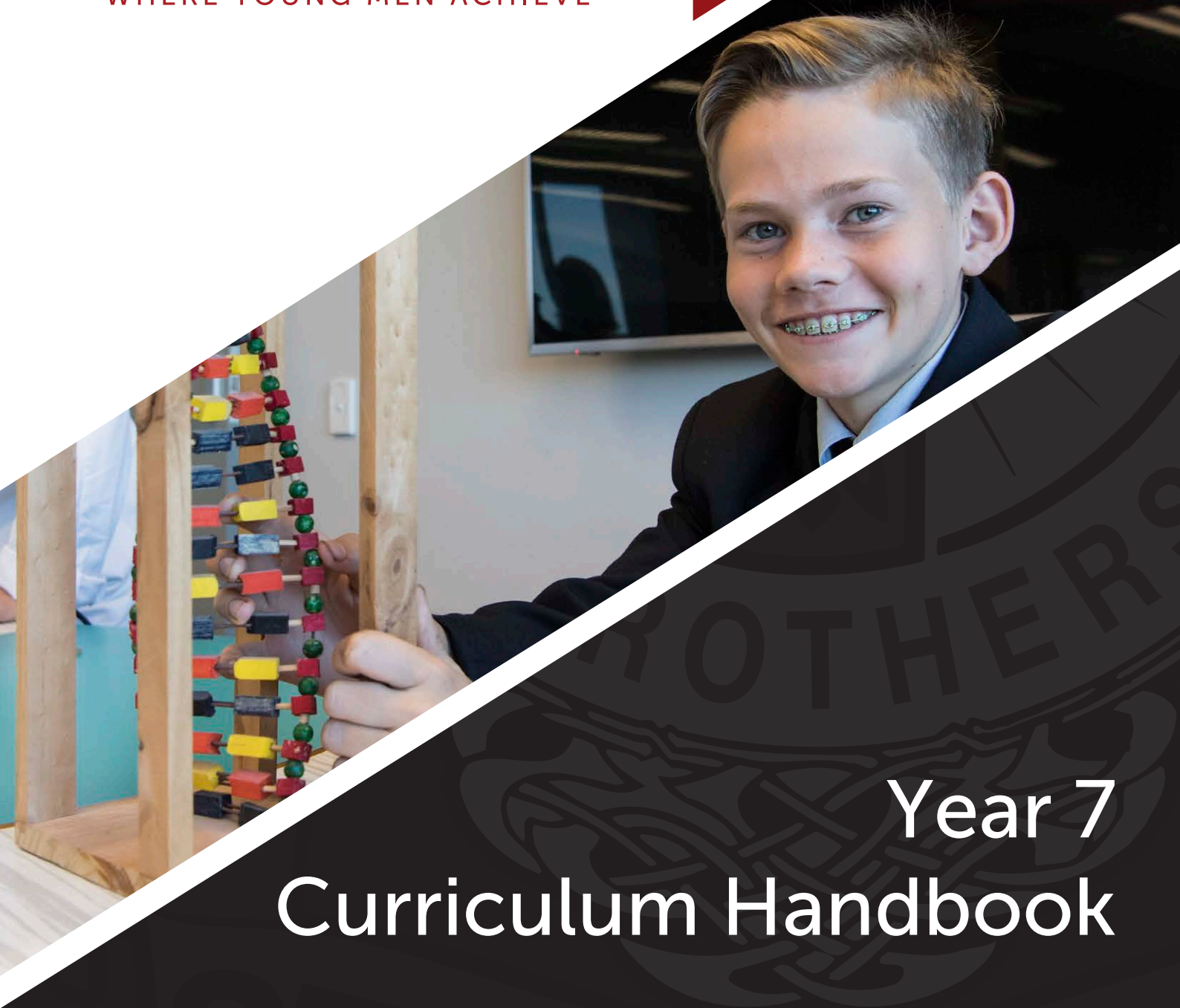




ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE



Year 7 Curriculum Handbook

Year 7 Curriculum Handbook

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Inclusive Community

Our community is accepting and welcoming



Liberating Education

Opening hearts and minds through quality teaching



Justice & Solidarity

We stand in solidarity with those who are marginalised



Gospel Spirituality

We invite all people into the story of Jesus

As a Catholic school in the Edmund Rice tradition, we aspire to be faithful to these touchstones

Leaders of Learning

Mr G Summerhayes	Director of Curriculum
Mrs C Murdoch	Director of Teaching and Learning
Mrs F Toomey	Religious Education
Mrs M McDonald	English
Mr L Butt	Mathematics
Mr T Foster	Science
Mr G Hannelly	HSIE (eg History, Geography)
Mr M Austin	TAS (eg Technology, Industrial Technology)
Mr M Young	Computing Studies
Mrs S Evans	Visual Arts
Mrs V Henderson	PD/H/PE
Mrs E Ribal-Vigneau	Languages
Mr P Toole	Music
Ms J Connor	Drama
Mrs A McDonald	Food Technology
Mrs B Kiekebosch	Diverse Learning
Ms E Bailey	Literacy
Mrs J Dignham	Careers Advisor/VET

Arrangement of Classes

St Edward's is strongly committed to Mixed ability learning environments. These environments avoid labelling students and allow them to learn from each other. They also provide maximum opportunity for student learning growth.

Mixed ability classrooms are supported by quality differentiated teaching that allows teachers to both engage and challenge the students in their classrooms. At St Edward's we use student learning data from AAS (ALWELL) and NAPLAN data to inform class construction in mixed ability groups.

At times students requiring additional support or challenge may be clustered together in order to allow appropriate support to be provided. If you have any questions or concerns about class placement please do not hesitate to contact Mrs Carolina Murdoch, Director of Teaching and Learning.

Year 7

Students in Year 7 study the following courses.

Religion Studies	English
Mathematics	Technology
Science	Music
Personal Development, Health and Physical Education	Visual Arts
History and Geography	

For English, History/Geography and Religion, the Year 7 students are taught by the one teacher (the core teacher). The College sees value in offering some stability of teachers to Year 7 students to help in their transition from Primary to Secondary education and to consolidate and extend skills acquired in Primary School.

Year 8

Students in Year 8 study the same courses as they did in Year 7, but they also study French.

Years 9 & 10

In Years 9 and 10 students, study several compulsory courses.

Religion Studies	English
Mathematics	Science
Personal Development, Health and Physical Education	History and Geography

In addition to the compulsory courses above, students can choose two courses from the following:

Commerce	Visual Arts	Music
Drama	Industrial Technology Timber	Design and Technology
Graphics	Industrial Technology Metal	French
Physical Activity & Sports Science	Food Technology	Marine Studies
Photographic and Digital Media	Information and Software Technology	History Elective

In addition to these courses above, students are also offered the following courses in year 10:

Construction	Manufacturing - Metals
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Years 11 & 12

The College offers a variety of courses to students in Years 11 and 12 and caters for students of varying academic ability. Further information about the courses in Years 11 and 12 is given to parents and students towards the middle of Year 10. However, at this point of time it is important to be aware of our experience with our senior years. We find that some students choose courses that they will find too hard for them, especially in English, Mathematics and the Sciences. Using results from Year 10, the College may need to set limits on the number of students who are able to study the harder English, Mathematics and Science courses. Therefore, some subjects will have prerequisites for enrolment.

Please note: students who intend to study the harder Mathematics course will need to do well in Year 8, 9 and 10 Mathematics. Likewise, students who wish to study Advanced English, Physics or Chemistry will need to demonstrate their ability in English and/or Science in Years 8, 9 and 10.

National Assessment Program Literacy and Numeracy

The purpose of NAPLAN is to provide teachers with information about the literacy and numeracy of students in all Australian schools in Years 3, 5, 7 and 9.

In 2020, St Edward's College students in Years 7 and 9 will complete the NAPLAN tests online. Testing will be carried out across Australia during a two-week testing window from the 14th to the 24th May. Students at St Edward's will complete the testing during this window. Students will be provided with a schedule for testing at the start of term 2. Your son is expected to undertake NAPLAN testing and catch up sessions will be organized for students that miss test sessions.

Home Study Guidelines

Home study refers to all study that students complete to further reinforce or engage with their learning.

The aims of home study include;

- To develop time management skills and self-discipline
- To reinforce, consolidate and improve concepts and skills taught in class,
- To develop the skills of focus and concentration outside of the classroom

Supporting your son

Establishing home study skills is both very important and very challenging. Our students have many demands on their time including sport, family commitments, technology and other hobbies and activities. These activities have much to offer young people and we actively promote the concept of balance to allow students to succeed in all areas. Being able to organize your time is an important life skill that will provide your son with the tools to succeed not only in study but in the workplace and at home.

It is important that you discuss your son's learning goals with him and the time management skills that he will need to achieve them. The student planner is the key resource to assist your son in organising his time, he should use the student planner as a log and a reminder of what work he needs to complete. We suggest that you sit down with your son to discuss the demands on his time and how he will manage these. He will need to prioritise and allocate his time according to the deadlines that he has to manage. Another useful strategy is to break set work into smaller chunks that take 30 minutes to complete so that longer assignments or weekly homework is more easily completed and last-minute panics are avoided.

If your son is not completing home study, it is important that we find out why this is happening. If the work is too difficult or he doesn't know where to start, please encourage him to ask his teacher either in person or via email. Homework Help is also available in the Library before school if he would like some support in completing his work. If he is unable to meet a deadline, teachers may provide time during school hours for him to complete this work eg. during lunch and may also impose mark penalties if deadlines are not met.

The total time spent in home study over a week for a student in Year 7 should not exceed 6 hours and parents are encouraged to contact the teacher of a given subject if they have concerns about the amount of home study (too much or too little) being set for their son. Home study expectations will increase throughout your son's school career and establishing good habits in year 7 will support him as he takes on the challenges of school life.

Progress Reports

Three times each year Parent-Teacher interviews are conducted of an evening. Parents are encouraged to attend these sessions with their son.

Interim reports will be issued at the end of Terms 1 and 3. Formal reports are issued at the end of Terms 2 and 4. These reports, include information for each course studied and indicate achievement in a variety of areas. Students will also be reported on for their commitment to the College Code for Learning (see back page).

Parents who are concerned about their son's progress during the year, or who wish to check how he is progressing in various courses, should contact the teachers of his courses.

Other Programs and Resources Available to Students

The Library

The Library is open from 8am to 4pm, Monday to Thursday and Friday, 8am to 3pm.

Before school and during lunchtime the library is an extremely busy and vibrant learning space, with many boys completing homework, borrowing books or working on computers. After school the library becomes a silent study environment, which is especially appreciated by our senior students. Homework help, especially with research tasks is always available before school from 8am.

Year 7 boys have fortnightly *Boys & Books* lessons with the Teacher Librarian. Boys will also come to the library with their class when they are booked in by their teacher. All boys in Year 7 are given an orientation to the Library and its resources, where the Teacher Librarian's teaches the boys how to access our digital resources. Boys also receive a bootcamp for IT which covers all computer and digital resources. All boys have access to the computers, as well as printing and photocopying facilities.

The borrowing period is three (3) weeks, with renewals available. There are no limits to the number of books boys can borrow and we encourage boys to borrow over the holidays. Overdue notices are sent out via the boys student email, and letters will be sent home if books are not returned.

The St Edward's Library is a very popular and busy place. The Library staff warmly welcomes the new students and we hope the boys enjoy the many resources available to them.

Camp

St Edward's College runs an Outdoor Education program through camps, which are held in Years 7 to 10. The aim of this program is to develop students' skills in a variety of recreational activities, to foster personal character and to develop positive relationships between students and teachers. The program provides a sequential course for the four years, developing skills of a higher order each year. Students will be presented with an accreditation certificate at the end of Year 10, which details the skills developed by the program. All activities are supervised by accredited outdoor education staff as well as a member of staff from the College.

The Year 7 camp is held in week 10 at Morisset, with focus on 'Orientation to Outdoor Education'. Some of the activities conducted include archery, canoeing, sailing, windsurfing, abseiling, rock climbing and initiative challenges.

Diverse Learning

At St Edward's there is a significant commitment to an inclusive education model that supports all learners in our school community. We recognise that our students have diverse needs and continually look to provide learning experiences that will engage and challenge them as learners.

The classroom is the primary and most important place where differentiation and support take place. At all times there is an emphasis on providing support which ensures that the dignity of the student remains intact as we realise that students who learn differently often lack confidence and find being labelled very disempowering.

As part of the mixed ability inclusive education that St Edward's offers support is provided in the classroom. It is also supplemented by intervention program in areas such as Literacy and Numeracy.

St Edward's provides a range of adjustments to enable all students to access their learning. These include provisions for tests or exams such as Reader/Writers, or extra time.

Students are monitored regularly as they move through the school and new forms of assistance are developed as needs emerge and resources are made available. None of this would be possible without the professionalism of the teachers and the learning assistants who work in classrooms with the students. Much is achieved through the high standard of consistent teaching which occurs daily. The Diverse Learning Team are always willing to talk more specifically about the ways in which help is made available to students and parents are encouraged to seek more information from the school if required.

High Potential Learners

St Edward's College implements a diverse range of programs and initiatives aimed at extending talented students in a variety of Academic, Creative, Technological and Sporting endeavours. In the academic domain, students are encouraged to enter competitions in Mathematics, Science, English, Debating, Mock Trial and Computing. Workshops are designed and run in some of these faculties and students who demonstrate ability and interest are invited to attend. Teachers also develop units of work that include extension activities and modules to challenge the more academically capable students. In the creative domain, talented musicians are encouraged to participate in the College Band, Jazz Group or Guitar Group and the College Performance evenings. Students interested in Drama are also encouraged to perform in the Drama Club, College Performing Arts evenings, the College Musical and at Friday assemblies and liturgies throughout the year.

Students who demonstrate a talent in the sporting arena are given many opportunities to develop their skills through the numerous representative sporting competitions available at the college. All the competitions maintain pathways to representation at an elite level.

Social Justice

‘Our schools exist to challenge popular beliefs and dominant cultural values, to ask the difficult question, to look at life from the standpoint of the minority, the victim, the stranger’.

Br. Phillip Pinto, Congregational Leader of the Christian Brothers, New York, 2002

Social Justice is a key priority for St Edward’s College. The founder of the Christian Brothers, Blessed Edmund Rice, was a man who saw the needs of others and committed himself to ACTION. In his context of 1802 in Waterford, Ireland it was the poor Catholic boys who needed an education and other support.

At St Edward’s College, we are part of an international group of schools and social justice ministries.

All Year 7 students will be introduced to the story of Blessed Edmund Rice via their studies in Religious Education. In addition, boys will be given ample opportunities to participate in community outreach such as Red Cross, 40 Hour Famine, soup kitchens and many others. These institutions challenge us to be faithful to the spirit of the Good News.

More formally, the Year 8 program inducts boys into 15 hours of compulsory community outreach per year. This is called the WATERFORD PROJECT. Students have three terms to complete the program and parental support is much needed and valued. Every student at St Edward’s in Years 8-11 is expected to complete 15 hours of meaningful outreach (Waterford Project).

Other significant outreach opportunities continue in Years 9, 10,11 and 12 which aim to broaden students experience of serving others in need. These outreach activities form part of the Waterford Project.

As an Edmund Rice school, we are governed by the four touchstones of THE CHARTER for Catholic Schools in the Edmund Rice Tradition (2011) and our school is now newly led by Edmund Rice Education Australia (EREA). The Charter governs expectations of Edmund Rice schools in terms of Community Outreach as well as our response to people living on the margins and our use of compassion and service to those on need.

College Counseling Service

There are two full time College Counsellors at St Edward’s, Terasa Killin and Marcus Missio-Spiteri. Both have postgraduate qualifications in mental health and many years of experience as College Counsellors.

College Counsellors visit the Year 7 classes early in Term 1 to explain their role to the boys and how to make an appointment if they need one. One of the counsellors usually attends the Year 7 camp to be available for support.

The College Counsellors offer individual counselling for a range of difficulties faced by young people such as grief, stress, anxiety, lack of motivation, family relationships, family conflict and separation, peer relationships, bullying, and support for academic success.

The below guidelines may address some common concerns of parents when their son starts high school. Parents and/or students are always welcome to contact the College Counsellors to discuss any specific concerns they have.

Starting High School

Many parents will be worrying about how their son will fit into high school and whether he will cope with the academic and social demands. It is not uncommon for new high school students to feel:

- overwhelmed
- lost and confused
- missing old school and old friends
- lonely and unhappy
- worried that he will not be able to cope with the new demands
- worried that he will not "fit in"
- worried that he will not live up to parental expectation

Following are some ideas for helping to make the transition to high school as smooth as possible for you and your son.

Getting Used to New School Routines

- Your son might be a bit tired and irritable during the settling-in period as he learns to adjust to new demands. Try to take this into account and be a little flexible in the early days.

Fitting In

- Fitting in and getting on with peers is one of the important tasks your son faces. If your son is having difficulty settling in socially, reassure him that it can take time.
- Remind your son that he already knows how to make friends because of the friendships he has made in the past.
- Your son needs to build confidence in his own ability to get on with others. It is important for him to get the message that you trust him to achieve this.
- Encourage him to take the first step and introduce himself to other boys. Remember, the first step in *having* a friend is to *be* a friend.
- Encourage your son to join school activities, sporting groups or other group activities: a great way to make new friends.

Communication

- Be available to listen to your son about his new experiences in high school. You need to let him know that you are interested in what is happening without overloading him with questions (a delicate balance!)
- Be a supportive listener but try not to give advice too quickly. Problems that young people can solve for themselves help to build confidence.

Organisation and Work Habits

- If your son learns to make good use of his student planner, it will pay long-term dividends. If he consistently notes down his homework, assignments, equipment or materials he needs, he is already on the way to developing good organisational skills.
- His timetable should be kept in the front of the student planner so that he can easily access it to check which books he needs for the next day's lessons. If he then gets in the habit of referring to the timetable and planner when packing his school bag, he should always have everything he needs.
- It is a good idea to check regularly during the first few weeks that he is doing this, and then at occasional intervals to make sure he is maintaining good habits. Once it becomes part of his normal practice, you can relax and know that he has developed some good organisational skills and is working towards independence.
- Provide him with somewhere private and quiet to study, away from distractions.
- Help your son set up a homework routine that helps him manage homework and other commitments but still have time for relaxation and friends.

Building Resilience

- Facing life's obstacles and learning from these experiences helps to build resilience and the ability to face further challenges along the way.
- All boys will be different in their ability to manage the challenges they face. The best thing you can do for your son is to instil confidence in his ability to cope.
- Encourage him to try to sort out problems for himself before you step forward to intervene.

Time Management Tips

Blocks of study time and breaks

As your school term begins and your course schedule is set, develop and plan for, blocks of study time in a typical week. Blocks ideally are around 30 minutes. Some difficult material may require more frequent breaks. Shorten your study blocks if necessary-but don't forget to return to the task at hand! What you do during your break should give you an opportunity to have a snack, relax, or otherwise refresh or re-energize yourself. For example, place blocks of time when you are most productive: are you a morning person or a night owl?

Dedicated study spaces

Determine a place free from distraction (no phone or text messaging) where you can maximize your concentration and be free of the distractions that friends or hobbies can bring! You should also have a back-up space that you can escape to, like the library, even a coffee shop where you can be anonymous. A change of venue may also bring extra resources.

Weekly reviews

Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes, your calendar. Be mindful that as deadlines and exams approach, your weekly routine must adapt to them!

Prioritise your assignments

When studying, get in the habit of beginning with the most difficult subject or task. You'll be fresh and have more energy to take them on when you are at your best. For more difficult courses of study, try to be flexible: for example, build in reaction time when you can get feedback on assignments before they are due.

Achieve "stage one"--get something done

The Chinese adage of the longest journey starting with a single step has a couple of meanings: First, you launch the project! Second, by starting, you may realize that there are some things you have not planned for in your process. Details of an assignment are not always evident until you begin the assignment.

Postpone unnecessary activities until the work is done

Postpone tasks or routines that can be put off until your schoolwork is finished! This can be the most difficult challenge of time management. Fun activities will be more enjoyable later without the pressure of the test, assignment, etc. hanging over your head. Think in terms of pride of accomplishment. Instead of saying "no" learn to say "later".

Identify resources to help you

Are there tutors? An expert friend? Have you tried a keyword search on the Internet to get better explanations? Are there specialists in the library that can point you to resources? What about professionals and professional organisations. Using outside resources can save you time and energy and solve problems.

Use your free time wisely

Think of times when you can study "bits" as when walking, riding the bus, study periods etc. Perhaps you've got music to listen to for your course in music or a novel to read in English. The bottom line is to put your time to good use

The Courses of Study Offered in Year's 7 to 10

Religious Education

As an authentic Catholic school in the Edmund Rice Tradition, St Edward's College encourages its students to have a personal relationship with Christ.

The aim of Religious Education at St Edward's is for the students to experience learning and living in the light of the Catholic faith throughout all aspects of their lives. The Religious Education department plays an important role in developing the students to be critical thinkers and ask questions of their faith. The Religious Education Teachers recognise that students come to St Edwards at different levels of faith development and it is their role is to guide and help students explore and develop their own faith. Religious Education is a compulsory subject that is studied from Year 7 to 12.

The academic nature of this program distinguishes it from other types of religious formation that take place in our College, namely Liturgy, Retreat's and the 'Waterford Project' which is our Social Justice program. All four formation opportunities combine to provide the fundamental components of a holistic religious education.

Year 7 Topics

- Initiation and Belonging
- Who is Edmund Rice?
- Bible Skills
- Images of God
- Covenant People
- Family
- Times of Jesus Advent and Christmas-Liturgical Year

English

The aim of English in Year 7 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students will engage in blended learning using both independent and collaborative skills to extend their knowledge, ideas and expression of the written word.

Mathematics

Mathematics in Year 7 is presented in three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The strands are treated separately but are interwoven to provide a balanced program to meet the needs and ability of the students.

The Year 7 course is integrated with the Year 8 (stage 4) course to enable students to reach a suitable standard before commencing Stage 5 Mathematics in Year 9. The Mathematics Department offers all Stage 6 courses in Years 11 and 12 from Mathematics Standard to Mathematics Extension 2.

Each student receives a calculator in Year 7 to allow for new approaches to the learning of mathematics. It is stressed, however, that calculators should not reduce the importance of mental strategies and written computations are not neglected.

Science

The Science course in Year 7 aims to give students an appreciation of what Science is, what it can do, how it can help both the individual and society and its relevance to everyday living. In Year 7 the boys are introduced to four major disciplines of Science:

1. Physics - the study of matter and energy
2. Chemistry - the study of different substances and their reactions
3. Biology - the study of life and living things
4. Earth & Environmental Science - the study of the Earth's structure, ecology and sustainability

Science is a compulsory course in Years 7, 8, 9 and 10. Each year builds on the knowledge, processes and skills learnt before, leading to a greater understanding of the physical world around us and how to carefully, accurately and reliably interpret new information.

In Years 11 and 12, St Edward's offers four separate courses in Science – Physics, Chemistry, Biology and Investigating Science. In 2018, the College brought in pre-requisites for boys wishing to study Science beyond Year 10. The pre-requisites acknowledge the complexity and rigour of the Stage 6 Science courses, and the application required by students to succeed in studying these subjects. Students are encouraged to develop a regular study programme, engage in wider scientific reading and remain curious to understanding the world around them.

The study of a Science course in Years 11 and 12 is not compulsory, however, the Science department encourages students to choose one or two Science courses.

History

The main emphasis on History in Years 7 and 8 is on developing an appreciation of the study of History and commitment to informed active citizenship. The skills of interpretation, analysis, empathy and research are continually developed throughout these Years.

The topics Year 7 study includes:

- "Introducing History"
- a study of ancient societies.
- a study of one medieval and early modern society

In Year 8 students examine two areas where colonisation and its impact on indigenous people.

History in Years 9 and 10 has an Australian focus and examines the role that Australia has played in world affairs and in shaping its own identity. At the end of Year 10 students sit for an external exam based on the material learnt in Geography and History in Years 9 and 10, with an emphasis on Civics and Citizenship.

Geography

Stages 4 (i.e. Years 7 to 8) examine Geography by focusing on the following issues

- Landscapes and Landforms and one hazard
- Place and liveability – environmental and community liveability
- Various mapping skills

The Year 7 students are introduced to the skills that are used by geographers. They learn to use maps, atlases, graphs, photographs and weather maps and to briefly examine contemporary issues. There will be an excursion to Taronga zoo and or local environment to enhance the material covered in class.

In Year 8 students continue to study Geography from a contemporary perspective. Some of the topics include:

- Water in the world- water management and sustainability
- Interconnections with trade, technology, production and consumption

Geography in Years 9 and 10 has a continued focus on management of limited resources and how to sustain an improvement in standard of living. Geography students continue to develop their skills covered in Years 7 and 8. At the end of Year 10 students sit for an external exam based on the material learnt in Geography and History in Years 9 and 10.

Each Year (7, 8, 9, and 10) studies a semester of History and a semester of Geography.

Commerce is an elective Stage 5 course studied in Years 9 and 10. It does not form part of the Civics and Citizenship course and is not examined externally at the end of Year 10.

Students who wish to study HSIE courses in Years 11 and 12 (Stage 6) do not have to study any HSIE course in Years 7 to 10. However, it can be expected that the skills developed over Stages 4 and 5 would enable the student to progress in the Stage 6 subjects. The subjects offered in Stage 6 that flow on from Stage 5 include Business Studies, Economics, Modern / Ancient History, Geography, Legal Studies, History Extension and Retail.

Music

The aim of **music** at **St Edward's College** is to provide students with the opportunity to acquire the **knowledge, understanding and skills** necessary for **active engagement** and **enjoyment in music**. A range of **musical experiences** in **performance, composition and listening** provide a platform in which to foster a continued interest in music for the rest of their lives.

Each of the **concepts of music** (i.e. **Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture and Structure**) will be defined and reinforced through the learning experiences of performing, composing and listening.

Performing

Performing experiences will include playing on the class sets of **guitars** and **keyboard** instruments or various traditional and contemporary instruments (There is scope for students to perform on their own individual instrument of study if they have external tutoring). At the conclusion of the course students will be expected to be able to perform on at least one instrument, either as a soloist or as part of an ensemble.

Composing

Composing experiences will include **writing melodies, harmonies and rhythmic accompaniments**, writing lyrics and creating soundtracks using **standard and graphic music notation**. **Contemporary software programs** will be utilised to make these learning experiences as close as possible to the way in which music is created in today's music industry.

Listening

Listening activities will include a **variety of musical styles** involving a wide range of social, cultural and historical contexts. **Listening skills in this subject are held in high regard** as they can contribute greatly to each area of learning and are the foundation of any worthwhile musical development.

Visual Arts

All students study Visual Arts in Years 7 and 8 for one semester each year. They may elect to continue their studies in Years 9 and 10 and specialise in Years 11 and 12. The students make and study artworks, study influencing artists and inquire with depth into the art making practice of key people in the art world.

By making artworks students learn to give form to images and objects and to represent ideas, experiences and understandings. In their artmaking experiences, students study a broad range of subject matter including people, other living things, objects, places and spaces, events, issues and theories. Students study the art of Australia and other cultures.

By studying artworks and images students come to know their culture and visual worlds and develop their capacity to respond, interpret and form opinions.

Students will explore a variety of media in 2D, 3D and 4D forms, which include

Drawing
Digital Art

Painting
Graphics

Printmaking
Ceramics

Students are required to keep a Visual Arts Process Diary which is given out during the student's first lesson. It is a record of their ideas, imaginings and experiences throughout each unit of work. The diary is an integral part of the Visual Arts course from Year 7 to 12.

Students will work on two assessments for Visual Arts in Year 7 – one art making assessment and one historical/critical assessment. Many of these assessments will be completed during class time.

Drama

Drama is offered to students in Years 9 and 10 as an elective course. Students learn about themselves and others by creating characters and situations. Students learn through doing and by cooperating with other students in the class to enhance communication, problem solving skills and relationships with others.

Technology

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

At St Edwards Year 7 will undertake activities in Twenty week 'Area of Study' units which are identified under the following classifications:

- Digital Technologies
- Agriculture and Food Technologies
- Engineered Systems
- Material Technologies

During these units the students will be required to undertake activities that will engage them in research, planning, drawing (both hand and CAD), manufacturing and evaluating the product.

Each Area of Study has clearly defined assessment items that will evaluate the student's level of achievement of the syllabus outcomes. Activities will take place in a variety of environments that include Coding, Engineering, Wood, Metal, Plastics, Food & Agriculture technologies. For this reason, there is always extensive safety induction and supervision.

Students can continue studying Technology based subjects in Year 9 & 10 like Graphics Technology, Industrial Technology Timber & Metal, and Food Technology. These subjects in turn lead to the HSC subjects of Industrial Technology, Engineering Studies, Food Technology, Design and Technology as well as the vocational subjects of Metals & Engineering, Construction, and Hospitality

French

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills. Learning languages exercises students' intellectual curiosity, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

At St Edward's College, we educate our boys to be citizens of the world by embracing languages and teaching 100 hours of French in Year 8, which equates to 6 lessons per 2-week cycle. During Year 8, students learn to interact with others in French to exchange information and ideas on topics of interest; they engage in collaborative tasks and explore connections between language and culture. In Year 9 and 10, students can choose French as one of their electives, and then in Year 11 and 12 they can select French Continuers as a subject for the HSC. As the ability to communicate in French provides incentives for travel and for meaningful interactions with French speakers, there are also opportunities for an exchange program and immersion tours of France.

Personal Development, Health and Physical Education

Personal Development, Health, and Physical Education is concerned with the development of the whole person and improvement of quality of life. This subject is concerned with developing knowledge and skills and fostering attitudes that will empower students to adopt healthy lifestyles. This program endeavours to affect the way students think, feel and act regarding their own well-being and that of others and the community in which they live.

The course focuses on enabling and encouraging students to make informed decisions related to health, physical activity, lifestyle and life planning. The approach to lifestyle management, embodied in this course, is that the individual must make personal decisions and act upon them. PDHPE embraces learning opportunities that are broad enough to include the full scope of individual differences so that all students have an equal chance for realising their potential. Subject topics focus on the management of life situations and addresses issues which may be considered controversial. In all such situations the subject matter is aligned with the ethos of the Catholic Church.

The course also involves regular participation in a variety of physical activity pursuits by the students. Participation assists with the structural growth, development and efficient functioning of the body throughout their senior school years.

Students study PDHPE in Years 7 to 10. Those students who are interested in this field can further their knowledge in Years 9 and 10 through the Physical Activity and Sports Studies (PASS) elective course. Students can also choose to continue in this Key Learning Area by selecting PDHPE and or the Board Endorsed VET Sport Coaching course, as an elective for the HSC.



ST EDWARD'S COLLEGE

A CATHOLIC SCHOOL IN THE EDMUND RICE TRADITION

Where young men achieve



EDMUND RICE EDUCATION
AUSTRALIA

OUR CODE FOR LEARNING

**I respect learning
by valuing:**

Organisation

Cooperation

The right to learn

Participation

Independent study

Academic excellence

**I show commitment to
learning through:**

Being prepared and punctual

- Managing my time effectively
- Meeting my deadlines

Following instructions

- Working cooperatively with teachers and other students
- Helping others

Paying attention

- Not disturbing others
- Not being disrupted by others

Being actively involved

- Asking and answering questions
- Listening and completing assigned work

Developing an effective study routine

- Completing my homework
- Researching, reading and revising regularly

Doing my personal best

- Showing pride in my work
- Setting and trying to achieve goals

