Years 7 and 8 in 2024

Connections Program

Handbook

Saint Stephen's College

Developing character,
inspiring hope

CONTENTS

THE CONNECTIONS PROGRAM

The Connections Program has been specifically designed to meet the academic, social and emotional needs of the emerging adolescent into Years 7 and 8. In the traditional Queensland school structure, Years 7 and 8 mark a defining stage in a young person's educational and developmental journey as the end of primary schooling and the student embarks on secondary education. This transition occurs at a time when young adolescents are also experiencing rapid changes intellectually, physically and emotionally, on the journey from childhood to adulthood.

Connections Program Structure

Saint Stephen's College recognises that students in Years 7 and 8 are coping with many complex changes and have specific needs during this time. The Connections Program strives to create an environment and academic program that encourages and supports the intellectual, physical, social and psychological growth of all students. Growth in each of these areas does not occur in isolation or at a steady and predictable rate, therefore the Connections Program aims to provide an atmosphere that encourages supportive student-teacher relationships and a child-centred approach to learning.

Teachers in the Connections Program have a genuine commitment to providing a positive environment to support young students on the journey to discover who they are and how they relate to the world by providing the necessary guidance and boundaries required to foster positive decision-making. As educators, we recognise the need to design and provide programs and structures that will assist students in making connections between the academic curriculum and the world in which they live.

The Connections Program aims to develop a love of learning and to provide students with opportunities to engage in their learning while continuing to develop a positive self-image and to foster academic, social and personal growth into the future.

Our College values underpin our actions, as a community. Within the Connections Program, the focus on our College values for our students informs our practices in academic, social and emotional areas. These values are PRIDE:

- Persistence
- Respect
- Integrity
- Diversity
- Empathy

Student Success = 5Rs

Paramount to the Connections Program is its focus on maintaining student success during this time of developmental change. This is possible by using the development units of work, which aim to enhance student success through engaging, authentic and relevant education experiences that promote the following:

Resilience - successfully managing change, being adaptable, realistic and proactive in approaches to problem solving.

Relationships - cooperative and collaborative learning, teamwork, sense of belonging, feeling valued and supported, tri-partnership between school-home-student.

Rigour - high expectations of student effort and achievement, opportunities to develop understanding and achieve educational outcomes.

Relevance - experiences and content that is relevant and engaging to young adolescents with a focus on their place and responsibilities in a global community.

Responsibility - for self and actions, decision-making, leadership opportunities, personal choice.

STUDENT MANAGEMENT AND WELLBEING

At the very core of what we do, is a genuine concern for our students, their wellbeing and personal success. A great deal of research has shown that no matter how hard we work, study or try to be successful, if we are not happy in our environment then we will never reach our full potential. Our aim in the Connections Program is to create and sustain an environment where students feel safe and respected by their peers and staff, thus enhancing their opportunity to achieve their goals and reach their potential.

Tutor Group and Tutors

Tutor Group is held each morning. During this time, the roll is taken and Daily Notices are delivered to the students. This time is also used to check uniforms and to ensure that the students are prepared for their day. Tutor Group is more than just administrative time; it is another area of the College that responds to the wellbeing of the student and is where discussion and activities take place in relation to team building and personal development.

Tutor Groups are structured vertically, with an emphasis on the House system. This means that students from across Years 7 to 12 are in the same Tutor Group. The benefits being the development of relationships across year levels, and the development of a mentor relationship between the older students in the group and the Years 7 and 8 students. The senior students will work with Tutors to support the Years 7 and 8 students in making a successful transition to the Senior College. The Tutor will remain the first port of call for all parents but know there are lots of support mechanisms in place for your child.

Heads of Year

The Heads of Year 7 and 8 oversee the wellbeing of each cohort and make a point of knowing each individual within their respective year level. Their offices are located downstairs in the Student Administration Centre and they are available to all students and parents for advice regarding wellbeing matters and to ensure that individualised support exists for all students. The Heads of Year will be responsive to the needs of the students in their year level. To do this, they teach within the academic offerings for their year level; they are an active part of the Positive Education Program; organise experiences where students can develop their emotional intelligence; they will host year level meetings throughout each term and will always be communicative and reach out to all students and parents regularly. Parents are asked to make appointments to speak to the Heads of Year. Email is often the first best way to make contact.

Counselling

The College Counsellor is available for students who may be needing some extra support at school. Appointments can be made via email, most often instigated by parents and/ or Heads of Year. The counsellor will also oversee specific group and individual programs to benefit students who may be experiencing socialising and wellbeing issues.

Peer Helper Program

The Peer Helper Program is a program designed for younger students needing support, to be mentored by older students within the secondary school. Student mentors are trained by the College Counsellor and enjoy the connections made with their mentees. This is another layer of support available for specific students who may benefit from knowing an older and caring peer.

Chaplaincy

Our College Chaplain is also available to support students and families in our community. Students will have Chapel once a week and the Chaplain is also available via email to make appointments. The Chapel is open from 7:30am each morning.

YEARS 7 AND 8 CURRICULUM

The curriculum offered in Years 7 and 8 (the Connections Program) provides opportunity for students to access a wide range of subjects, spanning the nationally recognised Key Learning Areas (KLAs) of English, LOTE (Languages Other Than English), Humanities (which includes History, Geography, Economics, Civics and Citizenship), the Arts, Mathematics, Science, Design and Digital Technologies, and Physical Education.

English, Humanities, Japanese or Spanish, Mathematics, Health and Physical Education and Science are considered essential subjects and will be undertaken by **all** students. Students will also rotate through semester units across Years 7 and 8 in Digital Solutions, Design Technologies, Drama, Media Studies, Music and Visual Art.

The subjects offered are grouped under two categories **Core** and **Additional**. Core and Additional subjects are studied by **all** students. Specific information on each subject is contained within this handbook.

Core Subjects

The Core subjects consist of:

- Design Technologies
- Digital Solutions
- English
- Health and Physical Education
- Humanities
- LOTE - Japanese or Spanish
- Mathematics
- Science

Additional Subjects

In addition to the *Core* subjects described above, **all** students in Years 7 and 8 will participate in *Additional* subjects/activities, as listed below:

• APS Sport	Three periods per week
• Assembly	One period per fortnight
• Chapel	One period per week
• Positive Education	Two periods per fortnight
• Tutor Group	15-minute session daily
• Year Level and House Group Meetings	Rotational

These additional subjects and teachers will play an integral role in your child's development and learning over the two years in the Connections Program.

COLLEGE TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35
8.35 **1** 9.15	8.35 **1** 9.15	8.35 **1** 9.15	8.35 **1** 9.15	8.35 **1** 9.15
9.15 **2** 9.55	9.15 **2** 9.55	9.15 **2** 9.55	9.15 **2** 9.55	9.15 **2** 9.55
9.55 **3** 10.35	9.55 **3** 10.35	9.55 **3** 10.35	9.55 **3** 10.35	9.55 **3** 10.35
10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00
11.00 **4** 11.40	11.00 **4** 11.40	11.00 **4** 11.40	11.00 **4** 11.40	11.00 **4** 11.40
11.40 **5** 12.20	11.40 **5** 12.20	11.40 **5** 12.20	11.40 **5** 12.20	11.40 **5** 12.20
12.20 **6** 1.00	12.20 **6** 1.00	12.20 **6** 1.00	12.20 **6** 1.00	12.20 **6** 1.00
1.00 **Lunch** 1.45	1.00 **Lunch** 1.45	1.00 **Lunch** 1.45	1.00 **Lunch** 1.45	1.00 **Lunch** 1.45
1.45 **7** 2.25	1.45 **7** 2.25	1.45 **7** 2.25	1.45 **7** 2.25	1.45 **7** 2.25
2.25 **8** 3.05	2.25 **8** 3.05	2.25 **8** 3.05	2.25 **8** 3.05	2.25 **8** 3.05

DESIGN TECHNOLOGIES

In Design Technologies, students explain how people design, innovate, and produce products, services, and environments for preferred futures. Students will be given the opportunity to create at least three types of designed solutions, and address each of the four technologies contexts:

- Engineering principles and systems
- Food and fibre production
- Food specialisations
- Materials and technologies specialisations.

Special Equipment and Costs

It is a requirement that students have an A3 sleeved display folder to organise their handouts and sketches for the duration of this course. Students will also be given the opportunity to engage in workshops and incursions at a reasonable cost.

Pathways

Studying Design Technologies can establish a basis for further education and employment in the fields of:

- Architecture
- Interior/Exterior Design
- Technical Drafting
- Cartography
- Mechanical/Electrical Design
- Engineering
- Graphic Design
- Product Design
- Town planning, building and commercial development.

Assessment

Students are required to keep a record of their folio of work in their A3 sleeved display to be scanned and submitted through D2L drop boxes.

Students will complete two assessments over the semester that will demonstrate the following skills in each of the four prescribed contexts:

- Explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities.
- Create and adapt design ideas, processes, and solutions, and justify their decisions against developed design criteria that include sustainability.
- Communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools.
- Independently and collaboratively document and manage production processes to safely produce designed solutions.

DIGITAL SOLUTIONS

Across Years 7 and 8 students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. Students acquire, interpret and model data with spreadsheets and represent data with integers and binary. They design and trace algorithms and implement them in a general-purpose programming language. Students select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. They select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects. Students manage their digital footprint.

The technology concepts that we cover include:

- Digital citizenship and online security
- Networks
- Data and binary
- Object oriented programming
- Group project management
- Robotics and embedded systems

Assessment tasks may include:

- Creating a chatbot
- Creating a website using HTML
- Create simple databases and data representation with Excel
- Programming drones to address a simulated situation.
- Creating an education mobile app
- Quizzes

DRAMA

Drama is a unique way for students to blend intellectual and emotional experiences to define their identity in the context of their immediate surroundings and of the broader society. Drama offers students a forum for independent social thinking and criticism and teaches them how to learn to cooperate and coordinate with other people. Most importantly, Drama builds a sense of self-confidence and fosters speaking and listening skills in students. The focus of Junior Drama is to allow students to represent various "points of view" and build confidence in front of peers and an audience.

Foundations: The Elements of Drama

Students will explore the Elements of Drama through a variety of activities and will develop skills through character work. Students will begin to develop an awareness of Drama as an imaginative exploration of feelings, ideas, stories or events through the enactment of roles. Students will communicate their experiences by taking on roles with student-structured and teacher-provided frameworks.

Students will work collaboratively or individually to initiate, improvise, develop, and refine ideas in Drama. In a safe and cooperative environment, students will work with the elements of role, time and space, action, tension, and focus, and become increasingly skilled in using techniques of voice, facial expression, gesture and movement to explore a range of roles and situations.

Pathways

A course of study in Drama can establish a basis for further education and employment in the fields of acting, modelling, teaching, public relations, customer service, radio/television announcing, producing, directing, playwriting, stage-managing, stage design, editing, sound and lighting.

Assessment

Assessment aims to test students in every aspect of Drama to provide feedback on individual strengths across three dimensions:

- Knowledge and Understanding - Elements of Drama
- Creating - Shaping the Drama
- Presenting - Performing the Drama

ENGLISH

English requires students to interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They will experience learning in both familiar and unfamiliar contexts that relate to the College curriculum, local community, regional and global contexts.

Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multi-modal 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 in Year 7 will study language, literature and literacy in four term units. Possible organising principles will include units based around novels, persuasive speaking, poetry, visual literacy and a drama script. Students in Year 8 will study language, literature and literacy in four term units. Possible units include novels, and a film and exploring contemporary media.

Pathways

A course of study in English can establish a basis for further education and employment in the fields of acting, radio and television announcing, librarian, court reporting, lawyer, teaching, publishing, interpreting, playwriting, editing, travel consultant, receptionist and politics.

Assessment

Assessment will be continuous and can take the form of *Reading and Viewing*, *Writing and Shaping*, and *Speaking and Listening*. All assessment tasks aim to give students a realistic opportunity to perform their understanding in a variety of genres and to a range of audiences. Students are expected to draft their work and seek parent, student and teacher input in an attempt to develop their ideas and editing skills.

The English course aims to give students a chance to be creative, to develop their skills, to appreciate how vital it is to be able to communicate successfully in today's world and enjoy themselves.

Students will create a range of imaginative, informative and persuasive types of texts, for example narratives and performances, and will begin to create literary analyses and transformations of texts.

ENGLISH AS AN OTHER LANGUAGE

English as an Other Language (EOL) is a subject, which **supports** English second language students who are integrated into full mainstream courses. Pupils receive individualised and group tuition, with an emphasis on the content and editing assistance of set tasks, in order to develop their English language skills and their ability to self-edit.

As most assessment is based on written tasks or essays, special attention is given to writing skills, essay planning and techniques to improve the quality of the students' writing. Pupils are also given supportive notes to enhance their understanding of English texts, and helped to prepare their set tasks and examinations in English to ensure they refer to the relevant criteria and perform to the best of their ability.

Special Equipment and Costs

English as an Other Language tuition is charged at $750 per term for International Students and $325 for Domestic Students (due to government funding). This cost is significantly less than home tutoring services of the same duration and expertise. Students in Years 10, 11 and 12 should purchase the 'English Handbook and Study Guide', which is available on the booklist. Students should also have an A4 display folder to organise their EOL handouts.

Assessment

Assessment for English as an Other Language is based on the National Languages and Literacy Institute of Australia (NLLIA) band scales, which is different to the grading system used in other subjects. English as an Other Language tutoring consists of timetabled lessons, while additional optional classes are also conducted outside of school hours.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a core subject and will assist students to develop the knowledge, understanding, skills, values, and attitudes to lead healthy, productive, and satisfying lives. The Health and Physical Education curriculum will also provide learning opportunities to explore, develop, and master skills in a range of contexts and provide invaluable opportunities for creativity, critical thinking life-skill exploration, and socialisation within a structured and safe learning environment. Active engagement in physical activity is a major emphasis in this core subject. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the subject will be allocated to learning experiences that actively engage students in physical activity. The units of work may include physical performance, integrated health and performance and health units. Curriculum for Year 7 and 8 explores, but is not limited to:

Physical performance activities include participation in:

- invasive sports.
- court and striking sports.
- performance activities.
- rhythmic and expressive activities.

The focus areas to be addressed in Years 7 to 8 include:

- exercise science concepts taught in, about and through the physical.
- food and nutrition.
- community health and decision making.
- relationships.
- mental health and well-being.
- brain health and adolescence.
- first aid concepts.
- health benefits of physical activity.

Learning Experiences

Students learn how to take positive actions to enhance their own and others health, safety, and well-being. They will do this as they examine the nature of their relationships with others in team situations and make decisions on their performance and health and well-being, based on developed attitudes, opportunities, decisions, behaviours, and actions. The curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health and movement competence and confidence.

Students will develop specialised movement skills and understanding in a range of physical activity settings. They will analyse how body control and coordination influences movement composition and performance and learn to transfer movement skills and concepts to a variety of activities. Students will explore the role games and sports, life-long physical activities and rhythmic and expressive movement and activities play in shaping cultures and identities. Students will reflect and refine personal and social skills as they participate in a range of physical activities.

Pathways

A course of study in Health and Physical Education can establish a basis for further education and employment in human movement-related fields of teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics, and program analysis.

Assessment

A variety of assessment techniques will be used to gather information about each student's performance. Student responses can be physical, multi-modal, or written. Practical activities will be assessed throughout the unit and in a more formal setting at the end of the unit. Criteria-based assessment in skill development and performance, movement patterns in authentic environments, understanding of rules and safety and cooperation with others.

HUMANITIES

Humanities will include the study of both **History** and **Geography**.

History involves the process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of events that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives and communicate effectively.

Geography involves the study of human and natural characteristics of places, and the interactions between them. It focuses on where things are and why they are there and considers how humans interact with environments. Geography prepares students by developing in them an informed perspective. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country, and the world.

Year 7

The National History Curriculum for Year 7 includes a study of history from the time of the earliest human communities to the end of the ancient period, a period defined by the development of cultural practices and organised societies. Students will study a range of topics from several ancient civilizations, including Egypt, Greece, Rome, and China. Students will also study a unit called 'Water in the World', which focusses on water as a renewable environmental resource. The final unit will focus on Place and Liveability, which examines the factors, which influence what makes a place a desirable place to live.

Year 8

The National History Curriculum for Year 8 includes a study of history from the end of the ancient period to the beginning of the modern period – The Middle Ages. This is when major civilisations around the world came in to contact with each other. Depth studies in Year 8 include Medieval Europe and Shogunate Japan. Students will also focus on a geographical study of Landforms and Landscapes and an investigation into the changing human geographic of countries as revealed by shifts in population distribution.

Pathways

A course of study in Humanities can establish a basis for further education and employment in the fields of teaching, education, foreign relations, international diplomacy, property development, economics, business, international business, law, politics, architecture, engineering, tour planning, social work, librarian, researching, managing, human resources, journalism, park ranger, stockbroking.

Assessment

Assessment tasks may include:

- Response to Sources examinations.
- Inquiry Tasks.
- Field Reports.
- Online Quizzes.

JAPANESE

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and one of our most important trading partners. The Gold Coast is also a popular holiday destination for Japanese tourists and attracts a large number of Japanese students wishing to study here. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese culture while learning about similarities between modern Australian and Japanese societies.

Saint Stephen's College students will have the opportunity to travel to Japan every two years on short-term exchanges and experience the Japanese lifestyle through a home stay situation at our sister school in Kyoto. We also provide longer-term exchanges to Years 9 and 10 students studying Japanese. Furthermore, our students also have the opportunity to meet Japanese exchange students on a regular basis.

Course Information

- all lessons are taught with a communicative approach and students are generally immersed in the target language.
- students increase their knowledge of the Japanese language script. It is expected that by the end of Year 8, students should have mastered hiragana and will recognise some katakana and kanji script.
- Japanese is a phonetic language, which means that pronunciation is easily acquired because of the consistency of sound patterns.
- Japanese has regular structure which assists students in comprehending and composing patterns.
- the study of culture is an integral part of language learning.
- Japanese is available as a senior subject.

Pathways

Even partial knowledge of a foreign language is desirable for potential employees in any sector; particularly given the global community in which we now live.

In the long-term, knowledge of the Japanese language and culture is advantageous as an additional skill even when not utilised daily. It can be pursued at university through Asian Studies or Linguistics; however, it is often combined with other disciplines, such as Law, Journalism, Education, Business, Medicine and Science. Griffith University on the Gold Coast offers many opportunities to study languages at a tertiary level.

A course of study in Japanese can establish a basis for further education and employment in the fields of travel and tourism, including consulting, aviation, management, and accommodation. It is also a desirable skill in the fields of translating and interpreting, politics and government, diplomacy, the defence forces and intelligence services, international business and law, journalism, international trade (imports/exports), the construction and mining sectors and teaching (both domestically and overseas).

Assessment

One or two summative assessments per term. Assessment focuses on the student's ability to communicate and understand the language. Assessment can take the form of a quiz, examination, or project. It is expected that students revise and rehearse vocabulary and grammar for homework.

MATHEMATICS

Mathematics plays an integral role in the holistic development of the individual, enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students prepare to face these challenges by developing higher order thinking processes so they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information. It also encourages students to elaborate on their knowledge interpretations through extended communication. Learning mathematics creates opportunities for, and enriches the lives of, all Australians. 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.

In recognition of the existing and future challenges facing today's students, the mathematics courses at Saint Stephen's College have been designed to actively encourage students to construct knowledge. This is fundamentally different from the traditional emphasis on rote learning and reproducing of knowledge. For students to *construct* knowledge they need to use skills, such as organisation, synthesis, interpretation, explanation, and evaluation; skills used extensively in adult life. This type of student enquiry incorporates three important intellectual activities, including:

1. It draws upon an established knowledge base.
2. It stresses a deep understanding of the problem.
3. It encourages students to elaborate on their knowledge interpretations through extended communication.

The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. This marks a shift in mathematics learning to more abstract ideas. Through key activities, such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated. The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts.

Content Structure

- The course is organised around the interaction of three content strands and three proficiency strands.
- The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.
- The proficiency strands are *Understanding, Procedural Skills, Problem-Solving* and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content Strands

Together with other key components of the course, already discussed, the language framework of Mathematics is recognised as a critical foundation for student success. It is only through words that meaning can be given to the ideas that are the foundation of clear thinking and Mathematics. Students who understand the meaning behind the words will make meaning of the facts and procedures of mathematics and enhance their success.

Digital Technologies will be used to facilitate the expansion of ideas, deeper understanding of concepts and to provide access to new tools for continuing mathematical exploration and invention. The use of technology also teaches students to be creative.

The intent of the Years 7 and 8 Mathematics programs is to encourage positive attitudes in students to the study of Mathematics by stimulating their interest through a range of approaches, including exploration, investigation, application of knowledge and skills, problem solving and communication.

Students are encouraged to mathematically model, to work systematically and logically to conjecture and to reflect, to justify and communicate, and to develop effective time management skills. These are invaluable life-skills regardless of the profession or vocation pursued.

There is also an Advanced Mathematics course for the very mathematically able students; it is an accelerated course, covering the mainstream mathematical coursework in greater depth and at a faster pace; allowing completion of the next year's coursework in the same year.

Assessment

Assessment tasks may include:

- Written Examinations.
- Practical Investigations.
- Oral Tasks.
- Written Assignments or Reports.
- ICT Tasks.
- Mental Mathematics skills.

MEDIA STUDIES

Australia leads the world in the development of Media Studies as a separate subject for secondary school students. In Queensland, Media Studies is one of the five strands of the Years 1 to 10 Arts Syllabus.

The course aims to develop a young person's ability to:

- communicate information and ideas.
- use and explore technology.
- create for a purpose.
- produce for an audience.
- work in teams.
- persevere through to completion.
- be self-directed and self-assured.
- be innovative and entrepreneurial.
- explore new ideas and concepts.
- be critical of what they see, hear, or read.

Students will have the opportunity to critically examine the role of technologies, languages, and audiences within this media skills fundamentals course. Topics and technologies covered throughout the unit include:

- Digital image manipulation (Photoshop).
- Narrative and concept-based short film.
- Stop motion animation.
- Foley sound effects.
- Video and sound editing (Premiere Pro).

Pathways

There are numerous career opportunities for students who study Media Studies, ranging from public relations and journalism to graphic design, multimedia, and work in the film industry.

A course of study in Media Studies can establish a basis for further education and employment in the fields of advertising, animation, audio engineering, education, events management, film production, graphic design, hospitality, interior design, journalism, lighting, make-up artistry, multimedia, music recording, photography, promotions, public relations, publishing, sales and marketing, script writing, stage design and web design.

Assessment

Assessment aims to test students in every aspect of Media Studies to provide feedback on individual strengths across three dimensions:

- Critique – analysing and/or evaluating existing media products to unpack and better understand how to construct more effectively.
- Design – planning and preparing to produce a media product (e.g., scripts, storyboards, treatments).
- Production – producing a media product, usually involving the filming, and editing processes of pre and postproduction.

MUSIC

The study of Music is an excellent opportunity for developing cognitive and cultural experiences. It extends students in their spatial-mathematical, kinaesthetic, and linguistic ways of learning whilst developing self-confidence and expression of thoughts, feelings, and beliefs. In Connections Music, students focus on the development of musical literacy, composition, and performance skills, which will provide them with the foundation for life-long knowledgeable engagement with music.

MUS1: Core Content

Music, like a language, involves listening with intent and understanding, composing original statements to communicate with others, and interpreting music through performance. In their first term, students will build on rhythms and melodies learnt during Consolidations music lessons and extend their musical vocabulary. They will begin to apply the basic elements of music when listening to songs and learn to read traditional notation and musical scores.

MUS2: The Blues and Pop Music

In the second term, students are introduced to the 12-bar blues and basic pop songs through a musical exploration of call and response, improvisation, melody writing and chordal harmony. They will analyse the history of blues and popular music, as well as create their own composition using the notation software in *Sibelius*.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of performing, conducting, producing, sound engineering, instrument repair technician, choreographer, musical directing, theatre coaching, audiologist, neuroscience, music therapy, composing, song writing, promotions, advertising, journalism, musician, teaching, musicology, and law (music and copyright).

Assessment

Skill development in the areas of pitch, rhythm and melody are assessed via continuous assessment tasks throughout the course. These will be submitted through the online interactive tool VoiceThread, which allows students to complete assessment at any time, from anywhere, and allows for individual skill development. Students will also submit a composition task in *Sibelius*, complete an end of unit examination and as well as participate in group percussion and choral activities.

SCIENCE

The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation, and application. This requires a context or point of relevance through which students can make sense or the ideas they are learning with opportunities for student-led open inquiry provided. The Saint Stephen's College Science Work Program provides many opportunities for students to develop the valued attributes of life-long learners. Course content covers the main areas of science understanding, including Biology, Chemistry, Earth Science and Physics, Science Inquiry Skills and Science as a Human Endeavour. This provides students with an introduction into these main areas that will be developed further in Years 9 and 10, then again in the senior subjects in Years 11 and 12. Year 7 and Year 8 Science is taught primarily through first-hand experiences and has an emphasis on acquiring and practising skills. Projects undertaken throughout the year allow students to practise their research skills and use technology appropriately. Science is also concerned with testing ideas and theories against evidence. Students will develop the ability to draw logical, evidence-based conclusions, use problem-solving strategies and accept the provisional nature of scientific explanations.

Year 7

By the end of Year 7, students will be able to pose questions and apply scientific concepts to everyday problems and make general predictions based on their experiences. They will plan procedures for investigations that consider the need for fair testing and use equipment that improves fairness and accuracy. They will be able to communicate their observations and data clearly, summarise their data where appropriate, and suggest improvements and extensions to their methods. Topics covered include:

- Introduction to Science and The Particle Theory (Term One).
- Mixtures and Forces (Term Two).
- Earth, Moon and Sun, and The Carbon Cycle and Earth's Spheres (Term Three).
- Classification and Interactions in Ecosystems (Term Four).

Year 8

By the end of Year 8, students will be able to investigate questions to reach conclusions consistent with scientific knowledge. They will be able to describe how science inquiry contributes to an understanding of the world. They will be able to design research questions to test claims and check scientific relationships in experiments. Students will measure and control variables, present data and findings that support their conclusions, and describe how improvements to methods could improve the quality of their results. Year 8 assessment is based on a combination of the new senior syllabus assessment techniques and ACARA standards. Topics covered include:

- Classifying Matter and Chemical Changes (Term One).
- Earth's Tectonic Activity and Rocks and Fossils (Term Two).
- Energy and Energy Transfer and The Universe (Term Three).
- Cells and Living Systems (Term Four).

Assessment

Students in Year 7 will have the following types of assessment each term: examinations, student experiments, practical reports, and research investigations. The weighting of assessment items will vary from term to term.

Students in Year 8 will have the following types of assessment each semester:

- Examinations (one per semester worth 50% of the semester)
- Student Experiment or Research Investigation (worth 40% of semester)
- Data Test (worth 10% of semester)

SPANISH

Language is the essence of people. If we wish to understand other people and live in a harmonious, multicultural society, we need to learn to communicate with other nations and identify with their culture. Learning another language not only develops communicative and intercultural competence, it also opens up new perspectives for the learners, widens their horizons and broadens their cognitive, intellectual and cultural experience. It provides the opportunity to understand one's own language and culture through comparison with another language and culture. It also allows students to develop skills and strategies that will enhance their careers and employment prospects in this ever increasingly competitive world.

There are many reasons to learn Spanish:

- Spanish is the third most spoken language in the world and will overtake English this century.
- it is the **second most natively spoken language** in the world, after Mandarin Chinese.
- Spanish is the official language of 21 countries. It is the most widely spoken European language, and now a de facto second language in the United States, Brazil, and virtually all the smaller states in the Caribbean and Central/South America.
- Spanish is the preferred language on the Internet after English.
- a significant number of Australian companies have investments or trade with Spanish speaking countries, such as BHP, Hoyts, and Qantas.

Course Information

- all lessons are taught with a communicative approach and students are generally immersed in the target language.
- students will gain knowledge of basic Spanish grammar and vocabulary, self and family, school life, personal interests, numbers, greetings, and personal information, together with the skills to participate in simple written and spoken interactions in Spanish.
- students will gain an understanding of the Spanish and Hispanic culture.
- Spanish is available as a senior subject.

Pathways

In our global world, communication across nations is crucial and frequent. The means by which we communicate are ever changing and so are our life paths. Even a partial knowledge of a foreign language is desirable for potential employees in any sector. In the long-term, knowledge of the Spanish language and culture is advantageous as an additional skill, even when not utilised daily. It can be pursued at university combined with other disciplines, such as the arts, law, journalism, education, business, medicine, and science.

A course of study in Spanish can establish a basis for further education and employment in the fields of travel and tourism, including consulting, aviation, management, and accommodation. It is also a desirable skill in the fields of translating and interpreting, politics and government, diplomacy, the defence forces and intelligence services, international business and law, journalism, international trade (imports/exports), the construction and mining sectors and teaching (both domestically and overseas). For Australians, Spanish opens a whole world of opportunities with trade and business partners across the continents of the Americas and within Europe.

Assessment

Reading, writing, speaking, and listening will be assessed according to the Spanish syllabus. There are generally two assessments per term. It is **expected** that students revise and rehearse vocabulary regularly as homework.

VISUAL ART

Visual Art supports social, intellectual, physical, aesthetic, spiritual and emotional development. The study of Visual Art enhances students' creative thinking, problem-solving skills, questioning and interpreting skills, and helps them with the expression of ideas. Visual Art provides opportunities for students to apply a variety of image making approaches in two-dimensional, three-dimensional and time-based media to express thoughts, feelings, ideas and beliefs. Students develop self-confidence, social and personal skills whilst developing a personal aesthetic and style in their individual responses to concepts.

Students will gain experience in generating and developing ideas, using a variety of skills and techniques to experiment, problem solve and invent visual responses and images. Students will learn to reflect upon their own artwork and the work of others whilst developing skills to analyse and respond to art from a diverse range of cultural, personal, formal and contemporary contexts.

Students will learn the fundamental elements and principles of design and apply these when creating a folio of resolved work. Students will use a combination of practical exercises and research to develop a range of skills and to further expand their knowledge of the processes and materials.

Special Equipment and Costs

Students will have the opportunity to view suitable exhibitions and experience workshops. The cost of such excursions varies; however, group bookings for students are very reasonable.

Most equipment will be supplied; however, some equipment may need to be purchased by the student depending on their individual objectives.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of:

- Advertising - art director, photographer, graphic artist.
- Communication - writer, journalist, sign writer, web content producer.
- Creative Industries - visual artist, illustrator, screenwriter.
- Arts Administration and Management - art project manager, agent, events, and festivals.
- Design - architect, fashion designer, graphic design.
- Education-specialist - classroom teacher, lecturer, private teacher.
- Film and Television - animator, storyboard artist, costume designer.
- Public Relations - campaign manager, publicist, creative director.

Assessment

Students will be assessed at the end of each term based on their responding and making skills to be submitted as a folio of resolved work and Visual Art Process Diary (VAPD). The VAPD will contain process documentation, sketches, artist research and reflections to support their development by working as both artist and audience.

GENERAL INFORMATION

Absences

When a student is absent, it is **_requested_** that parents contact the College online via Parent Lounge; sending an email to absences@ssc.qld.edu.au, via the College App or via the Absentee Line on (07)5573 8675. Written communication concerning your child's absence is also required upon their return to school.

Assignments

Assignments are an integral part of the course work of many subjects and are often extended research-type activities involving work both in and out of the classroom. Students in the Connections Program are expected to adhere to the College's Assessment Policy to develop the organisation and management skills required for meeting deadlines and due dates. *A copy of the Assessment Policy can be found online via Links in Student Café and Parent Lounge.*

Attendance

In line with Government regulations, students in Years 7 and 8 are required to attend school each day of the school year, including Saint Stephen's Day and the final day of each term. In addition to this expectation, the College has set expectations concerning students' participating in key aspects of life at the College. These include participation in the College's Outdoor Education Program, attendance at Semester Church Services and the Family Carols Service, which are clearly stated, as an expectation of enrolment at Saint Stephen's College. Equally, attendance at the end of year Speech Night is also compulsory.

Camps

Students in Years 7 and 8 are involved in the College's Camp Week Program. Students in Years 7 and 8 will be faced with various challenges designed to push them out of their comfort zone in the hope of discovering more about themselves. Activities during the Camps Week Program generally include mountain bike riding, orienteering, high ropes (with flying fox), canoeing and archery. Students usually have the opportunity to camp out overnight during the Camps Week Program, which involves students hiking to various camp destinations, setting up their campsite, and cooking their own evening meal and breakfast before hiking back to base camp.

Communication

Messages

While we understand that every parent does their best to make sure all information and arrangements are passed on to students before the school day begins, we also understand that sometimes things change. In cases such as these, every effort will be made to ensure that important information, such as changes to pick-up arrangements, is passed onto your child as soon as possible. Parents are encouraged to contact the Student Welfare Centre. If this office is unattended, please contact Main Administration to ensure your message is passed on.

Mobile Phones

The increased ownership of mobile phones requires that College administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly. To guard against possible misuse, theft and/or damage to mobiles, students are encouraged to store their phones in their lockers and phones can be assessed before the school day commences and after the school day concludes. **The use of mobile phones during the school day is not permitted. Mobile phones should be switched off or turned to silent and should therefore not been seen or heard.** Should you need to contact your child during the school day, please contact the Student Welfare Centre. *A copy of the Mobile Phone Policy can be found online via Links in Student Café and Parent Lounge.*

Extra and Co-Curricular Activities

The College offers a wide range of activities, which contribute greatly to a student's development. Should you be interested in exploring the options available, the College's Extra and Co-Curricular Handbooks (Performing Arts, Sporting and Other) are available online via the College website.

Homework

Homework plays a significant role in your child's development of sound work habits, whilst also enabling your child's teachers to gauge an individual's understanding and ability away from their peers and immediate teacher assistance. Homework may include assignments or may be a continuation and/or completion of work undertaken in class. It is expected that students in Year 7 complete about seven hours homework per week and students in Year 8 complete about eight hours of homework per week.

Lockers

Students are allocated a locker in which to keep their individual property. It is the responsibility of students to maintain their locker in good working order and to keep their locker room neat and tidy. Students are issued with a combination lock to access their allocated locker during term. Students are also encouraged to maintain the confidentiality of this combination to ensure the security of their belongings. Should a student forget their lock combination, they are required to contact their Tutor Teacher or Head of Year. ***Please note that the College does not accept responsibility for missing items that have not been stored correctly in a locked locker.***

Sport

Students in Year 7 and 8 participate in APS sporting fixtures on a Friday afternoon. Students who are turning thirteen during the year and wish to trial for selection at District level must do so through secondary competitions. Please direct any questions you may have concerning your child's sporting pursuits to the Director of Sport.

Textbook Deposit, Textbook Rental and External Online Resources Scheme

The College operates a Textbook (including eBooks) Rental and Online Resources Scheme, which consists of the following:

Rental Deposit:	The Rental Deposit is payable upon your child's commencement at the College, from Year 7 upwards. This is a one-off payment that is refundable upon request, when your child leaves the College. This needs to be paid before textbooks can be issued.
Rental Fee:	The Rental Fee is a non-refundable cost that enables your child to be issued with textbooks and/or eBooks allocated under this scheme for the year. It also includes access to online platforms for delivery of the online curriculum. Textbooks that are not returned in a satisfactory condition will incur a fine or replacement cost.
Exam Resources:	This fee covers the cost of resources required for your child to sit examinations.

All payments are required to be made online via Events and Payments in Parent Lounge. Should you have any questions regarding these payments, please contact the Uniform Bookshop on (07)5573 8640 or via uniformbookshop@ssc.qld.edu.au.

Uniform

All students are **expected** to wear the College 'Day' uniform whilst at school, as well as whilst travelling to and from the College, either by bus or private transport. This includes the wearing of the College's formal hat. Students not wearing the correct uniform, or mixing and matching, will need to obtain a uniform exemption. Repeat offenders will be referred to the Head of Year for further action, which may include a Monday after school detention. The College recognises that life does not always run to plan and hiccups are inevitable. In incidences such as these, please write a quick note that can be forwarded to your child's Tutor or relevant teacher/s.

Health and Physical Education Lessons and APS Sport

The sports uniform can be worn by students to and from the College on sports days. Students are to change into their sports uniform at other times depending on when they have Health and Physical Education lessons and/or APS training.

BYOL (BRING YOUR OWN LAPTOP) PROGRAM

All students require a Windows 11 laptop computer.

The College is a Windows environment, devices must be a Windows 11 device built on hardware with minimum specifications. Any other type of device, such as an Apple laptop running Windows via BootCamp, parallels of any other type of virtual environment, or a Linux computer running Windows in a virtual environment is not suitable. **Unsuitable devices or devices running unsuitable operating systems will not be connected to the network** and cannot be used in class. **Please do not purchase anything other than a Windows 11 laptop that meets the specifications for use at Saint Stephen's College**. If you need further advice, please email Greg Wilkinson, Director of eLearning via elearning@ssc.qld.edu.au.

Digital Ink and Devices with a Stylus

The College is moving to a pen-based model in all year levels. A pen-based device is a requirement for Years 5 to 10.

'Hand me down' Computers

Pre-owned computers will experience battery and hardware problems as the computer will be slow and without necessary specifications. It is imperative that laptops meet the minimum specifications. A laptop must be able to operate for most of the school day without the need for recharging. The minimum working period should be six hours. Many laptops have batteries that cannot be removed; however, if the battery has limited life and it can be removed, it is worth buying a replacement. If a laptop has a battery that is failing, it may indicate that the laptop is reaching replacement age.

Security

Each student is able to store his/her laptop in a locker during breaks. Laptops should not be left unattended.

Software

Most software needed by students is provided by the College. This includes the latest version of Microsoft Office, which is the standard software used across all subject areas. ***Please do not purchase Microsoft Office when purchasing a computer***. Each student will be shown how to download and install a legal copy of Microsoft Office at no cost. For students studying subjects that require the Adobe suite, this will also be provided by the College. ***Please do not purchase Adobe Programs when purchasing a computer.***

Updating Laptops

Students are expected to keep software (the operating system, Microsoft Office, anti-virus software, plug-ins and other software) updated. Windows should be updated when required; however, updates should be done at home, as they can take some time to complete and often require a reboot which may impact class time. ***Students should check for updates the weekend prior to returning to school after holiday periods.***

Charging Laptops at the College

Students are expected to bring their laptops to school fully charged each day. Twenty 'charging lockers' are available in the *Teams* area (ground floor of QW/Science building); however, these are for 'emergency' use only, at lunchtime and outside of lesson times, rather than for regular daily charging by individuals. A good strategy is to put the laptop on charge before bed each night.

"Loaner" Laptops

The College has a small number of 'loaners'. These are available at no cost for short-terms loans of up to two weeks in the event that a student has a computer being repaired. They will not be available for excessive loan periods or if students simply forget to bring their laptops to school. The application form for a 'loaner' laptop is available in Student Cafe, Parent Lounge, the D2L Brightspace Home Page and from the IT Department. The agreement must be signed by a parent or guardian before a laptop can be provided. Please note that the College does not sell computers or loan computers for long term arrangements. Please arrange for the student laptop to be repaired as soon as it becomes damaged or inoperable.

Anti-Virus, Spyware and Malware

Students must have viable and current anti-virus software operating on their laptops. For uniformity, we recommend the default product that is provided with Windows 11 (Defender) rather than any other free or commercial anti-virus product. These other products have caused support problems in the past.

Warranty

Please check the conditions of the warranty to ensure the service provided is acceptable. When purchasing a new computer, some questions you should be asking yourself and the retailer, include:

- Does the computer warranty conversation happen with the store I purchased it from, or do I phone a state/national phone number?
- What is the normal turnaround time for repairs? (days, weeks?)
- Is the computer repaired locally or does it have to be sent away?
- If the computer is sent away, who arranges the courier? Do I have to wait at home for the courier to collect the device?
- What happens if what was thought to be a warranty repair isn't? (i.e. It was a software problem or it appears that the device was dropped, which caused the problem.) Is there a cost?

Many laptops come with a standard 12-month warranty; however, *an extended warranty is recommended* as a laptop should last two to three years in a school environment (depending on the physical treatment of the device). It is safer to have the warranty cover this full period of use.

Insurance

Accidental Damage Insurance is essential. A large percentage of the hardware problems that we see are due to physical damage, which is not covered by warranty. This can be arranged at the time of purchase.

Accessories

Laptop Case/Bag: The hybrid laptop/tablet devices (e.g. Surface Pro) should be encased in custom-made protective case in order to minimise the chance of damage. These are available from companies, such as STM, UAG and Targus. Each student should have a padded case for his/her laptop. This reduces the risk of damage when travelling around the College or to and from home. The College is happy for each student to choose his/her own laptop case, *as long as it is appropriate and will fit inside a College bag for travelling to and from the College grounds.* A general guide for students regarding appropriateness is, 'Would the student be happy to show his/her laptop case at assembly when all staff and students are present'? Individualised laptop cases will also reduce confusion amongst students. We do not want students accidentally picking up the incorrect laptop because their case looks the same as everyone else's.

Computer Mouse: For ease of use and ergonomic reasons, it is recommended that students have a mouse to use with their laptops. This can be wired or cordless. A cordless mouse offers greater flexibility. A Bluetooth cordless mouse does not use a USB port, which is useful for some devices with a limited number of USB ports.

Headsets: Each student must have a headset for every lesson in a classroom. These can be ear buds, headphones, Bluetooth, with a USB connection, etc. Headphones with a microphone are recommended.

Hardware Specifications - What needs to be purchased?

Minimum laptop specifications have been outlined to ensure that each student can use his/her laptop efficiently and effectively in order to maximise potential learning. When purchasing a new computer, it is important to get one that will meet minimum requirements. Computers that use Atom, Pentium, Celeron, Intel-Core 2 and similar CPUs may be inexpensive but are not suitable for the learning environment at the College.

CPU (Processor)	Intel i5 or i7 recommended, AMD equivalent acceptable
Screen	Touch screen with battery-powered pen; 11inch minimum with detachable or 360 rotation for a flat surface
Battery Life	6 hours of continuous use is a ***minimum.***
Memory (RAM)	8GB is the minimum recommended. Of course, more is better.
Operating System	Windows 11 on a Windows 11 device (not Apple, Android or Chromebook)
USB Ports	One minimum
Hard Drive	128 GB SSD minimum
Front and Rear Camera	Devices must have front and rear cameras
Warranty and Accidental Damage Protection	It is recommended parents purchase 3 years of Warranty and 3 years of Accidental Damage Protection ADP when purchasing a device.

For further information or guidance with regards to purchasing laptops, please contact Greg Wilkinson, Director of eLearning at the College on (07)5573 8600 or via elearning@ssc.qld.edu.au.