would ecosystems change if humans disappeared?
- How can access to clean water improve communities?
- What would the world be like if all forces became unbalanced?

Science (Year 8)

Introduction

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

In Year 8, students examine processes of rock formation, including renewable and non-renewable sources and their uses in our modern society. They compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. Students analyse the relationship between structure and function at cell, organ and body system levels. Students represent and predict the effects of unbalanced forces, including friction and Earth's gravity, on motion. They will also investigate the uses of simple machines. Students explain how evidence has led to an improved understanding of a scientific idea.

Unit Overview

The following units will be studied in this subject:

1. Body Systems
2. Muggle Magic
3. Forces & Machines
4. Earth Resources

Driving Questions

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

- What would life be like without cells?
- How does an understanding of Chemistry help us interpret reality?
- What would the world be like if all forces became unbalanced?
- How can an understanding of Earth's resources help us build a better future?