

**ST PAUL'S**  
**COLLEGE**

2024  
**MIDDLE YEARS**  
**CURRICULUM**  
Handbook

# CONTENTS

<a href="#">Welcome</a>	<a href="#">3</a>
<a href="#">Key Staff</a>	<a href="#">4</a>
<a href="#">Middle Years Subject Listing</a>	<a href="#">5</a>
<a href="#">STEM and LEAF</a>	<a href="#">6</a>
<a href="#">Teaching and Learning</a>	<a href="#">7</a>
<a href="#">The Australian Curriculum</a>	<a href="#">8</a>
<a href="#">Assessment, Feedback and Reporting</a>	<a href="#">9</a>
<b>Learning Areas</b>	
<a href="#">Religious Education</a>	<a href="#">10</a>
<a href="#">The Arts</a>	<a href="#">11</a>
<a href="#">English</a>	<a href="#">14</a>
<a href="#">Health and Physical Education</a>	<a href="#">15</a>
<a href="#">Humanities and Social Sciences</a>	<a href="#">16</a>
<a href="#">Languages</a>	<a href="#">18</a>
<a href="#">Mathematics</a>	<a href="#">19</a>
<a href="#">Science</a>	<a href="#">20</a>
<a href="#">Technologies</a>	<a href="#">21</a>



**ST PAUL'S**  
**COLLEGE**

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# WELCOME

This Middle Years Curriculum Handbook is a reference guide to assist you and your child to better understand the curriculum offerings within the Middle Years and to support elective subject selections in Year 9.

All learning areas taught at St Paul's College are included to give your child a broad choice of subject pathways when entering the Senior Years of their schooling.

The teaching and learning programmes at St Paul's College aim to provide an education that is appropriate to the developmental and individual learning needs of each student. The curriculum is designed with an outcomes-based approach and builds on learning from year to year.

The foundation frameworks on which the college curriculum are based are the Australian Curriculum and 'Crossways', the Religious Education Curriculum for South Australian Catholic Schools. These frameworks support students in learning about themselves and their world and assist in the development of the General Capabilities including:

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

To ensure the teaching and learning in each learning area is structured to meet the needs of the students, the curriculum is carefully developed to flow from the Primary Years into the Middle Years, allowing for a cohesive curriculum across all learning areas. Teachers construct inclusive programmes to meet the needs of the students in their specific learning area.

When students in Year 9 are making choices within their specialist areas of study, they can track all subjects within each learning area from the subject flow charts. Parents/carers play a crucial role in the education and formation of their children and therefore it is vital that parents/carers work with their child and the College to enable the best outcomes for each student. Students are counselled individually to ensure that the course chosen is the most appropriate to their current and future needs.

If you still have questions please do not hesitate to contact either the appropriate Leaders of Learning Middle Years or the Head of Teaching and Learning (Secondary). Their contact details are provided within this handbook.



# KEY COLLEGE STAFF

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# MIDDLE YEARS SUBJECT LISTING

## Year 7 Subjects

### LEAF

- Civics & Citizenship
- English
- Economics & Business
- Geography
- History
- Religious Education

### STEM

- Mathematics
- Science
- Technologies

### Specialist Subjects

- Design & Digital Technologies
- Drama
- Health and Physical Education
- Italian
- Media Arts
- Music
- Positive Education
- Visual Art

## Year 8 Subjects

### LEAF

- Civics & Citizenship
- English
- Economics & Business
- Geography
- History
- Religious Education

### STEM

- Mathematics
- Science
- Technologies

### Specialist Subjects

- Design & Technologies
- Drama
- Fusion 360
- Health and Physical Education
- Italian
- Media Arts
- Music
- Music Technology
- Robotics and Coding
- Visual Art

## Year 9 Subjects

### LEAF

- Civics & Citizenship
- Economics & Business
- Geography
- History
- Religious Education

### STEM

- Science
- Technologies

### Specialist Subjects

- English
- Mathematics
- Health and Physical Education

### Electives

- Business Innovations
- Design & Technology - Woodwork
- Design & Technology - Metalwork
- Drama (2025)
- Fusion 360 & 3D Printing
- Italian
- Media Arts
- Music
- Music Technology
- Robotics and Coding
- Sports Science
- Visual Art
- Art Design



## STEM and LEAF Programmes

At St Paul's we believe that learning is an active process, that holds both teachers and students accountable.

St Paul's College understands that in the Middle Years, adolescent students are active learners who are maturing with greater social and emotional awareness. Our teachers facilitate student learning to develop life long skills by providing project based learning units of work for students to engage with. St Paul's College ensures that learning is responsive to Middle Years students' developmental and learning needs. This is achieved through learning experiences that are engaging, relevant, innovative, creative and authentic (ERICA).

We aim to ensure that all of our students are thriving, and not only take responsibility for themselves and their learning, but also are empowered to be effective and efficient lifelong learners.

We believe in a student-centred pedagogy that provides opportunities for students to acquire a deeper knowledge through active exploration of an authentic, challenge or problem, presented in the form of a Driving Question.

Students learn about a subject by working for an extended period of time to not only investigate and respond to the Driving Question, but also to empathise, collaborate, and engage with the Question. Their aim is to create sustainable and innovative solutions for an authentic audience.

Project-Based Learning empowers students to take ownership of their learning through the process of inquiry, application, and reflection, developing the 4Cs – Creativity, Critical thinking, Collaboration and Communication – thereby creating responsible, resilient and respectful citizens.

STEM is a curriculum based on the idea of educating students to use the engineering design process—applying Science, Mathematics and Technology skills and concepts—to engineer solutions to real world problems. Rather than teach the disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning program.

STEM encourages students to explore topics in greater depth and integrating the subjects allows students to 'cross-reference' skills and understandings, then practice and reinforce them with authentic learning opportunities, including discussion of engineering careers.

STEM challenges students to dive deeply into a problem, rigorously apply mathematical and scientific concepts to problems using the engineering design process, learn new technology, and present results.

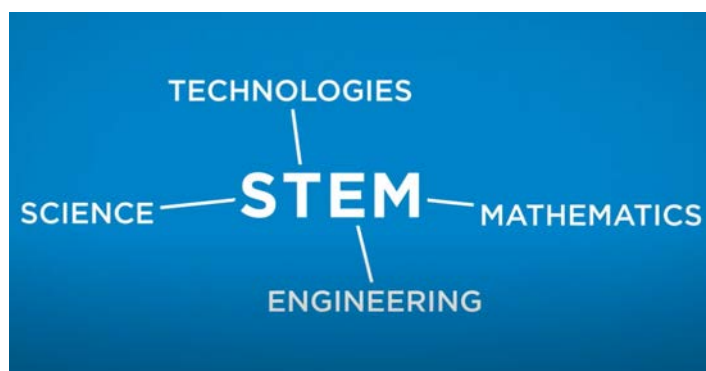
LEAF enables students to discover more about the world around them and their place within it. By integrating the subjects of English, Humanities and Social Sciences (HASS) and Religious Education (RE), students can explore the human experience in an authentic way that is relevant to their lives now and in the future.

LEAF is an acronym for the concepts covered: Literacy, Language and Literature (English); Economics, Enterprise and Environment (HASS); Advocacy, Action, Faith and Formation (RE) allowing connections to be made easily between the varied facets of our lives.

In LEAF, students are presented with a multitude of opportunities to consider the world from ethical and moral perspectives, in a variety of contexts. LEAF develops students' decision-making and problem-solving skills as they investigate the past, consider the present, and speculate about the future.

STEM and LEAF Key Teachers work together to provide students with a variety of opportunities to create and utilise a variety of skills. Instead of immediately 'doing', students are systematically guided through a process of brainstorming, design, building, testing, redesign, and sharing their solutions. This approach focuses on the development of executive function skills such as planning, organising and strategising, with a strong emphasis on teamwork and leadership in the form of project management.

Student work is showcased at the end of each semester at the Learning Exhibition. This is where other students, families and community members can attend and engage with our students and their learning. This creates an authentic audience for the students, which is a key requirement of project based learning.



## ERICA: Our Approach to Teaching and Learning

At St Paul's we believe that every student has a story and learning is a journey that makes up part of this narrative. This learning journey is guided by ERICA: Engagement, Relevance, Innovation, Creativity and Authenticity.

ERICA prepares students for the world beyond school by placing emphasis on the key capabilities for 21st century living: critical thinking, creativity, collaboration and communication.

ERICA fosters student agency by allowing teachers to facilitate meaningful learning experiences and opportunities. ERICA demands a balance between collaboration and independence which allows for shared and reflective practices. ERICA aims to develop learners into curious, courageous and compassionate citizens.

Learning with ERICA prompts teachers and students to consider, evaluate and reflect on the engagement, relevance, innovation, creativity and authenticity of every learning opportunity and experience.

Both teachers and students are encouraged to ask themselves:

- Is this engaging? Am I engaged?
- Is this relevant? Can I see relevance?
- Is this innovative? Am I innovating?
- Is this creative? Am I creating?
- Is this authentic? Can I see authenticity?

### Engagement with ERICA

Students are expected to take ownership of learning through active participation and contribution, questioning and challenging respectfully, to be persistent, involved and active in learning.

### Relevance with ERICA

Students make meaningful connections with learning and the world beyond school, including current experiences and pathways for the future.

Today's learners ask that their learning is based on real-life scenarios whenever possible as opposed to being theoretical and text-based.

The work students undertake also needs to be relevant and meaningful – in other words, it needs to be worthy of their time and attention.

### Innovation with ERICA

Students explore learning with a view to re-imagine and transform existing ideas and products to ensure sustainability – building on the shoulders of giants.

Students use knowledge and experience to transform ideas for a better future, valuing innovation, inspiring imagination and instilling integrity.

### Creativity with ERICA

Student learning is enhanced through new ideas and products using imagination and critical thinking to solve real world problems. They develop novel and effective solutions in response to current and future challenges and gain a deep understanding of a problem, learn to empathise and research to refine solutions.

At St Paul's we ensure students develop the skills to produce real world solutions and products, and effectively share them with the world.

### Authenticity with ERICA

Students connect values-based learning to concepts and skills that create solutions for genuine purposes.

Authentic learning is often referred to as students engaging in a real-world application. When learning is authentic the achievement “is significant and meaningful,” in contrast to something that is “trivial and useless” (Jennifer Lock and Sandra Duggleby, 2017)

Authentic construction of understanding involves exploration, manipulation, interpretation or analysis of previous knowledge and understanding to solve a problem that cannot be solved simply by routine retrieval or reproduction.



# THE AUSTRALIAN CURRICULUM

At St Paul's College the Australian Curriculum Standards Framework is used for the development of learning programmes, assessment plans and reporting student progress and achievement.

The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation - Year 10, the Australian Curriculum describes to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

The three-dimensional design of the Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.

Disciplinary knowledge, skills and understanding are described in the eight learning areas of the Australian Curriculum:

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences
- The Arts
- Technologies
- Languages

Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages have been written to include multiple subjects.

In each learning area or subject, content descriptions specify what students will learn, and achievement

standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years.

Alongside disciplinary knowledge, the Australian Curriculum provides seven General Capabilities:

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

The General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that are applied across subject-based content and equip students to be lifelong learners and be able to operate with confidence in a complex, information-rich, globalised world. In the Australian Curriculum, the General Capabilities are developed and applied, where relevant, through the learning areas.

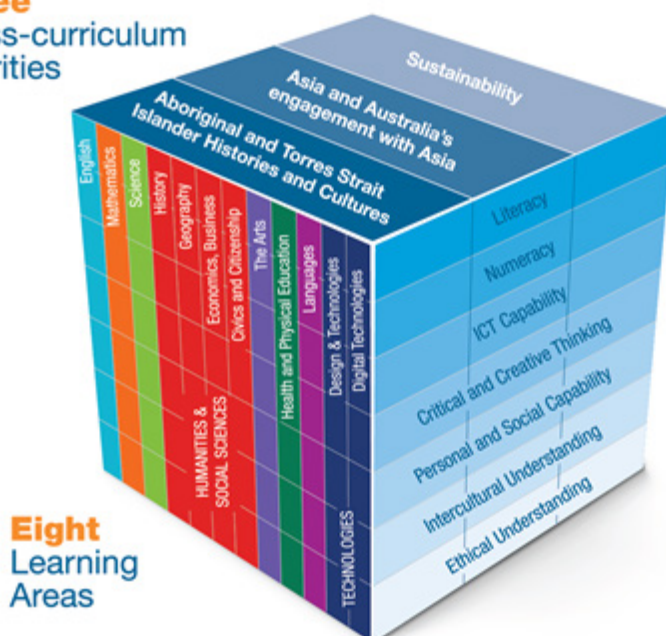
The Australian Curriculum also includes three current Cross-Curriculum Priorities that are to be developed, where relevant, through the learning areas.

These are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability.

The Priorities are not separate subjects in themselves; they are addressed through learning area content, where appropriate. A set of organising ideas that reflect the essential knowledge, understanding and skills has been developed for each Cross-Curriculum Priority.

## Three Cross-curriculum Priorities



## Seven General Capabilities

## Eight Learning Areas



# ASSESSMENT, FEEDBACK AND REPORTING

Assessment at St Paul's College is an ongoing process that allows students the opportunity to acquire concept attainment (assessment for learning) as well as demonstrate their learning (assessment of learning). Assessment for learning (formative) refers to the on-going nature of assessment in which learning activities support the process of student knowledge and skill development. On the contrary, assessment of learning (summative) provides students the opportunity to show their learning in the form of assessment task that will be graded against the Australian Curriculum Achievement Standards. This is an essential part of the learning process because it describes how your child interacts with current experiences and what sense they are making of their previous understandings.

Throughout Years 7, 8 and 9, student assessment is:

- Continuous – evaluation and assessment is ongoing.
- Criteria-based – the work required from each student, and the conditions under which the work will be completed are clearly specified at the beginning of each task through criteria based on Achievement Standards that are set by the Australian Curriculum Framework. These Standards ensure consistency of assessment across the state.
- Descriptive – the student's skills, concept development and completion of tasks are identified by the teacher and described with the emphasis on clarifying areas of strength and weakness and communicated to the students.

## Feedback

Feedback is an important aspect for learning. Not only do teachers at St Paul's College provide continuous feedback to students in class, but also on assessments. This involves how well students addressed the achievement standards in their assessment and feedback for improvement. Students are also encouraged to provide constructive feedback as they engage to provide constructive feedback as they engage in learning activities with one another. The feedback is accompanied with rubrics checklists that address the achievement standards in the Australian Curriculum.

## Reporting

St Paul's College reports using the A+ to E- achievement scale. This refers to achievement according to the criteria listed against each Achievement Standard.

Year 7, 8 and 9 students receive four reports per annum: two interim reports to guide their learning and two end of semester reports, summarising their achievements against the Achievement Standards.

Students are assessed based on their level of achievement in relation to the achievement standards/performance standards of each programme of study over the term. Most students are assessed on a grade from A+ to E- in which the grades are used to indicate the student's level of achievement.

Description Score grade:

- A- to A+ (13-15) - Excellent Achievement: beyond what is expected at this year level
- B- to B+ (10-12) - Commendable Achievement of what is expected at this year level
- C- to C+ (7-9) - Satisfactory Achievement of what is expected at this year level
- D- to D+ (4-6) - Partial Achievement of what is expected at this year level
- E- to E+ (0-3) - Minimal Achievement of what is expected at this year level

## Personalised Plan for Learning (PPL)

### Assessment

Students with a Personalised Plan for Learning (PPL) that states they are assessed on Alternative Achievement Standards, will

have a comment in their report stating this. If a student's PPL states they are accessing a lower curriculum than the year level they are in, this is the curriculum level they will be assessed against. As the student continues to develop their skills, teachers will monitor and review the PPL including the achievement standards to ensure it accurately reflects the students' level of achievement. This process is completed in consultation with the Inclusive Education Coordinator, parents/caregivers and student.

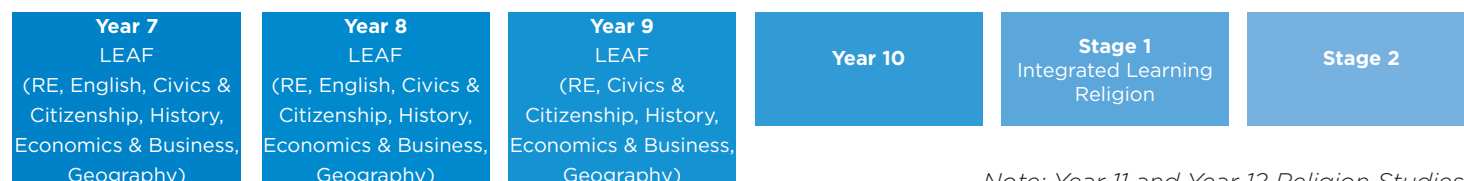
## Academic Awards

St Paul's College awards students who have achieved a high level of academic success at the end of each semester. These awards are calculated using students Grade Point Average (GPA) within a reporting cycle and are calculated using all subjects that students have undertaken.

- Academic High Honours  
GPA between 15.00 and 13.50
- Academic Honours  
GPA between 12.50 and 13.49
- Academic Merit  
GPA between 11.75 and 12.49



## Religious Education - Flow Chart



*Note: Year 11 and Year 12 Religion Studies combine to allow 20 credits for Stage 2 Integrated Learning*

## Middle Years Religious Education (RE)

### Overview

The study of Religious Education is central to the holistic development of all young people and is a Learning Area at the very heart of a Catholic College such as St Paul's. Students develop knowledge, understanding, skills and positive dispositions about the rich traditions in the Catholic faith, whilst also unpacking the Edmund Rice Tradition within this area of study.

In this integrated Middle Years approach, our Religious Education Curriculum aims to bring faith into dialogue with the modern world. This forms a source of wisdom, a stimulus to lifelong learning and an invitation to our student's personal transformation and faith journey. As a Catholic College in the Edmund Rice Tradition, we focus on building a community grounded on our Touchstones, prayer experiences and compassionate 'faith in action'. We also focus on using Catholic social teachings within our curriculum.

### Description

At St Paul's College, the Religious Education Curriculum stems from the Archdiocesan Religious Education Framework: 'Crossways'. In this we strive to develop the Wisdom skills and dispositions whilst studying topics that allow students to better their knowledge and understanding of:

- Sacramentality and Prayer
- God, Us and Faith
- Sacred Texts
- Church for the World
- Moral Life

Additionally, we also cover the 'Made in the Image of God' program which focuses on Human Sexuality through a Catholic lens. Both 'Crossways' and 'Made in the Image of God' have recently been updated and released to Catholic Schools by CESA.

Each student at St Paul's annually participates in the Retreat programme which aims to provide meaningful opportunities for students to engage with their spirituality and reflect on life. The retreat themes flow from the Primary Years through to the Senior Years, each promoting the development of authentic relationships.

The Religious Education Framework and its Key Ideas inform the teaching and assessment of Religious Education. Units developed from the Crossways Document provide students with the opportunity to develop their knowledge and understanding of the Catholic tradition, to introduce them to the ethos, values and culture of St Paul's College, a Catholic College in the Edmund Rice Tradition, and to develop an understanding of what the Catholic Church teaches about the importance of Jesus Christ.

### Assessment

Religious Education is based on criteria for the Crossways Key Ideas and is covered by a variety of assessment types that include: analytic written responses, journal reflections, practical tasks, individual oral and group presentations, posters and collages etc.

In the Middle Years, the Crossways Key Ideas are interwoven in the LEAF programme, challenging students to make spiritual considerations to projects. This encourages students to apply their knowledge to authentic experiences and view the world through an alternate lens.



## Visual Arts/Media Arts/Drama - Flow Chart

		<b>Year 8</b> Media Arts	<b>Year 9</b> Media Arts (elective)	<b>Year 10</b> Media Arts (elective)	<b>Stage 1</b> Media Studies (10 credits)	<b>Stage 2</b> Media Studies (20 credits)
			<b>Year 9</b> Visual Art (elective)	<b>Year 10</b> (Stage 1) Visual Art (elective)	<b>Stage 1</b> Visual Arts - Art (10 credits)	<b>Stage 2</b> Visual Arts - Art (20 credits)
<b>Year 7</b> Visual Art	<b>Year 8</b> Visual Art		<b>Year 9</b> Art Design (elective)	<b>Year 10</b> (Stage 1) Art Design (elective)	<b>Stage 1</b> Visual Arts - Design (10 credits)	<b>Stage 2</b> Visual Arts - Design (20 credits)
<b>Year 7</b> Drama	<b>Year 8</b> Drama		<b>Year 9</b> Drama (2025)	<b>Year 10</b> Drama (2026)	<b>Stage 1</b> Drama (2027)	<b>Stage 2</b> Drama (2028)

## Middle Years Visual Arts/Media Arts/Drama

### Overview

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The Arts offers students the opportunity to study all five subjects (Dance, Drama, Media, Music, Visual Arts) in the primary years of schooling, and to specialise in secondary school at St Paul's College. The five subjects enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

### Description - Media Arts

In Media Arts, students will:

- build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks.
- build on their understanding and use of time, space, sound, movement, lighting and technologies.
- examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.
- draw on media arts from a range of cultures, times and locations as they experience media arts.
- explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region.
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies.
- explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make.
- learn that over time there has been further development of different traditional and contemporary styles as they explore media forms.

- explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks.
- consider social, cultural and historical influences and representations in media arts.
- evaluate how established behaviours or conventions influence media artworks they engage with and make.
- maintain safety in use of technologies and in interaction with others, including the use of images and works of others.
- develop ethical practices and consider regulatory issues when using technology.
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse media artworks.





# THE ARTS

## Description - Drama

In Year 7 and 8 Drama, students will:

- build on their understanding of role, character and relationships.
- use voice and movement to sustain character and situation and focus, tension, space and time to enhance drama.
- incorporate language, ideas and the use of devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance.
- shape drama for audiences and draw on drama from a range of cultures, times and locations.
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region and how they have developed over time.
- explore meaning and interpretation, forms and elements to make and respond to drama.
- consider social, cultural and historical influences of drama.
- evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.
- maintain safety in dramatic play and in interaction with other actors.
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

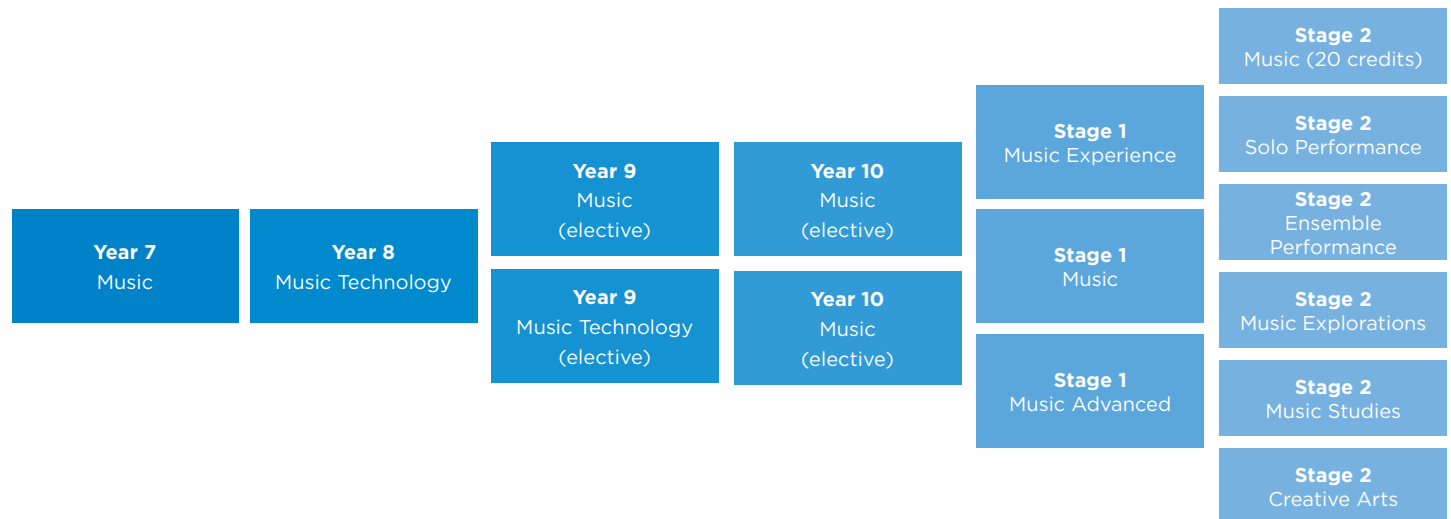
## Description - Visual Arts

In Year 7 and 8 Visual Arts, students will:

- Will explore Making and Responding to Art over a wide range of authentic experiences and engage in using a wide variety of techniques, process and technologies.
- Develop in knowledge and understanding of design concepts, designers, and design processes and how they can evolve and interconnect with their own ideas.
- Discover and take risks in using creative, imaginative, and innovative concepts to create finished and established designs across different areas including graphic, digital, animation and product.
- Build and grow on their awareness of how design and the creative design practice can be relevant to their life and their purpose.
- Use, understand and apply art design language, terminology, and theories in a range of innovative and artistic platforms.
- Design, create and evaluate their own designs in a variety of different art design structures, topics and styles and connect and find relevance in their own lives.
- Engage, explore and acknowledge art design and design concepts from a variety of different cultures and cultural groups, including Aboriginal and Torres Strait Islander and Asian.
- Reflect on artistic design processes before and after they have created a design and engage in problem solving and risk taking as part of the design process.
- Work and show feedback collaboratively to participate in the effective communication of ideas, skills and development in Art Design.
- Be independent and capable learners by developing goals within art design and exploring, creating and reflecting on their goals through their designs and artistic processes.
- Build, expand and develop on prior knowledge, experiences and process in art design from previous years.



## Music - Flow Chart



## Middle Years Music

### Description - Music

In Year 7 Music, students will:

- play a range of classroom instruments to form a class band and learn a repertoire to perform and to develop their technical and aural skills.
- use music technology to create loops and their own compositions.
- apply their knowledge of music theory to create structured compositions.
- research and explore music from different cultures and eras to gain an inform and develop their own music making and to gain an understanding of stylistic elements.

In Year 8 Music, students will:

- play a range of classroom instruments to form a class band and learn a repertoire to perform and to develop their technical and aural skills.
- apply their knowledge of music theory to create structured compositions.
- research and explore music from different cultures and eras to gain, inform and develop their own music-making and to gain an understanding of stylistic elements.

In Year 9 Music, students will:

- gain a greater understanding of music and continue to develop technical, theoretical and composition skills.
- perform a range of music in class band on student chosen instruments.
- research and explore music from different cultures and eras to gain, inform and develop their own music making and to gain an understanding of stylistic elements.

### Description - Music Technology

In Year 8 Music Technology, students will:

- use FL Studio, Mixcraft and other music technology programmes to explore and create music.
- create loops and their own compositions using sounds and samples from the music library.
- learn how to manipulate and edit samples and apply their knowledge of music to structure and sequence their own music.

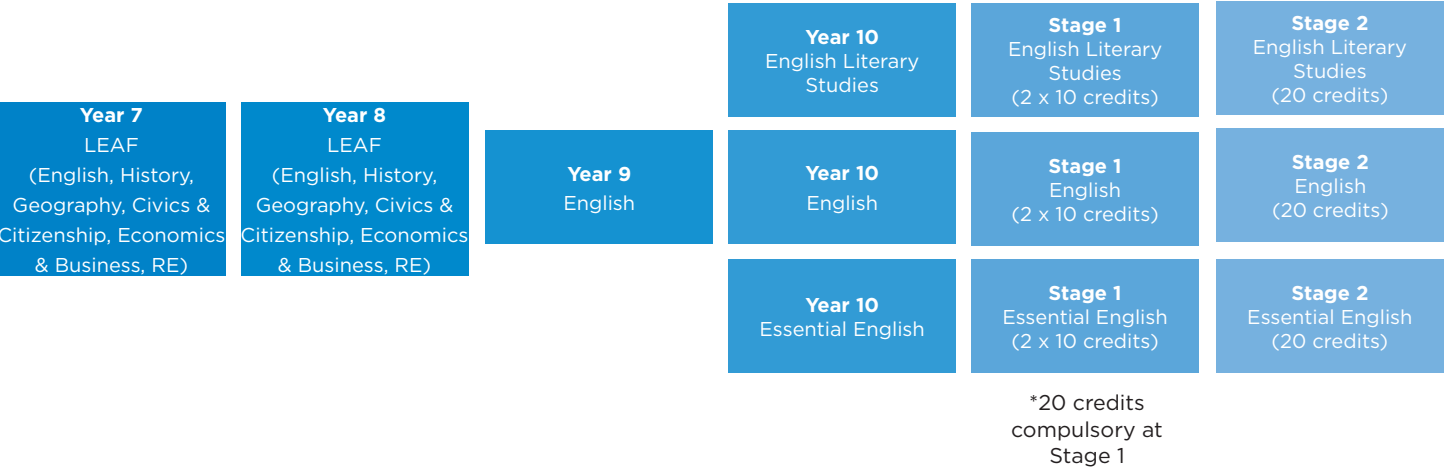
In Year 9 Music Technology, students will:

- continue to explore and create music using the technology programs, including FL Studio and Mixcraft.
- create loops and their own compositions using sounds and samples from the music library.
- learn how to manipulate and edit samples and apply their knowledge of music to structure and sequence their own music.
- Remix music and perform using DJ decks.





English - Flow Chart



Middle Years English

Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Description

At St Paul's College, the English curriculum is built around the three interrelated strands of:

- Language
- Literature
- Literacy

Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

- Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances.

- Literary texts that support and extend students as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.
- Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

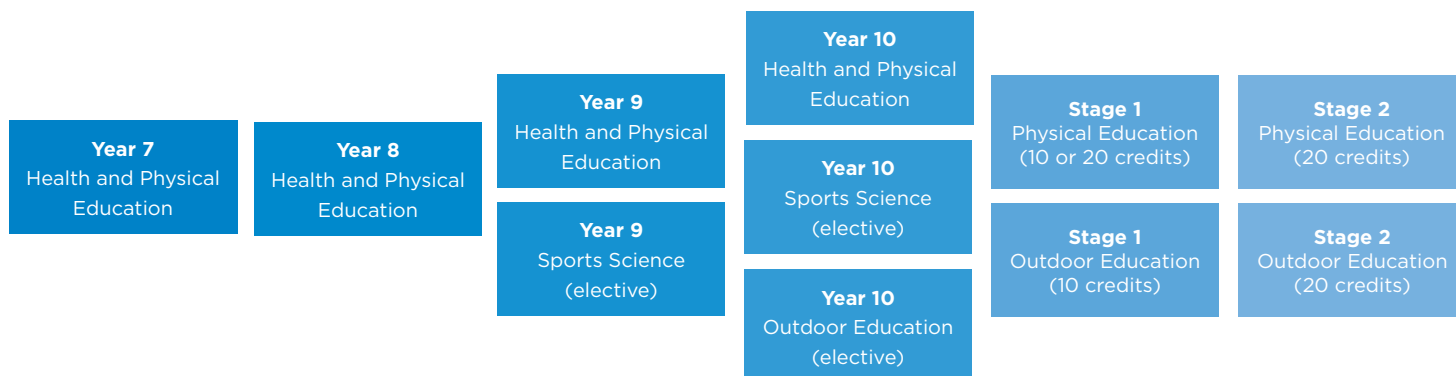
The LEAF programme in Years 7 and 8 connects English skills and knowledge with others subjects, such as Religious Education and Humanities and Social Studies. This continues to allow students to make connections regarding transferring text types, use of language and skills needed across all subjects and ultimately, all areas of life.

In Year 9, St Paul's College separates English from LEAF as students focus on the specific skills needed for English pathways in the Senior Years, and beyond schooling.



# HEALTH AND PHYSICAL EDUCATION

## Health and Physical Education - Flow Chart



## Middle Years Health and Physical Education/Sports Science

### Overview

The Middle Years focuses on a holistic concept of health and wellbeing offering experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. The curriculum at St Paul's College expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations.

### Description - Health and Physical Education

In Health and Physical Education, students will:

- learn how to take positive action to enhance their own and others' health, safety and wellbeing.
- examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.
- explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.
- reflect on and refine personal and social skills as they participate in a range of physical activities.
- develop the knowledge, understanding and skills to support them to be resilient.
- develop a strong sense of self, to build and maintain satisfying relationships.
- make health-enhancing decisions in relation to their health and physical activity participation.
- develop health literacy competencies in order to enhance their own and others' health and wellbeing.

### Year 9 Sports Science

The Year 9 Sports Science programme aims to use exercise and physical activity as a means of developing knowledge, understanding and application in a sports science setting. The emphasis is on introducing the basic skills and learning that encourages students to engage in high level exercise and sports science platforms.

In Year 9 Sports Science, students will:

- participate in sport, exercise and movement in a practical setting.
- gather and analyse data.
- develop group and team social skills.
- develop skills for coaching of others and self, including providing and receiving effective feedback.
- develop skills needed for the Senior Year subjects connected with Sports Science.
- This course is an introductory course for students wishing to pursue further knowledge and understanding in the area of Sports Science.



# HUMANITIES AND SOCIAL SCIENCES

## History and Geography- Flow Chart

<b>Year 7</b> LEAF (English, RE, History, Civics & Citizenship, Geography, Economics & Business)	<b>Year 8</b> LEAF (English, RE, History, Civics & Citizenship, Geography, Economics & Business)	<b>Year 9</b> LEAF (RE, History, Civics & Citizenship, Geography, Economics & Business)	<b>Year 10</b> History (compulsory 1 semester)	<b>Stage 1</b> Modern History (10 or 20 credits)	<b>Stage 2</b> Modern History (20 credits)
			<b>Year 10</b> Geography (compulsory 1 semester)	<b>Stage 1</b> Geography (10 or 20 credits)	<b>Stage 2</b> Geography (20 credits)

## Middle Years History/Geography

### Overview

Humanities and Social Sciences, offered as LEAF in Year 7-9, includes five subjects: Humanities and Social Sciences, Civics and Citizenship, Economics and Business, Geography and History.

The content provides opportunities for students to develop Humanities and Social Sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; empathy; contestability; and perspectives and action.

The content in the Middle Years is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: History, Geography, Civics and Citizenship and Economics and Business. These strands are interrelated and our Middle Years Programme has been developed to integrate content from the sub-strands and from other learning areas, with links to local contexts.

### Description - History

In History, students will:

- investigate Australian and world history. Australian History is to be taught within a world history context.
- develop knowledge, understanding and skills through their study of societies, events, movements and developments.
- develop transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources and consider context explain different perspectives.
- develop and substantiate interpretations, and communicate effectively.
- appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships.
- develop knowledge and understanding of essential information and how to actively participate in Australia's diverse society, creating rewarding personal and collective futures.

### Description - Geography

In Geography, students will:

investigate, analyse and explain the characteristics of the places that make up our world.

- question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.
- respond to questions in a geographically distinctive way;
- develop an appreciation and respect for social, cultural and religious diversity and different perspectives.
- develop an understanding of ethical research principles
- develop the ability to solve problems and to think critically and creatively.
- be curious and wonder about the diversity of the world's places, peoples, cultures and environments.
- plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt.
- develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work.
- develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.



# HUMANITIES AND SOCIAL SCIENCES

## Civics and Citizenship/Economics and Business - Flow Chart



## Middle Years Civics and Citizenship, Economics and Business

### Description - Civics and Citizenship

In Civics and Citizenship, students will:

- investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.
- explore ways in which they can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally.
- develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live.
- develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.
- be well aware of ways to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

### Description - Economics and Business

In Economics and Business, students will:

- learn about the role that individuals, businesses and governments play in the economy,
- how resources are allocated and the effects of these decisions.
- develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime.
- develop the knowledge, understanding and skills that will equip them to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.
- learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

### Description - Business Innovation

Year 9 Business Innovation is an introductory course to the world of business.

In Business Innovation, students will:

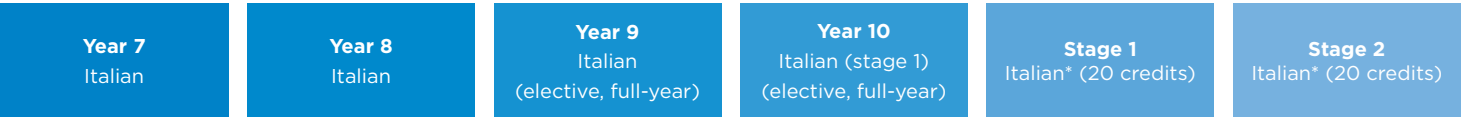
- develop knowledge and understanding of what a business is, types of businesses and the environment that the business operates in.
- consider how changes in the environment offer opportunities and challenges to the competitiveness of a business.
- develop innovation and entrepreneurship by designing an imaginary business that is competitive.

This pathway supports student preparation and knowledge for Stage 1 and Stage 2 Business Innovation subjects.





Languages - Flow Chart



\* Note: If sufficient numbers are not enrolled the course is to be completed externally at Adelaide School of Languages (after hours)

Middle Years Languages

Overview

Languages is a Learning Area that is designed to enable all students in Australia to learn a language in addition to English. St Paul’s College recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. Students explore intercultural experiences and perspectives, particularly through comparison with Italian.

Description

In Years 7 and 8 Italian, students will:

- use spoken and written Italian to interact in a range of personal and social contexts.
- describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal and social worlds.
- understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language.
- express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed.

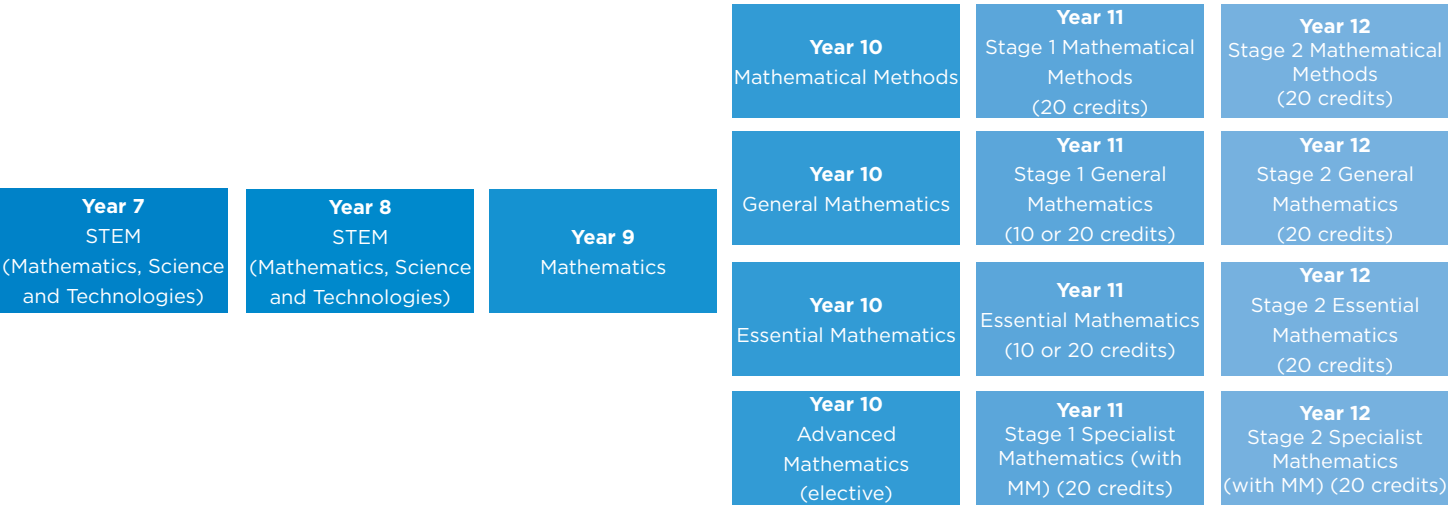
In Year 9 and 10 Italian, students will:

- use written and spoken Italian to interact with others in a range of contexts and for a range of purposes.
- discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas.
- recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions.
- reflect on their experience of learning Italian language and culture.
- exchange opinions and responses, noting how these may have changed over time.
- identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views.





Mathematics - Flow Chart



Middle Years Mathematics

Overview

Mathematics provides students with essential mathematical skills and knowledge in:

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

It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Description

At St Paul’s College, the Mathematics curriculum is built around the four proficiency strands of:

- Understanding
- Fluency
- Problem solving
- Reasoning

These are an integral part of mathematics content and are taught across all three curriculum areas. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

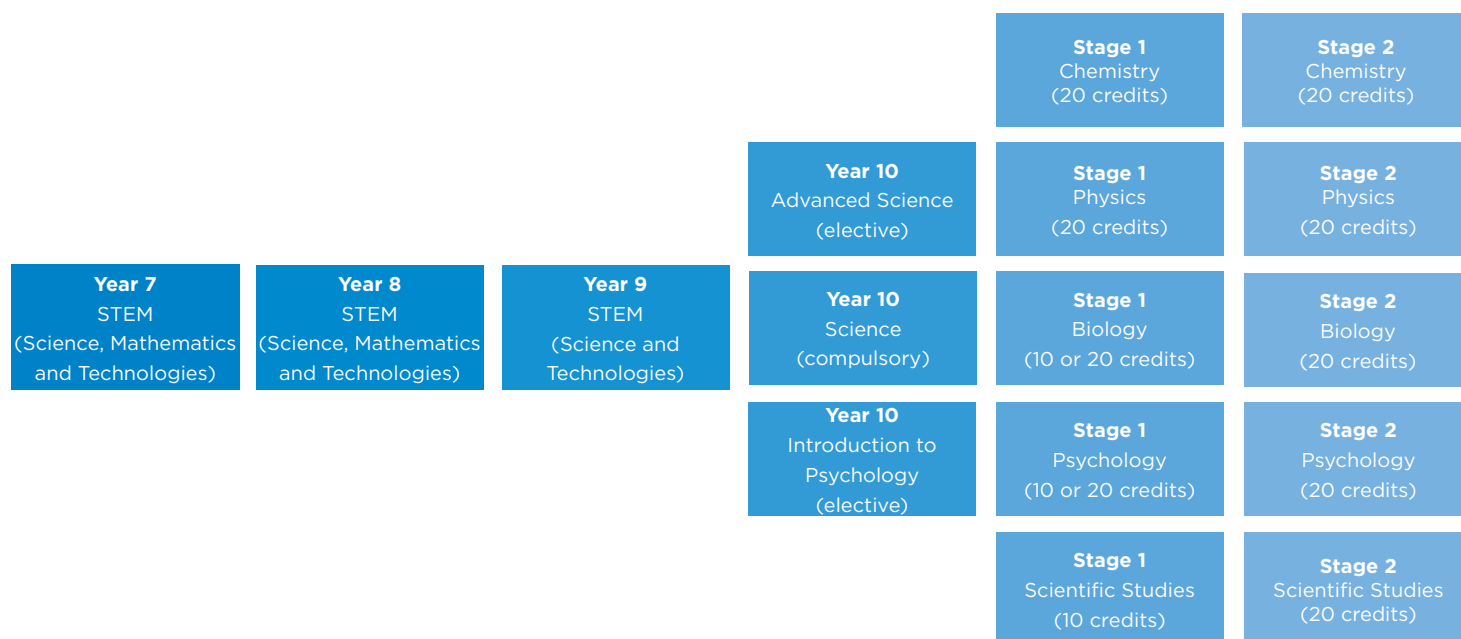
In the Middle Years:

- Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.
- Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

- Problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.
- Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.



## Science - Flow Chart



## Middle Years Science

### Overview

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

### Description

At St Paul's College, students develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. Students apply their knowledge and understanding of the Science content, in STEM classes along with learnt concepts of other subject areas, such as Mathematics and the Technologies, to investigate and solve relevant and authentic problems.

At St Paul's College the Science curriculum is based on the three closely integrated strands of:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

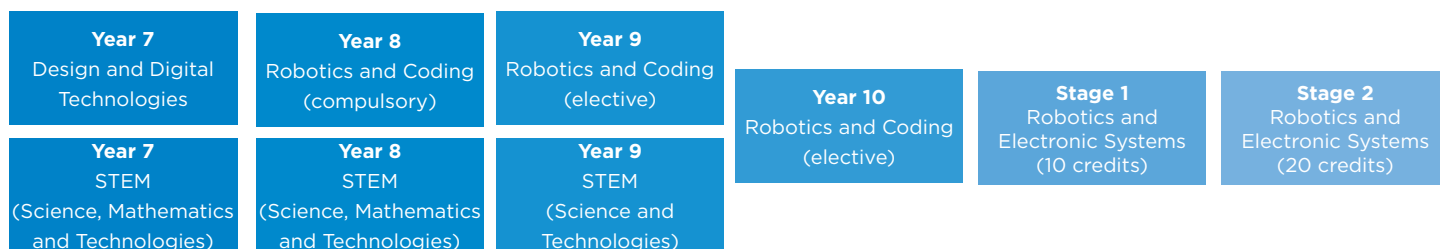
Students will have opportunities to:

- experience the joy of scientific discovery and nurture their natural curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live, enabling them to engage with issues impacting the natural world, particularly changes made to it through human activity and the confidence to enact positive change in the wider community
- develop a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that

understanding to new situations and events, to appreciate the dynamic nature of science knowledge and allow them to answer interesting and important questions about the biological, physical and technological world

- explore science-related careers and appreciate the diversity of careers related to science
- develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods to make informed decisions about local, national and global issues
- develop an understanding that science provides a way to view the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that can explain the behaviour of all material things
- follow the process of scientific inquiry and develop the ability to use a range of scientific inquiry methods, including questioning; planning, designing investigations, collecting and analysing data; conducting experiments, evaluating results; and drawing critical, evidence-based conclusions
- communicate scientific understanding and findings to a range of audiences and justify their ideas based on evidence, allowing them to evaluate and debate scientific arguments and claims
- solve problems about current and future applications of science while considering the ethical and social implications of those decisions
- investigate historical and cultural contributions to science as well as contemporary science issues and activities

## Digital Technologies - Flow Chart



## Middle Years Digital Technologies

### Overview

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

### Description

Digital Technologies at St Paul's College builds on concepts, skills and processes developed in earlier years.

- Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.
- Students analyse the properties of networked systems and their suitability and use for the transmission of data types.
- They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.
- Students use structured data to model objects and events that shape the communities they actively engage with.
- They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.
- Students will have the opportunity to create a range of digital solutions, such as interactive web applications or programs, multimedia assets or simulations of relationships between objects in the real world.
- Robotics and Coding provides students with the opportunity to apply the engineering design process to create robotic systems incorporating mechanics, coding and problem solving.





## Design and Construction - Flow Chart

	<b>Year 8</b> Woodwork	<b>Year 9</b> Woodwork (elective)	<b>Year 10</b> Woodwork (elective)	<b>Stage 1</b> Woodwork (10 credits)	<b>Stage 2</b> Furniture Construction (20 credits)
<b>Year 7</b> Design and Digital Technologies	<b>Year 8</b> Metalwork	<b>Year 9</b> Metalwork (elective)	<b>Year 10</b> Metalwork (elective)	<b>Stage 1</b> Metalwork (10 or 20 credits)	<b>Stage 2</b> Metalwork (20 credits)
	<b>Year 8</b> Fusion 360	<b>Year 9</b> Fusion 360 & 3D Printing (elective)	<b>Year 10</b> Fusion 360 & 3D Printing (elective)	<b>Stage 1</b> Fusion 360 & 3D Printing (10 credits)	<b>Stage 2</b> Fusion 360 & 3D Printing (from 2025)

## Middle Years Design Technologies

### Overview

Design Technologies enable students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

### Description

Design and Technologies at St Paul's College builds on concepts, skills and processes developed in earlier years.

- Students investigate and select from a range of technologies materials, systems, components, tools and equipment.

- They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.
- Students use creativity, innovation and enterprise skills with increasing independence and collaboration.
- Students will have had the opportunity to create designed solutions at least once in the following technologies contexts: Engineering principles and systems or materials and technologies specialisations.
- With emerging technologies such as 3D Printing and laser cutters, students need to be able to create designs and develop products. At St Paul's College, all Middle Years students will become confident in range of drafting packages such as Fusion 360 and Inventor. This will allow them to confidently innovate solutions and products of the future.

