

Curriculum Handbook 2018



Year 8

PRINCIPAL'S WELCOME

YEAR EIGHT 2018

A message to Students

Welcome to Year 8 at St Mary's College. I especially welcome students who are new to our campus. I hope that your secondary years at St Mary's College will be a very enjoyable and memorable time in your life.

While the days are very busy at St Mary's College there is still plenty of time for you to spend time with your friends at recess and lunch. Many of you will have friends from primary school attending the secondary campus. If you are new to St Mary's, I am sure that it will not take long to make some really good friends; our students are very welcoming. We start each day with Pastoral Care Group (PCG). You will belong to this same group for all your years at St Mary's College. PCG's all have students from Year 7 – Year 12 so you will also make friends from different year groups. PCG is like your family at school and if you have brothers or sisters in a different year they will also be in your PCG.

Enjoy and make the most of your secondary school years. The days at high school can be some of the best days of your life. You will be given lots of challenges and opportunities. Strive to always do the best you can and to be the best you can be. I really encourage you to use your God given gifts during *your* time at St Marys College to reach your full potential.

A Message to Parents

Thank you for choosing St Mary's College for your child's secondary schooling. Staff at the College are committed to helping each student to grow in their Catholic faith and Christian values, encourage each student to strive for excellence and to achieve their academic potential.

As students transition from primary to secondary school, they enter a stage in their schooling where they have the chance to become more independent and begin to make some choices and decisions about their educational pathway. There will be new subjects, new teachers and different challenges from the ones they had in primary school. The Year 8 component of schooling will provide the basis for students to make informed choices about the subjects they wish to study in the next phase in Year 9 and Year 10, during which still further challenges are presented. After that, they need to further refine their choices to successfully negotiate their way through Year 11 and Year 12 and then on to employment, future career choices and/or, further education.

The importance of ongoing communication between parents and teachers is paramount. I encourage every parent to establish close links with your child's teachers and Pastoral Care Advisor. Regular parent teacher contact can help to resolve many simple issues before they escalate. This communication can be by attendance at Parent Teacher meetings, diary entries, telephone and email.

Our College is well supported by parents, guardians and friends of the St Mary's community. We have a very committed College Board and Parents and Friends Association. I am grateful for the generous amount of time and effort that is given by our community members to support the work of educating each of our students. I encourage you to become involved in the St Marys College community.

Finally, I thank you for taking time to read this booklet. It has been carefully prepared and I am grateful to all those who have contributed to its preparation. Remember we are here to support you. I sincerely hope that we can work together in the best interests of your children.



Michael Pepper

Principal

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Please do not hesitate to contact College staff members if you require any assistance.

ST MARY'S COLLEGE

MISSION STATEMENT

St Mary's College Broome is a Catholic College that provides education from Kindergarten to Year 12, for parents who desire a Catholic education for their children. The College caters for the diverse educational, spiritual and cultural needs of its students by promoting self-esteem and initiative. It offers them skills to take their place confidently in society while living according to Christian values.

VALUES AND BELIEFS

The College exists under the mandate of the Catholic Education Commission of WA and places great emphasis on clear, open lines of communication. The vitality and leadership of its staff is nurtured through spiritual and professional development.

The College promotes celebrations, which highlight its values and beliefs. This combined with an acceptance of change allows the College to maintain an adaptable curriculum. Students and the general College community are encouraged to challenge the external influences that may diminish the self-worth of individuals, their families or their culture.

IDENTITY

Central to the College's identity is the community of parents, staff and students who are involved in decision making related to the learning processes and future directions of the College.

Based on Broome's unique history, the College affirms its own multi-cultural identity and the cultural story of every student and family.

AIMS

- provide a supportive environment which affirms positive growth and development and promote strong self-esteem in each student.
- develop in the students, life skills and Christian values so they have the confidence to meet challenges with optimism and conviction.
- value each person's individuality and culture as a special resource within the College.

CURRICULUM

The aim of St Mary's College is to:

- develop a curriculum that is open to change, that reflects the multi-cultural identity of the College, and is committed to developing life-long learners.
- implement a flexible curriculum which responds to the academic abilities of each student and which develops skills and attitudes, which prepare students for their future careers and goals.
- adopt methodologies and policies which develop independent and personally responsible learners.

THE MIDDLE YEARS

Welcome to the Middle Years, encompassing Year Seven and Eight at St Mary's College. The structure of these years aims to encourage staff and students to build positive relationships and to create a strong educational environment.

The development of the spiritual life of St Mary's College students is vital in their faith journey and students are given the opportunity to learn about and to live the St Mary's College tradition and values. The Religious Education program, Retreat and celebration of Feast Days are central to the formation of the spiritual life of our students.

Maintaining high personal standards, striving for excellence in academic studies and demonstrating a strong commitment to College life is expected and encouraged in Year Seven and Eight. By following these standards, students will lay a strong foundation for their future studies in senior school.

Standards

All members of the St Mary's College community are expected to abide by the following standards.

- **Punctuality & Attendance** - Always be on time for school and class.
- **Preparedness** - Always come to class prepared - homework, books and other requirements.
- **Politeness** - Listen and speak with respect and behave appropriately at all times.
- **Pride in work** - All work must be presented to the highest standard.
- **Pride in appearance** - Correct school uniform and grooming is expected at all times.
- **Pride in your school** - Classrooms are left neat and tidy, equipment handled with care, litter always put in the bin.
- **Parents as Partners** - Parents are expected to support St Mary's College to uphold these standards.

St Mary's College Diary

- All students will be given a St Mary's College Diary at the beginning of the year.
- Students are expected to have their St Mary's College Diary with them for every class.
- Parents are expected to sign their child's St Mary's College Diary each week so that they are aware of homework and assignment tasks and can provide support and encouragement to ensure completion of tasks to a high standard.
- The St Mary's Diary is also a valuable means of communication between parents and the school.

PARENTAL INVOLVEMENT

A process of co-operation and a sense of partnership is required in order for both parents and teachers to work together for the education of the students. The following structures assist parent/guardian and College interaction and communication:

PARENT-TEACHER MEETINGS

- Information evenings for parents/guardians
- Parent/guardian, student and teacher interviews - formal evenings organised by the College in Term 2 & Term 3
- Parent Educational Programmes

REPORTS

Reports are provided to parents/guardians throughout the year.

- Interim Report – end of Term 1
- Semester 1 Report – end of Term 2
- End of Year / Semester 2 Report – end of Term 4

BEING CATHOLIC AT ST MARY'S

- Class and College liturgies
- College celebrations
- Retreats

SOCIAL AND FUND-RAISING OCCASIONS

- Parents and Friends' gatherings
- Sports Carnivals
- Family Night evenings

DIRECT PARENTAL HELP

- Canteen
- School improvements - busy bees
- Study Centre
- Library helpers – covering books

TERM CALENDAR AND NEWSLETTER

A term calendar is published at the commencement of each school term. A newsletter is sent home fortnightly on a Friday. This newsletter contains items of interest, of immediate concern, and reminders about important term dates. Occasional circulars from other groups in the College may be sent home.

ENQUIRIES

Administration Office hours are from 7.30am to 4.00pm Monday to Friday.

COLLEGE HOURS

Classes commence at 7.45am, Monday - Friday. Classes conclude at 2.15pm each day. All changes are notified via the College newsletter or sms to parents/guardians.

RELIGIOUS EDUCATION

Religious Education is compulsory for all students.

SCHOOL ATTENDANCE

Parents/guardians are urged to avoid removing their children during the term, e.g. for holidays. Such absences can severely hinder academic progress. Should a student be absent from the normal school programme, the College should be notified on the day of that absence. If it is to be an extended period of absence then the College is to be notified in writing.

MANAGING STUDENT BEHAVIOUR

The St Mary's College's Managing Student Behaviour Policy and Bullying Policy are available from the College Administration.

COLLEGE RULES (in conjunction with the Managing Student Behaviour Policy)

These rules were written to cover all general situations at school.

1. Students and staff will show respect for themselves, one another, property and the school environment. Fighting, abusive language, graffiti or damage to property are perceived as anti-social behaviour.
2. Students will arrive on time; prepared for class; and will complete all class and homework assigned.
3. Students will follow directions given by staff.
4. Students will adhere to the College uniform code.
5. Chewing gum, iPods and lasers are not permitted at the College.
6. Students will observe areas set aside for working, playing and eating and will not go out of bounds without permission.
7. Students will not use any licit or illicit drug, including alcohol or tobacco, while at school, on school activities or in school uniform in a public place.
8. Mobile telephones must be switched off during school hours and kept in lockers. Mobile phones used during school time will be confiscated and returned to a parent/guardian.
9. Students will access and exit the College grounds only through the designated entry and exit points.

THE YEAR EIGHT TEAM

In keeping with the St Mary's College ethos the Year Seven and Eight Team work together to provide:

- A safe and friendly environment
- A diverse and dynamic learning environment which focuses on building literacy and numeracy through the core subject areas and provides an opportunity for all students to participate in all elective subjects over the next two years;
- An environment that encourages respect for oneself and others, promotes personal growth and encourages students to strive for academic excellence;
- Students with the tools and strategies to develop their skills in an increasingly technological world through their Information Technology lessons.

THE TEACHING AND LEARNING PROGRAM

The Year Eight Program provides dynamic and challenging learning experiences. Particular attention is given to the importance of maintaining a holistic view of the curriculum, and the integration of knowledge, skills, understanding and values across all subject areas.

- Students are provided with learning experiences that enable them to develop their knowledge and understanding.
- Students are encouraged to challenge their current ways of thinking and acting by making meaningful links across the curriculum.
- Students experience opportunities to engage in action and reflection.
- Testing is conducted to identify specific learning needs.
- Differences between learners are respected.
- Students are taught to learn and work independently and collaboratively.

THE YEAR EIGHT CURRICULUM

It is important that students are able to make clear and meaningful connections across the various learning areas and demonstrate their knowledge, understanding, skills and values in a variety of ways.

In Year Eight, students are involved in a diverse program that exposes them to a variety of learning areas and associated skills. Programs are designed to not only provide the essential knowledge and understandings but also to encourage enthusiasm, enjoyment and a love of learning.

Compulsory Subjects

All Year Eight students in 2016 will study the following:

• Religious Education	• Mathematics
• English	• Science
• Health and Physical Education	• S&E & History

Specialist Curriculum Subjects

St Mary's College offers elective subjects across Year Eight.

Students will choose three (3) elective subjects for two periods per week for a semester and then re-select options for Semester Two.

The Year 8 weekly period allocation is:

Subject	Number of Periods
Religious Education	3
English	5
Health and Physical Education	3
Mathematics	5
Science	4
S&E & History	4
Art	3 elective pairs for 2 periods each
Dance	
Design Technology (Wood and Metal)	
Digital Imaging	
Drama	
Food Science	
Information Technology	
Music	
Textiles	

The College provides a curriculum covering Literacy, the Humanities, Mathematics, Sciences, Information Technology, Design and Technology, Home Economics, Music, Dance, and Art.

As Year 8 is a transitional year, all students follow a varied programme of study. Students will undertake a variety of Specialist Curriculum Subjects in order to experience a 'taste' of the many options available which will then inform their selections in Year 9. As the students progress through the following years they will choose semester or year-long courses in areas of study according to their interests, needs and abilities.

THE YEAR EIGHT SUBJECTS

RELIGIOUS EDUCATION

St Mary's College provides a Religious Educational programme, which assists the total development of each student. The school recognises the initial religious formation of its students within the context of family, Parish, society and culture.

All students of St Mary's College follow the Western Australian Diocese Religious Education Programme as the core curriculum. Students study the formation of Christian critical consciousness; this is achieved through reflection on their culture and life experiences in the light of Catholic faith, beliefs and practices. Students will benefit from both systematic and developmental instruction in the Catholic Tradition.

The aim of Religious Education is that the students gain knowledge and understanding of the Catholic tradition and at the same time understand how faith is integrated into life and culture.

For further information see: Mr. Brian Kane

ENGLISH

English is a compulsory subject offered to all students from Years 7 - 12. Within the national curriculum, English is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. 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. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. 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 course programs are divided into four units per year.

Year 8 English Units of Work

Combining Language and Visual Choices

Students explore the way words and images can be combined to layer meaning and impact on the reader and or viewer. The focus is on a study of picture books, animation and visual texts. Students read, understand and respond to visual texts through a film analysis. Students create their own visual text.

Comparing Literary Texts

Students explore themes of interpersonal relationships and ethical dilemmas represented in a novel, and compare how other text types including film and poetry by or about Aboriginal peoples and Torres Strait Islander peoples.

Representation/Personal stories

Students explore how visual and written language works to represent individuals, families and groups. Students will examine a range of media texts and construct a personal narrative that represents their own identity,

Persuasive Texts

Students explore the ways that ideas and viewpoints are promoted in persuasive texts. Students examine persuasive techniques across a range of texts (including multimodal texts) and produce written and oral persuasive pieces.

For further information see: Ms Nupur Davis

MATHEMATICS

In this learning area, students learn about mathematics, what it is and how it is used in making decisions and solving problems. Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves.

Mathematics in the middle school is designed to build on the foundations laid in primary school. Students will see more abstract ideas introduced and previously taught topics used in new ways to solve problems. Students will be encouraged to work mathematically and undertake longer problem solving tasks and investigations. The mathematics students undertake in years 7 to 9 is designed with the understanding that the students future personal and occupational needs will vary as will the demands of the time.

Under the Australian Curriculum mathematics is arranged into four main areas:-

Number and Algebra

The students will use numbers, operations and the relationship between them. They will also use algebraic symbols, diagrams and graphs to reason, describe and reason.

Measurement and Geometry

Students will use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct. They will also describe and analyse mathematically the spatial features of objects, environments and movements.

Statistics and Probability

Students use their knowledge to work with handling data, and in situations where uncertainty is involved.

Working mathematically

Students appreciate and understand the role mathematics plays in their own and other communities. They are also able to use mathematical thinking processes and skills in interpreting and dealing with mathematical and non mathematical situations.

Each of these learning outcomes are addressed each year, building upon the student's knowledge and experience from the previous year(s). Each year new and engaging topics are used to further develop use of mathematics in daily life.

The following Mathematics topics are offered at St Mary's College in Year 7 & 8:

Semester 1

Number

Geometric Reasoning

Linear and Non Linear Relationships

Financial Maths

Location and Transformation

Fractions

Data

Semester 2

Ratio

Measurement

Decimals

Shape

Geometric Reasoning

Patterns and Algebra

Percentages

Chance

For further information see: Ms Sally Sharp

PHYSICAL EDUCATION AND HEALTH

Health Education

In Health Education, students develop an understanding of health issues and the skills needed for confident decision making to promote their own and others' health and well-being. Students' health is seen as a focus in this subject with key issues being self-esteem, healthy lifestyle and drug education. Recognition is given to the collaboration and partnerships between students, teachers, parents and the community.

Students are provided with the opportunities to:

- demonstrate communication skills and cooperative work habits
- identify feelings of self-worth and actions they can take to enhance it
- develop understandings of the effects drugs, and how they impact on healthy lifestyles
- describe the relationships between their strengths, weaknesses and their self-esteem in situations of change
- implement a simple plan for an emergency.
- develop understandings of puberty and changing body and gender issues.

Information is accessed through class and small group discussions, a combination of print resources, on-line databases, the Internet and videos.

Physical Education

Students acquire the essential knowledge and understandings, attitudes, values and skills which promote and encourage participation in regular physical activity and promote a healthy lifestyle. Students experience an array of individual and team pursuits including various forms of recreation and leisure activities. Opportunities are provided to develop self-management and interpersonal skills that help students to engage in social interaction within the family, school, community and work environments.

Students are provided with the opportunities to:

- learn and refine basic physical skills, rules and game tactics and strategies, and develop an awareness of safety procedures
- participate in a variety of activities that are common to the fitness, recreation and leisure industries
- appreciate and value the contribution that regular physical activity makes to their physical, emotional and social health
- optimise their safe performance through learning and using safe practices
- learn to give and receive advice to improve their own performance and that of others

St Mary's also offers a wide range of extracurricular activities. These include: swimming, cricket, netball, basketball, athletics and Kimberley Cup sports.

For further information see: Mr Mark Dellar

SCIENCE

In the Science learning area students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Through a diversity of teaching and learning strategies students are encouraged to become critical thinkers and explore evidence to evaluate the use of science in society and the application of science in daily life.

The *Foundation to Year 10 Australian Curriculum* organises Science into three interrelated strands:

Science understanding - which focuses on the important science concepts from across different areas of science and includes the sub-strands of:

- Biological sciences
- Chemical sciences
- Earth and space sciences
- Physical sciences

Science inquiry skills - which focuses on skills essential for working scientifically includes the following sub-strands:

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

Science as a human endeavour - which focuses on the nature and influence of Science in society.

YEAR 8

Semester 1

Chemical Sciences - Chemical Reactions, Particles and States of matter

Biological Sciences – Cells and Specialised Cells, Organ Systems

Semester 2

Physical Sciences – Energy, Heat and Energy

Earth and Space Sciences – Rocks, Rock Cycle

For further information see: Ms Diane Latchman

SOCIETY AND ENVIRONMENT and HISTORY

In the Australian Curriculum this subject is now referred to as humanities. It includes a mixture of the four defined subject area listed below. Although some of the content is integrated it is also taught within its own discipline.

History approx. 45%

History is based on developing students Historical Skills and Historical Understanding. This is designed to develop students' capacities and attitudes to be active and informed citizens, to understand the forces that shape societies, and to use transferable concepts and skills associated with the process of historical inquiry.

Geography approx. 35%

Geography is organised in two interrelated strands. Geographical Knowledge and Understanding and Geographical Inquiry and Skills this is consistent with the other subjects of the Humanities and Social Sciences learning areas.

Economics approx. 10%

Economics and Business provides students with an opportunity to explore the way individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources and to consider the effects of these decisions both now and in the future.

Civic and Citizenship approx. 10%

Civics and Citizenship provides students with an opportunity to study Australia's political and legal systems and explore the meaning of citizenship in contemporary Australian society.

The following topics are offered at St Mary's College:

YEAR 8

Semester 1

Overview - Middle Ages

Vikings

Varieties of landscapes

Semester 2

Japan

Black Death

Communities

For further information see: Miss Emily Criddle

PATHWAYS

The Pathways Program caters for Year 7 – 10 students with low literacy and numeracy levels. The units studied encompass all core learning areas and explicitly teach Standard Australian English. In addition to Pathways units, students are expected to undertake study in Religious Education and a selection of Specialist Curriculum subjects.

All students are tested for literacy and numeracy levels during Term 1 of secondary school. This ensures that students are enrolled in the Pathways or Mainstream course which caters most appropriately for their development of Standard Australian English, numeracy skills and other learning needs. It advocates the use of teaching strategies recommended for second language learners and addresses the needs of students with learning difficulties.

Pathways units in English and Mathematics are designed specifically for the learning needs of Pathways students, while drawing on the curriculum taught in Mainstream classes. The Pathways curriculum then combines key learning concepts from subjects to achieve outcomes in a practical and 'real life' context for literacy and numeracy. This allows all students of the College to participate in a similar learning journey throughout Middle School years.

Students' progress in the Pathways programme is reviewed periodically and when appropriate, students may be moved to mainstream classes. Students who are identified as needing additional support in literacy and numeracy can be moved to the Pathways programme at any time during the year, in consultation with parents and guardians.

For further information see: Ms Diana Jans

SPECIALIST CURRICULUM

ART

Art throughout Middle Schooling encourages students to develop basic skills in all areas of art and to provide a solid base upon which students can build their artistic knowledge to take with them into Post Compulsory education.

Students will develop their understanding and knowledge of art through drawing, painting, sculpture, printmaking, ceramics and textiles painting or printing. Students will be given the opportunity to express themselves in various ways. They will also learn about other artists and art periods, analysing their works and becoming more critical of their own artworks.

All students will take part in the annual Wilburu Exhibition and other art exhibitions and competitions as they arise.

Students continue developing their art skills through more involved use of line, shape, colour and tone. They experiment with different mediums such as pastels, charcoal, glazes and paints. Students study different art periods and artworks of other artists and learn to critically analyse artworks.

They will practise some of the following:

Drawing
Art History

Still Life Painting
Print Making

Ceramics
Visual Diary

Sculpture

For further information see: Mrs Helen Capsalis-Dalton

DANCE

Students who study dance at the college will use and organise the elements of dance (Body, Space, Time and Energy). They will prepare group dance sequences within given frameworks from a range of choices. They will interpret a variety of ideas as inspiration for their own dance works and refine their skills individually and collaboratively with guidance from the teacher. Part of the dance course is to participate in dance performance and to gain knowledge and understandings of audience perceptions.

For further information see: Mrs Vicki Thompson

DRAMA

Students will work within the elements of role play and poetry. They will interpret song lyrics, and pictorial information to develop characters within short scripts. Students will explore and gain an understanding of their world around them. They will develop vocal techniques, movement skills and participate in problem solving activities in relation to performance and presentation.

For further information see: Ms Emily Criddle

DESIGN AND TECHNOLOGY (Metalwork and Woodwork)

In Metalwork and Woodwork, students learn about the technology process and its importance for good design. Students will find the subjects challenging and enjoyable as they encourage creativity in a hands-on environment.

METALWORK

The Metalwork course exposes students to a variety of metals, hand tools and metal fabricating machinery. Students design and manufacture a garden trowel, a candle holder and a tools tray. Through these projects they get a basic knowledge about cutting and shaping metals, bending and riveting of sheet-metals and general workshop skills.

WOODWORK

The Woodwork course introduces students to a variety of timbers, timber finishes, hand tools and woodworking machinery. Students design and manufacture pencil blocks, 'Tower of Hanoi' games and storage cases.

For further information see: Mr Michael Lake

FOOD SCIENCE

This is a beginner's unit of study in cooking as it is assumed that students have had limited kitchen experience. The main focus is on providing the students with basic cooking skills. Safety and hygiene

issues are reinforced at each lesson. The study of kitchen processes adequately prepares the students to be organised for work with the stovetop, griller and oven.

Due to the importance of time management, group work and interpersonal skills will comprise a large part of the assessment. Some of the products that are cooked are pasta, pizza muffins, fried rice, wontons, stir fry and a variety of biscuits. The students will focus on nutrition and healthy eating in their theory lessons. Health tools like the 'Dietary Guidelines' and the 'Healthy Eating Pyramid' will be used.

Students also have the opportunity to prepare an interactive lesson, whereby parents/guardians are invited to join their child in a 'cooking class'.

For further information see: Mrs Bette Lake

DIGITAL IMAGING

Year 8 photography is an extension of skills developed in Year 7 and specifically looks at exposure of photographs, movement shots and artistic effects.

This course involve the elements and principles studied in the Arts.

For further information see: Mr Samuel Malak

INFORMATION TECHNOLOGY

Information Technology is an important component in our lives. In this course, students are guided in the effective use of the Internet and challenged to be more efficient and effective in general computer use. They are provided with an awareness of the social issues related to Information Technology and it is expected that this knowledge will grow as students use these tools regularly.

Students will gain the following skills:

Computer literacy, improved keyboard skills, email: sending & receiving, file management skills, an awareness of OHS practices, MS Word//Excel/PowerPoint/Publisher basic operational skills, computer graphics – formats and use, planning interactive multimedia-movie making and editing, introduction to databases, computer systems – architecture, computer systems – input and output devices, searching the net and Cyber Safety.

For further information see: Mr Samuel Malak

MUSIC

In Year 8, learning in Music builds on the experience of the individual. It involves students making and responding to music independently, and with their classmates, teacher and community, where possible. They explore music as an art form through listening, composing and performing. Music is learned through developing skills and knowledge associated with the elements of music; rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural awareness and development is strongly encouraged, as is the reading of traditional and non-traditional music notation.

It is always an advantage to have instrumental lessons and an instrument for practise at home.

For further information see: Ms Robyn Christie

TEXTILES

First Steps to Fabric Fun!

The Year 8 textiles class is a semester unit of work aimed at introducing the key concepts of sewing with fabrics safely, and using skills and the design process with an underlying theme of sustainability and environmentally friendly approaches to textile production.

For further information see: Mrs Bette Lake

HOME STUDY GUIDELINES

Home study forms a critical part of the learning process. It is an opportunity for students to reflect on and/or revise concepts and strategies learnt in the classroom. Home study should be an allocated time for students to complete tasks, assignments, unfinished schoolwork or assessments at home. It is essential that reading, particularly novels, is part of the homework routine.

The staff believes that 60 minutes of homework (four nights per week) for students in Year Eight is reasonable. Home study should be seen as a productive time and should be scheduled into a timetable for easier organisation.

It is important for students to develop a study routine. Should there be no homework for a particular day, students are expected to revise any of their completed work.

Please contact the relevant teacher if either an excessive amount of time is spent each evening or limited amounts of home study appear to be completed by your son/daughter.

REFERENCING

Students are encouraged to use APA referencing.

HOMEWORK CENTRE

A homework centre is available for students to access after school from Monday to Wednesday, in the Secondary Library. Students are supervised by tutors in the afternoons with computer and library resources for use. Afternoon tea and help with homework is available if required.

The Centre is staffed by Teachers of the College and is open Monday to Wednesday from 2.30pm until 4.30pm (dependent upon availability)

SUGGESTED HOMEWORK / STUDY TIME ALLOCATION			
Year 7/8	1 hour	to	1 ½ hours
Year 9	1 ½ hours	to	2 hours
Year 10	2 hours	to	2 ½ hours
Year 11	2 ½ hours	to	3 hours
Year 12	3 hours	to	4 hours

PARENTS AS PARTNERS IN EDUCATION

We ask that parents:

Provide a quiet, well-lit location for your son/daughter to complete their homework and assignments. This area should contain a desk or table (cleared) and a suitable chair.

Monitor the progress of the student. Ask to see the College Organiser on a daily basis.

Contact the staff in the Middle Years Team if you have a question, a query, a concern or to pass on general information (91949500). The staff are very approachable and encourage open lines of communication.

Ensure that your student attends school. It is impossible to achieve success without being at school every day. The school expects parents/guardians to contact the school before 8.30am if they know their child is going to be absent. There is a telephone line available 24 hours-a day on 91949580, and follow the prompts.

Support your son or daughter throughout their years at St Mary's College.

Be involved in the educational progress of your student. Parent volunteers are always readily welcomed and support of College activities is often needed.

Encourage your son/daughter to lead a balanced lifestyle that assists in alleviating stress. It is important that he/she continue to be involved in sporting, religious and cultural pursuits, as well as his/her studies. However, personal and family time is also equally essential!

Enjoy these formative years! Year Eight is an energetic and amazing time for students, parents and staff. Persistence is often the key, especially if 'hiccups' occur along the way.

CLONTARF FOUNDATION

WEST KIMBERLEY FOOTBALL ACADEMY

Purpose and what we do

The Clontarf Foundation exists to improve the education, discipline, self esteem, life skills and employment prospects of young Aboriginal men and by doing so, equip them to participate more meaningfully in society.

Using the passion that Aboriginal boys have for football allows Clontarf to attract the boys to school. But it is not a sporting program.

Each Clontarf Academy, formed in partnership with the local school, is focussed on encouraging behavioural change, developing positive attitudes, assisting students to complete school and secure employment. Fundamental to this, is the development of values, skills and abilities that will assist the boys to achieve better life outcomes.

Through a diverse mix of activities, the full-time, local Clontarf staff mentor and counsel students while the school caters for the educational needs of each student.

Since opening its first Academy for 25 boys on the campus of the Clontarf Aboriginal College in Perth, Western Australia in 2000, the Foundation has grown rapidly and has been consistently successful.

We now cater for over 2,500 boys in 45 schools across Western Australia, Northern Territory and Victoria.

Academy members are not selected on football ability, though obviously most of those attracted to the academy have some aptitude for the game. In order to remain in the academy members must consistently endeavour to:

- Attend school regularly
- Apply themselves to the study of appropriate courses
- Embrace the Academy's requirements for behaviour and self discipline

WIRRPANDA FOUNDATION

DEADLY SISTA GIRLZ PROGRAM

The Deadly Sista Girlz Program engages, inspires and empowers Aboriginal and Torres Strait Islander girls between 11-17 years.

We aim to connect with the girls as a friend, confidant, and a mentor to encourage the girls to become great role models in their community and achieve every success with their chosen career paths.

The Deadly Sista Girlz Program offers girls a stable environment in which they can discuss current and personal issues they may be facing and it allows the girls to trust and receive guidance in a safe environment.

Each girl has the opportunity to be personally mentored throughout the program and it is our goal to develop confidence and resilience so that they believe in themselves and the abilities to achieve success.

Deadly Sista Girlz addresses the issues of:

- Self esteem
- Identity
- Communication
- Women's health
- Drug and alcohol abuse
- Healthy nutrition
- Financial literacy

Aim:

The purpose of the Deadly Sista Girlz Program is to use our female role models to empower young Aboriginal and Torres Strait Islander girls to make informed decisions about their personal health and wellbeing to lead a positive and healthy lifestyle.

We want to give more opportunity to young Aboriginal and Torres Strait Islander girls to expand their thinking and dare to dream to be active members and leaders in their communities and create a brighter future for themselves, their families, their communities and the generations to come.

Project Coordinator – ***Ms Halina Kolatowicz***