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Loreto Educational Philosophy

“The Institute of the Blessed Virgin Mary was founded at the beginning of the 17th century by an English woman, Mary Ward, to serve the Church through education. The goals of our education today are in essence the same as the goals of our Foundress: the spiritual, intellectual and social development of the individual, and the preparation of students to take their place in the society in which they live, as well as to achieve their ultimate goal, the knowledge and love of God, in so far as this can be attained.

The Christian person as envisaged by Mary Ward is characterised by:

- freedom of spirit
- justice
- integrity

These ideals incorporating personal responsibility, responsiveness to God and others, and the search for truth optimise the yearnings of all peoples in every age. Being fundamental human values, they are particularly relevant in today's world where the dignity of the human person is threatened.

In modern society, with its rapid change and scientific and technological advances, the most important issues to be raised are not in fact technological - they are issues of values, and the translation of these values into action. A recognition of our responsibilities is a necessary part of education. Our society is a pluralist one, with often conflicting attitudes to religion, morality, human rights and associated areas. Hence our education needs to involve the development of our ability to evaluate critically, and to make decisions based on informed judgement and Christian principles, decisions reflecting a faithful use of the freedom given to us by God.

Our schools, through their climate, teacher-student relations and curriculum, aim to meet the spiritual, intellectual, psychological and social needs of each student, developing more fully the ability of each one to think objectively and responsibly, to value the search for truth, and to appreciate the dignity and value of the human person.”

Australian Province of the Institute of the Blessed Virgin Mary
**International Baccalaureate Middle Years Programme**

Loreto College Marryatville is proud to be an authorised International Baccalaureate (IB) School. Research shows that IB students consistently perform better academically and are significantly better prepared for tertiary education. Loreto College offers the Primary Years Programme (PYP), the Middle Years Programme (MYP) and is currently investigating the possibility of implementing the IB Diploma. These programmes provide students with the knowledge and skills to make informed, reasoned and ethical judgements in the ever changing complexities of the 21st Century.

As the IB MYP is a curriculum framework it allows an easy inclusion of the skills and content of the National Curriculum. In the case where there is a National Curriculum for a subject, explicit teaching of the required content provides the foundation for the contextual inquiry. Contextual inquiry based learning involves asking (investigating), doing (acting) and thinking (reflecting). Students are assessed against rigorous international performance standards.

The MYP is organised around eight Subject Groups: Arts, Health and Physical Education, Individuals and Societies, Mathematics, Language Acquisition, Language and Literature, Sciences and Technology. As a Catholic School, Religious Education is also an integral part of the curriculum. The development of International mindedness is a high priority with the aim being that students will have an increased understanding of language and culture, and become more globally engaged.

**What is an IB Education?**  [https://player.vimeo.com/video/92725628](https://player.vimeo.com/video/92725628)
Learner Profile
Central to all teaching and learning in the MYP are the development of the ten attributes of the Learner Profile. IB students strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk Takers, Balanced and Reflective with a view to these attributes allowing them to becoming effective members of society.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
**Approaches to Learning**

An important component of the IBMYP is the **Approaches to Learning** programme which requires each unit of inquiry to focus in a developmentally appropriate manner on one or two of the following approaches: communication, collaboration, organisation, affective skills, reflection, information literacy, media literacy, critical thinking, creative thinking and transfer of skills and knowledge. The Approaches to Learning encourage students to develop an increased awareness of their own learning process allowing them to manage their own learning and thereby empowering them to become independent life long learners.

**What are the IB Approaches to Learning?**
[https://www.youtube.com/watch?v=XtsXBy1C26o](https://www.youtube.com/watch?v=XtsXBy1C26o)

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Acting on Learning

Vision

That Loreto schools offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service.

Loreto Schools of Australia Mission Statement 2010 p.6

Mary Ward wanted her companions to be directly engaged with society and to be women characterised by a spirit of ‘freedom, justice and sincerity’. Justice, as she describes it, involves a personal integrity based on harmonious relationship with God, with other people and with the whole of creation and it is expressed in ‘works of justice’. For 400 years Loreto schools have been educating women as leaders of tomorrow. To do this successfully, students are challenged ‘to act justly, to love tenderly and to walk humbly with their God’ (Micah 6:8).

Our Goals

- To connect students with their community – both within and beyond the school
- To live out the gospel and Mary Ward’s call to “love the poor and persevere in the same”
- To provide developmentally around Social Justice formation for our students
- To actively involve parents in the challenges of Social Justice and Social Justice education
- To connect our community to the wider Loreto family both within and beyond Australia
- To meet the IB MYP requirement of each unit of enquiry culminating in a meaningful action relating to the learning in that unit.

In the Primary Years (R-6) – Naming and Helping - students will be encouraged to grow in their development of empathy and compassion by making specific personal commitments to various forms of service - serving their community, their school and their families. They will also be encouraged to become involved in projects and programmes that raise social awareness.

In the Middle Years (7-10) – from Charity to Justice - students begin to move towards a more independent approach in their learning. Drawing on the natural gift of this age group to view the world optimistically and the desire they have to contribute in positive ways to make a difference for good in our world, each student will be given opportunities in being involved in acts of service. The possibilities are boundless.

In the Senior Years (11-12) – Living a Wider Vision - more challenging expectations will lead the students to deepen their response to loving and responsible service. “For those to whom much is given much is expected” St Ignatius Loyola. Students will be challenged to undertake 30 hours of service (acts of kindness) in an independent manner. The important element of reflection is undertaken at the completion of the first 30 hours. Students have the opportunity to acquire various levels of Certificates of Completion.
Assessment

Assessment in the IB MYP is criterion-related. Each subject has four criteria and each criteria has eight bands of achievement. Students are placed in the band that best describes the understanding or skill level their assessment tasks demonstrates. We provide students with a variety of methods to demonstrate their learning, ranging from oral presentations and research tasks to tests and examinations.

At the end of each semester students are awarded a level of achievement for each Criterion and then based on these a General Level of Achievement for each subject. There are seven General Levels of Achievement that are common to all learning areas.

IB MYP General Level of Achievements

1. Produces work of very limited quality. Conveys many significant misunderstanding or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

2. Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

3. Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

4. Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

5. Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, but with support, some unfamiliar real-world situations.

6. Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.

7. Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
Learning Area Criteria Overview

The Arts
Criterion A: Knowledge and Understanding
Criterion B: Developing Skills
Criterion C: Thinking Creatively
Criterion D: Responding

Individuals and Societies
Criterion A: Knowing and understanding
Criterion B: Investigating
Criterion C: Thinking critically
Criterion D: Communicating

Language & Literature
Criterion A: Analysing
Criterion B: Organising
Criterion C: Producing Text
Criterion D: Using Language

Language Acquisition
Criterion A: Comprehending spoken and visual text.
Criterion B: Comprehending written and visual text
Criterion C: Communicating in response to spoken, written and visual text
Criterion D: Using language in spoken and visual form

Mathematics
Criterion A: Knowledge and Understanding
Criterion B: Investigating Patterns
Criterion C: Communicating
Criterion D: Applying mathematics in real-life contexts.

Health and Physical Education
Criterion A: Knowledge and Understanding
Criterion B: Planning for Performance
Criterion C: Applying and Performing
Criterion D: Reflecting and Improving Performance

Religious Education
Criterion A: Knowledge
Criterion B: Conceptual Strands
Criterion C: Organization and Presentation

Science
Criterion A: Knowledge and Understanding
Criterion B: Inquiring and Designing
Criterion C: Processing and Evaluating
Criterion D: Reflecting on the impacts of Science

Design
Criterion A: Inquiring and Analyzing
Criterion B: Developing Ideas
Criterion C: Creating Solutions
Criterion D: Evaluating
Co Curricular Academic Events

Camps
The Pastoral Care Program in Years 7-9 is supported by overnight camps. In Year 7 students travel to Wirraway to experience horse riding, archery and overnight camping. Year 8 students journey to Port Vincent for an aquatic camp where they learn to sail, kneeboard, kayak and windsurf. Year 9 students undertake an overnight hike through … Douglas Scrub. Year 10 students participate in a work experience program instead of a camp.

Retreat
Years 7 –10s students participate in a Retreat Day exploring their own personal spirituality and reflect on the role and purpose of the chosen Loreto value for the year (which includes Freedom, Justice, Sincerity, Verity and Felicity).

Students also have the opportunity to participate in:

- National History Challenge
- STEM club
- ICAS Competitions
- Debating
- Da Vinci Decathlon
- Oliphant Science Awards
- Big Science Competition
- Australian Maths Competition
- Write a Book in a Day
- Social Justice Pilgrimages to Vietnam/India
- Language Immersion Exchanges with China, France or Italy.
- Mimili Trek
- Performing Arts Festival
- Cabaret
- Generations in Jazz
- Catholic Schools Music Festival
- Mary Ward Connect
- Senior School Musical
- Simpson Prize History Competition
- Premiers ANZAC Spirit Competition
- Australian History Competition
- Australian Geography Competition
- Rostrum/Legacy Public Speaking
- Young Writers Award
- Spring Poetry Competition
- Dirt TV
- National Computer Science Challenge
- Middle Years Art Exhibition
- Workplace Learning
Positive Intervention

Contact Teacher: Ms Siobhan Bamford

Content/Learning Outcomes

Curriculum Enrichment provides individualised or small group learning support, including extension, across all learning areas for students in Years 7-12. Students with identified learning needs may be placed in Curriculum Enrichment on a subject line in negotiation with the Head of Teaching and Innovation, Speech Pathologist, parents and the IB MYP Coordinator.

This option provides students with the opportunity to work at their own pace, on tasks set by their subject teachers, with the support of Curriculum Enrichment staff as needed. It also allows intervention programs to be implemented for students with an identified need.

Further Study

As a support programme, Curriculum Enrichment enables students to access most subject areas by negotiation.

Subject and Year Level Acceleration

Loreto College recognises the uniqueness of every student and is committed to catering for individual differences. In the spirit of this endeavour, it is acknowledged that students with a high intellectual potential need a complex and challenging curriculum. Acceleration is one option to meet the needs of these students and support them in aspiring to excellence and developing their full potential.

The process of accelerating a student is a collaborative one, including, but not limited to: parents, teachers and the student. Each case must be considered on its own merits and respond to the individual social, emotional, physical and intellectual needs of the student.

Proposals for acceleration, via the application form, can be made by students, parents or subject teachers in consultation with the Head of Teaching and Innovation.
The Arts
The Arts: Performing Arts—Drama

Contact Teacher: Mr. M Randell

Learning

Year 7
Year 7 Drama seeks to create a greater awareness of the Performing Arts in a contemporary society. Students will explore different styles of Drama and devise their own group or individual presentations. Students are encouraged to further develop effective collaborative skills, receive and give feedback and build on it. Students will consider the role of the ensemble and audience in creating Drama. Students may also incorporate Music and Dance to explore and present the techniques of musical theatre.

Year 8
Year 8 Drama builds on the skills of performance, and help students develop an awareness of the scope and place of Drama in society. Students will explore different genres in their historical context from which they evolve or devise representative performances. Students are encouraged to develop effective collaborative skills, receive and give feedback and build on the advice given. They will consider the role of the audience in reacting to a performance.

Year 9
Year 9 Drama builds further on the skills of performance. Students are led to a greater understanding of Performing Arts in context, dramatic turning points and page to stag process. Students may structure their own scripts and explore how to develop effective characterisation.

Year 10
Year 10 Drama consolidates the skills of performance, audience and the devising of theatre and develops the practical elements of theatre production. Students explore different genres in their historical context from which they evolve or devise representative performances.

Students will explore units of inquiry that may involve:

Written work is presented in the form of an on-going workbook reflecting process and problem solving.

Students work will be assessed against the following MYP criteria:

Criterion A: Knowing and understanding
Criterion B: Developing skills
Criterion C: Thinking creatively
Criterion D: Responding

Assessment

Students’ practical skills are assessed in a number of ways involving workshops, group and individual performances, self-devised pieces and script work.

Written work is incorporated in the course as a means of describing and reflecting on process, creative thinking, problem solving and script discussions with a growing emphasis on depth of analysis as students progress.

Students level of achievement is assessed on the following criteria:
Knowing and understanding
Students should be able to:
- demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology;
- demonstrate an understanding of the role of the art form in original or displaced contexts,
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Developing skills
Students should be able to:
- demonstrate the acquisition and development of the skills and techniques of the art form studied,
- demonstrate the application of skills and techniques to create, perform and/or present art.

Thinking creatively
Students should be able to:
- develop a feasible, clear, imaginative and coherent artistic intention;
- demonstrate a range and depth of creative-thinking behaviours,
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Responding
Students should be able to:
- construct meaning and transfer learning to new settings;
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others.

Pathway
This course leads to SACE Stage 1 Drama
The Arts: Performing Arts - Music

Contact Teacher: Miss N Willis

Learning

Year 7
The Year 7 Music Course is based on a unit theme involving music as identity and how we express ourselves through music and performance. The course is designed to develop music skills and theoretical knowledge through group performances.

Year 8 & 9
Year 8 & 9 Music can be taken as a semester subject or for a full year. Students are encouraged to take up instrumental tuition as this assists in developing performance skills and provides the necessary background for those considering future music studies.

The Year 8 course is based on a unit theme of popular music and what makes successful pop music. The Year 9 course is based on unit themes of Musicals and Blues. Students will analyse and explore musical elements and their application within different contexts. Both courses aim to develop music skills and theoretical knowledge through listening, composing and performing.

Year 10
Satisfactory completion of a semester of Year 9 Music is a pre-requisite for this course. It is also recommended that tuition on an instrument or voice is undertaken. New students should consult the contact teacher to discuss appropriate background knowledge for the course.

Students will develop theory and aural skills through an integrated study of theory at AMEB grade 2-3 level. They will compose and arrange music using the appropriate technology. Development of the language and context of music will be obtained through listening and analysis, score reading and music history. Both vocal and instrumental solo and ensemble performances will be undertaken.

Pathways
To undertake SACE Stage 1 Music students need to satisfactorily completed a full year of Music at Year 10 and have studied an instrument for a minimum of two years.

Students wishing to accelerate to SACE Stage 2 Music will need to consult the contact teacher.

Assessment
Student’s practical work is assessed through solo and ensemble performances, participation in group activities and aural tests.

Assessment of students’ theoretical capabilities involve research and composition projects, theory tests and compilation of a Process Journal. The Process Journal is used for artistic intention, reflections and recording and evaluating research ideas about the student’s creative process.

The four criteria by which students are assessed are as follows:-

Knowing and understanding
Students should be able to:
- demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology;
- demonstrate an understanding of the role of the art form in original or displaced contexts,
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
Developing skills
Students should be able to:
- demonstrate the acquisition and development of the skills and techniques of the art form studied,
- demonstrate the application of skills and techniques to create, perform and/or present art.

Thinking creatively
Students should be able to:
- develop a feasible, clear, imaginative and coherent artistic intention;
- demonstrate a range and depth of creative-thinking behaviours,
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Responding
Students should be able to:
- construct meaning and transfer learning to new settings;
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others.

Pathway
This course leads to SACE Stage 1 Music
The Arts: Visual Arts

Contact Teachers: Mrs J Hamilton

Year 7
Students focus on the acquisition of knowledge and skills to assist in creating artworks. In practical lessons, students apply their knowledge of colour theory as they develop observation drawing and painting skills. Knowledge of Visual Art terminology is developed primarily in the context of colour theory but secondly by the observation of artists’ use of colour in artworks. This extends into the discussion of other formal art elements. Becoming familiar with the use of appropriate Visual Art terminology to demonstrate aesthetic and critical awareness is encouraged in verbal conversations, group discussions and in written responses recorded in the Process Journal.

Year 8
In Year 8, students can elect to do either 1 or 2 semesters of Visual Art. Different programs are devised for each semester. The learning focus is on students acquiring skills, engaging with concepts and artists’ practice to develop confidence to independently determine the direction of their art making. The first stage of the course is teacher directed and students develop technical skills by working with a range of processes, media and techniques. By studying the work of artists, students make connections which enhance their practice.

Students are supported to develop ideas for a self-determined Major Work which evolves from the creative thinking process. Documentation of creative thinking in the Process Journal is as important as the artworks students produce. Students demonstrate their learning and engagement with the Unit Theme and Statement of Inquiry in concepts communicated in their Major Work and Artist’s Statement.

Year 9 & 10
In Year 9 and 10 students can elect to do either 1 or 2 semesters of Visual Art. Different programs are devised for each semester. The semester unit involves an in-depth exploration of a Unit Theme, focusing on the Statement of Inquiry. Students will be supported in developing critiquing strategies that reflect on themes and concepts encountered during the course.

Communication of concept, skill acquisition and creative thinking are given equal emphasis. Skill acquisition through the exploration of style, technique and media is initiated in teacher directed practical exercises and developed further in a self-directed approach. Independent research on global issues and artists’ practice supports the student’s decision-making for conceptualisation. When determining an artistic intention for a Major Work, students are encouraged to take risks when exploring ideas, visualising alternatives and devising innovative solutions.

Reflecting on learning, evaluating practical outcomes, documenting their work’s progress and engagement with concepts and artists’ practice is a continuous process. Written records in the Process Journal, supported by visual documentation are required to formally demonstrate this. Students demonstrate their learning and engagement with the Unit Theme and Statement of Inquiry in concepts communicated in their Major Work and Artist’s Statement.

Written records in the Process Journal, supported by visual documentation, record the student’s creative thinking, reflections on learning, engagement with concepts and artists’ practice and evaluations of practical outcomes. Students demonstrate their learning and engagement with the Unit Theme and Statement of Inquiry in concepts communicated in their Major Work and Artist’s Statement.

Assessment
Types of assessment:

• The production of practical work
• The Process Journal— recording creative thinking, evaluating and reflecting on the progress of practical work, making connections with artists’ practice,

Using MYP Arts assessment criteria:
Criterion A: Knowing and understanding
Criterion B: Developing skills
Criterion C: Thinking creatively
Criterion D: Responding

Pathways
Leads to SACE Stage 1 Visual Art.
Design
Design—Food and Textile Technology

Contact Teacher: Ms K Stoodley

The Technology courses are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Learning

Design—Food Technology

Year 8
Fabulous Food with Flair — Students will use the Design Cycle to explore recipes and develop skills required to plan, prepare and present various foods, both savoury and sweet. Careful work habits, food safety, effective time management, wise nutritional selection considerations, problem-solving and correct use of equipment will be practiced. The following topics will be explored:

- A sustainable, innovative lunch box
- Technologically advanced kitchen equipment
- Foods for a fete

Year 9
The emphasis is upon the building of basic skills of food preparation. These skills include appropriate use and care of equipment, application of an elementary knowledge of nutrition and the ability to co-operate with others in working towards a common goal. These skills are then used to acquire and implement management skills.

Students will select, plan and prepare nourishing family meals and foods to share with others. In doing so, the students will use the Design Cycle to examine principles of nutrition in personal food selection.

The following topics will be studied:

- Breakfasts
- Family meals
- Fresh V’s Processed food
- Healthy Fast Food

Semester 1 and Semester 2 will cover different topics so that students can enrol for both semesters if desired.

Year 10
Using the Technology criteria, students will apply their knowledge of food and nutrition to look beyond their immediate environment and study the symbolism of foods as applied to cultural festivals celebrated in Australia. They will also study the influence of a variety of cultures on Australian cuisine. Students will gain an appreciation of the diversity of food choices and study the relationship between health and food intake using the Australian Guide to Healthy Eating and applying this to special events or functions. There will be a focus on the special dietary challenges and needs of adolescents.

Semester 1 and Semester 2 will cover different topics so that students can enrol for both semesters if desired.

Pathway
This course leads to SACE Stage 1 Nutrition and Food and Hospitality
Design—Textile Technology

Year 8
Fibre, Fashion and Fantasy — Students will use the Design Cycle to design products, using various processes and systems. They will be able to demonstrate their own design ideas, using the sewing machine, decorative fabrics and pattern making principles in the production and evaluation of their product. The following topics will be included:
A fantasy creation
• A simple garment like an apron, boxers or track pants
• Craft skills, such as hand and machine embroidery

Year 9
Students will use the Design Cycle to inquiry, analyse, design, plan, create and evaluate the use of textile embellishments and apply these to textile articles.
They will:
• use a domestic sewing machine for garment construction and machining tasks.
• use the design cycle to complete design briefs, analyse fibre and fabric properties and their suitability for different purposes.
• follow commercial pattern instructions to construct a simple garment like a windcheater.
• evaluate the various stages of construction and make adjustments for fit, accuracy and quality of work.
• operate and perform simple maintenance of the sewing machine.
• Use pattern making principles to create simple patterns.

The aim is to complete 2 garments/articles per semester.
Semester 1 and Semester 2 will cover different topics so that students can enrol for both semesters if desired.

Year 10
Students will use the Design Cycle to identify, analyse, design and plan garments and textile items to meet specific end uses for themselves and others. They will learn to devise systems and apply quality control measures in the construction of and evaluation of garments. Students will focus on designing and producing environmentally ethical and sustainable products. Areas of Study will include textile properties and performance, history of fashion and the future of sustainable clothing, pattern making principles, and the value of textiles to our lives. There is scope for students to extend previous textiles skills and knowledge, whether basic or advanced, through the degree of difficulty of their garments and items chosen.

Assessment
Assessment of practical and written work will be using MYP Design criteria.
Criterion A: Inquiring and analyzing
Criterion B: Developing ideas
Criterion C: Creating solutions
Criterion D: Evaluating

Pathways
This course leads to SACE Stage 1 Material Products
Design: ICT/Digital Tools

Contact Teacher: Ms A M Tippins

One Semester

Year 7 and 8
Design challenges in are directed by the International Baccalaureate’s Middle Years Programme and informed by ACARA Digital Technologies curriculum. It aims to help students to apply practical and creative thinking skills to solve design problems; encourage students to explore the role of design in both historical and contemporary contexts; and raise students’ awareness of their responsibilities when making design decisions and taking action.

Digital design courses use the design cycle to solve problems through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. The key concepts contributed by the study of design are communication, communities, development and systems.

The MYP Digital Design courses intend to:

- use the design cycle to structure projects
- work towards meeting the aims and objectives of MYP design
- complete a design project.

Learning (Years 7 and 8)

The course uses the design cycle and combines knowledge, skills and techniques of both digital and design technology in the generation of products/solutions to perform a task or meet a need. Throughout the semester, all students will undertake tasks that involve a revision of general ICT capabilities. They will also explore various multimodal presentation styles through the use of presentation software and video creation using video software for editing and investigate basic programming through an introduction to robotics.

Learning (Year 10)

The course uses the design cycle and combines knowledge, skills and techniques of both digital and design technology in the generation of products/solutions to perform a task or meet a need. Students will explore a range of digital tools that aid in the creation of products that can be used to communicate information. They will use online coding tools and other apps in order to solve problems.

Assessment

Students will undertake tasks that will be assessed against the Design objectives:

Objective A – Inquiring and analyzing
Objective B – Developing ideas
Objective C – Creating the solution
Objective D – Evaluating

Pathways

All design skills that will be investigated will support content and activities in other learning areas/disciplines and provide a sound foundation for exploring digital technology subjects in later years.
Design - Movie Making

Contact Teacher: Ms A M Tippins

Design challenges are directed by the International Baccalaureate’s Middle Years Programme and informed by ACARA Digital Technologies curriculum. It aims to help students to apply practical and creative thinking skills to solve design problems; encourage students to explore the role of design in both historical and contemporary contexts; and raise students’ awareness of their responsibilities when making design decisions and taking action.

Digital design courses use the design cycle to solve problems through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. The key concepts contributed by the study of design are communication, communities, development and systems.

The MYP Digital design courses intend to:

- use the design cycle to structure projects
- work towards meeting the aims and objectives of MYP design
- complete a design project.

Learning

Year 9
The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. Students selecting this course will focus on various elements of digital movie making. They will gain skills using a variety of commercial software as they gain skills in camera work, uploading footage, editing graphics, sound, transitions and text. The video created, using a range of software and techniques, will meet a variety of purposes. Storyboards and scripts are part of the theory component of the course and the development of communication skills while working with others is paramount.

Year 10
In this course students will extend their understanding of and skills in the creation of short movies. They will focus on extending their existing knowledge and skills using video editing applications in order to communicate the theme of their movie. Storyboards are part of the theory component of the course and significant documentation to support the design cycle is required.

Assessment
Students will undertake a range of tasks that will be assessed against the Design Criteria:

Criterion A – Inquiring and analysing
Criterion B – Developing ideas
Criterion C – Creating the solution
Criterion D – Evaluating

Pathways
All design skills that will be investigated will support content and activities in other learning areas / disciplines and provide a sound foundation for exploring digital technology subjects in later years.
Design—Websites & Communication

Contact Teacher: Ms A M Tippins

One Semester

Design challenges in Year 9 are directed by the International Baccalaureate’s Middle Years Programme and informed by ACARA Digital Technologies curriculum. It aims to help students to apply practical and creative thinking skills to solve design problems; encourage students to explore the role of design in both historical and contemporary contexts; and raise students’ awareness of their responsibilities when making design decisions and taking action.

Digital design courses use the design cycle to solve problems through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Distinct digital design courses include web design, interactive media design, programming and control, and so on. The design cycle model underpins the design process.

The key concepts contributed by the study of design are communication, communities, development and systems.

The MYP Digital design courses intend to:
• use the design cycle to structure projects
• work towards meeting the aims and objectives of MYP design
• complete a design project.

Learning

Digital design requires an understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate. The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. Throughout the semester, students will undertake tasks that involve a revision of general ICT capabilities. They will also create websites using both an online tool and a purpose-built application.

Assessment

Students will undertake a range of tasks that will be assessed against the Design Criteria:
  Criterion A: Inquiring and analyzing
  Criterion B: Developing ideas
  Criterion C: Creating solutions
  Criterion D: Evaluating

Pathways

All design skills that will be investigated will support content and activities in other learning areas / disciplines and provide a sound foundation for exploring digital technology subjects in later years.
**Child Studies—Introduction**

**Year 10 Semester 1 and 2.**

*Contact Teacher: Ms K Stoodley*

The Technology courses in Year 10 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

**Learning**

The emphasis is upon the building of basic skills of caring for children from birth through primary years. These skills include exploring a child’s development, health and well-being, as well as the value of play, and roles and responsibilities of care givers.

Students will use the Design Cycle to investigate, develop ideas, plan, create and evaluate principles of child care in relation to their own role in the lives of others within the community. Semester 1 and Semester 2 will cover different topics so that students can enrol for both semesters if desired.

The following topics will be studied:

**Semester 1:**
- Stages in a Child’s Development
- Educational toys and games
- Responsibilities of a Babysitter

**Semester 2:**
- Child Care Facility Operations and Responsibilities
- Introduction of a New Child
- Preparation of a Child Care Worker

**Assessment**

Assessment of practical and written work will be using MYP Technology Level 5 criteria.
- Criterion A: Inquiring and analysing
- Criterion B: Developing ideas
- Criterion C: Creating the solution
- Criterion D: Evaluating
Physical and Health Education
Health & Physical Education

Contact Teacher: Mrs M Braddock

Learning

Physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Through participation in physical and health education students will develop knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop their thinking, communication, social and self-management skills across the curriculum.

Through well planned and structured teaching students provided with opportunities:

- to develop and experience a wide range of both basic and advanced movement and coordination skills.
- to acquire skills, techniques and attitudes which promote physical, mental, social and emotional health.
- To develop a coherent set of personal and social values to which they commit themselves, including honesty, consideration for others, self discipline, acceptance of responsibility, self reliance and initiative.
- to learn how to solve problems during physical activity through individual and group work

Students will be provided with various practical unit experiences. Students can experience and develop a wide range of movement skills as well as knowledge in the related areas of fitness, health and lifestyle management. Students will explore units of inquiry that involve:

Year 7

Physical Education: Athletics, Creative Dance, Cricket, European handball, Soccer, Netball.
Health: Media Smart, Skipping and the heart.

Year 8

Physical Education: Gymnastics, Athletics, Dancing around the World, Court divided games, Volleyball, Touch, Table Tennis.
Health: Mental Health & Wellbeing, Fitness.

Year 9

Physical Education: Athletics, hip hop dance, lacrosse, hockey, netball, Australian rules football, invasion team games and non-traditional sports.
Health: Alcohol and drug education. Students can experience and develop a wide range of movement skills as well as knowledge in fitness and a healthy lifestyle. Unit selection may vary from year to year.

Year 10

Practical: Badminton, soccer, basketball, creative dance, SEPEP, self defense and volleyball.
Health: Drug education, body systems and fitness and conditioning.
**Assessment**

Summative assessment supports learning and also contribute to the determination of an achievement level and takes place at the end of each unit of work. As students are assessed continually in the MYP, teachers will be in a position to determine a level of achievement that is supported by a range of evidence. Students are given a grade for Physical Education in each report. The final grade for the year is based on where the student is in terms of the criteria at the end of the year, using the levels taken from throughout the year.

MYP Physical and Health Education classes are assessed using the following criteria.

- Criterion A: Knowing and understanding
- Criterion B: Planning for performance
- Criterion C: Applying and performing
- Criterion D: Reflecting and improving performance

**Pathways**

Leads to Stage 1 Physical Education
Individuals and Societies
Individuals and Societies

Contact Teacher: Mr P Foley

History

Learning
Through this study, students will develop their analytical skills. They will also learn interpretative and investigative skills. Furthermore, their knowledge and understanding of a particular historical period and its impact upon our contemporary society will be discovered. Finally, students will be able to envisage a world and a way of life that is vastly different from their own.

Year 7
Students will explore units of inquiry that involve:
• Ancient Greece
• China
• Investigating the Ancient Past (Australia)
• Australian Identity (Civics & Democracy)

Year 8
Students will explore units of inquiry that involve:
• Medieval Europe (c590-c1500)
• Angkor/Kmer Empire (c802-c1431)
• Black Death in Asia, Europe and Africa (14th century plague)

Year 9
Students will explore units of inquiry that involve:
• Making a better world—progressive ideas and movements (1750-1918)
• Australia—Making a Nation (1750-1918)
• World War One

Year 10
Topics :
1. World War II
2. Rights and Freedoms (1945-present)
3. Migration experiences and the Vietnam War

Focus issues include
• Civil rights, Feminism and Counter culture
• 1967 Referendum
• Mabo decision
• Stolen generation and the Apology
• The Australian experience of World War II
• Global alliances and politics
• Migration experiences
Geography

Geography is a study of environments, and human activities, and the connections between them.

Year 7
Students will explore units of inquiry that involve:
- Water in the World
- Place and Livability

Year 8
Students will explore units of inquiry that involve:
- Landforms and Landscapes
- Urbanisation and development
- Field techniques and mapping skills

Year 9
Students will explore units of inquiry that involve:
- Biomes and food security
- Interconnections and sustainability
- Field Techniques & Mapping

Year 10
Students will explore units of inquiry that involve:
Mapping skills / Geographic Information Systems / weather map interpretation
- Geographies of human wellbeing
- Environmental change and management

Assessment

Assessment is continuous and various activities will be incorporated including:
- Written research assignments
- Statistical Interpretation
- Oral presentations
- Audio-Visual interpretations
- Mapping Exercises
- Field investigations
- Tests
- Empathic responses
- Source analysis
- Short essay responses

Students work will be assessed against the following MYP criteria:

Criterion A: Knowing and Understanding
Criterion B: Investigating
Criterion C: Communicating
Criterion D: Thinking Critically

Pathways

Leads to Stage 1 Modern History and Geography (one semester of each).
Language
Language Acquisition  
(Chinese - Mandarin, French and Italian)

Contact Teacher: Ms S Chiappin-Scalzi

Chinese

Year 7
Students will interact with teachers and peers in social and class activities, exchanging ideas and opinions using correct tones. They will exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities. Students will obtain information about significant people, places and events and convey this information to a known audience using learnt phrases, key words and characters. They will respond to and create simple imaginative texts, both orally and in writing, using simple characters, short sentences, appropriate gestures and actions. Students will translate the meanings of important everyday words using contextual clues and find English equivalents of common expressions in Chinese and vice versa. They will reflect on how aspects of personal identity are expressed in Australian and Chinese contexts and recognise that Chinese is spoken by communities in many countries. Students will reproduce key Chinese characters and use nouns, adjectives and simple sentences to record observations about familiar contexts.

Year 8
The programme is designed to teach students communication skills in the context of everyday situations. They will develop skills in listening, reading, speaking, visual interpretation and writing. Students will learn the character writing system. An awareness of social and cultural understanding is also incorporated in the teaching of Chinese. This course is unsuitable for students who already have fluency in the language. New students with no prior knowledge of Chinese will be catered for in the mixed ability class and assessed using Phase 1 criteria.

Year 9
Knowledge of the character writing system is further extended. Students learn to communicate on a range of topics within a Chinese social context. A variety of texts (such as videos, magazines, newspapers, advertisements) will be used to achieve this goal. Students’ social and cultural understanding of Chinese is also further developed. New students will study the same topics, but will use a smaller range of vocabulary and structures.

Year 10
Expanding the knowledge acquired in Year 9, major emphasis will be placed on creative and individual writing, conversation and language understanding. Focus is also placed on broadening students’ understanding of Chinese language and culture throughout the Asian region, China and other Mandarin-speaking countries.

French

Year 7
Students will interact with peers and teacher to exchange information and opinions about their interests and express feelings, likes and dislikes. They will participate in performances and presentations that involve planning and negotiating. They will locate factual information from a range of texts and resources and use the information in new ways. Students will engage with imaginative and creative texts such as stories and poems and discuss characters and events. They will reinterpret or create their own shared texts and engage with French speakers and resources, noticing how interaction involves culture as well as language. Students will continue to develop their awareness of pronunciation, rhythm and intonation as well as the French grammar system, linguistic features and culture.
Year 8
In Year 8, students continue to learn how to exchange information about themselves and their everyday lives. Listening, speaking, reading, visual interpretation and writing skills develop, while an understanding of social and cultural aspects of language is incorporated. The complexity and variety of the language used will depend on the previous French learning experience of each student. New students with no prior knowledge of French will be catered for in the mixed ability class and assessed using Phase 1 criteria.

Year 9
Knowledge of the character writing system is further extended. Students learn to communicate on a range of topics within a Chinese social context. A variety of texts (such as videos, magazines, newspapers, advertisements) will be used to achieve this goal. Students’ social and cultural understanding of Chinese is also further developed. New students will study the same topics, but will use a smaller range of vocabulary and structures.

Year 10
Expanding the knowledge acquired in Year 9, major emphasis will be placed on creative and personal writing, conversation, and understanding spoken, visual and written texts. The topics explored will include food and health, friendship, fashion and talking about the past. The students’ knowledge and appreciation of French language and culture are broadened through the study of French-speaking communities and their ways of life.

Italian
Year 7
Students will socialise with peers and adults to exchange factual information and opinions about routines, shared events, leisure activities and interests. They will participate in individual or collective action, both orally and in writing, to invite, plan, respond and talk about purchases. Students will read and view imaginative texts and identify characters, events and key ideas as well as creating imaginative texts and bilingual texts. They will reflect on their own and others’ responses to intercultural experiences and interactions. Students will continue to develop their awareness of pronunciation, rhythm and intonation as well as the Italian grammar system, linguistic features and culture.

Year 8
In Year 8, students will continue to learn to exchange information about themselves and their everyday lives. Listening, speaking, reading, visual interpretation and writing skills will develop, while an understanding of social and cultural aspects of the language is incorporated. The complexity and variety of the language used will depend on the previous Italian learning experience of each student. New students with no prior knowledge of Italian will be catered for in the mixed ability class and assessed using Phase 1 criteria.

Year 9
Students will expand their study of the language and build on the skills acquired in Year 8. They will be introduced to new vocabulary and more complex grammar structures which will enable them to exchange, analyse and give information at a more advanced level. New students will study the same topics, but will use a smaller range of vocabulary and structures. The topics studied in Year 9 give students an appreciation of life in contemporary Italy but also cover aspects of Italian culture and traditions.

Year 10
Students will continue to build on the skills and knowledge acquired in Year 9. They will continue to enhance their listening, reading, writing, visual interpretation and oral skills. Through the study of different text types such as emails, dialogues, blogs, songs and film, students will learn about the Italian school system and will discuss their future aspirations. They will explore the attitudes of Italians on topics such as health and lifestyle, holidays, friendship and childhood memories.
They will also investigate the “Made in Italy” symbol which is synonymous with quality products and innovative design. They will also study aspects of modern Italian history. There will be strong emphasis on learning to produce different text types and a focus on developing conversation skills.

**Assessment**

*Students will be assessed continuously on their ability to communicate orally and in writing. Their comprehension of written, spoken and visual texts will be tested. There will also be vocabulary and grammar tests, as well as cultural assignments.*

The International Baccalaureate Middle Years Programme assessment criteria for Phase 1 or 2 will be used:

- Criterion A: Comprehending spoken and visual text
- Criterion B: Comprehending written and visual text
- Criterion C: Communicating in response to spoken, written or visual text
- Criterion D: Using language in spoken and written form

**Pathways**

These subjects lead to Language (Continuers) at SACE Stage 1.
Language and Literature - English

Contact Teacher: Ms L Mulligan

The Australian Curriculum for English will provide the context for the study of language, literacy and literature.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognise that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. (International Baccalaureate Organization, 2014)

A focus on the development of students’ literacy skills is at the core of this subject. Students will continue to develop their abilities by practising the macroskills of language: listening, speaking, reading, writing, viewing and presenting.

Learning

Year 7
In Year 7, students will study language by examining the variation and change in language over time and across places. They will understand and explain how language is used for interaction and study text structures and organisation. Students will learn how to express and develop their own ideas.

Students will study and create a variety of literary and non-literary texts throughout the year - including prose, film, poetry, drama and media texts - with the aim of learning how to make personal connections with texts and explore various perspectives. They will analyse and evaluate the features used by authors of texts in order to create meaning.

Year 8
In Year 8, students will study language by examining the variation and change in language over time and across places. They will understand and explain how language is used for interaction and analyse text structures and organisation. Students will learn how authors (including themselves) express and develop their ideas.

Students will study and create a variety of literary and non-literary texts throughout the year - including prose, film, poetry, drama and media texts - with the aim of exploring the literature in context, and engaging with the various perspectives offered in literature. They will analyse and evaluate the features used by authors of texts in order to create meaning.

Year 9
In Year 9, students will study language by examining the variation and change in language over time and across places. They will understand and explain how language is used for interaction and analyse text structures and organisation. Students will learn how authors (including themselves) innovate with text structures and language for specific purposes and effects.

Students will study and create a variety of literary and non-literary texts throughout the year - including prose, film, poetry, drama and media texts - with the aim of exploring the literature in context, and engaging with the various perspectives offered in literature. They will reflect on, discuss and analyse the features used by authors of texts in order to create meaning.
Year 10
In Year 10, students will study language by examining the variation and change in language over time and across places. They will understand and explain the social effects of language and the influence our values have on our reading. Students will analyse text structures and organisation, and the effect these have on an audience. Students will closely and critically examine literary and non-literary texts and study how authors (including themselves) develop a personal style.

Students will study and create a variety of literary and non-literary texts throughout the year - including prose, film, poetry, drama and media texts - with the aim of exploring the literature in context, and engaging with the various representations offered in literature. They will analyse, evaluate and compare the features used by authors of texts in order to create meaning.

Assessment
Assessment will be based on a wide range of written, oral and multimodal responses.

The MYP criteria for assessment are as follows:

Criterion A: Analysing
Criterion B: Organisation
Criterion C: Producing text
Criterion D: Using language

Pathways
Leads to a study of SACE Stage 1 English and Essential English.
Mainstream Mathematics

Contact Teacher: Mrs F Winter

The study of mathematics promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

For one lesson each week, selected students will be given the opportunity to attend Extended Mathematics, while the remaining students will undertake consolidation.

Learning

Year 7

- Number and place value
- Money and financial mathematics
- Patterns and algebra
- Using units of measurement
- Linear and non-linear relationships
- Geometric reasoning
- Chance
- Locations and transformation
- Data representation and interpretation

Year 8

- Integers and indices
- Fractions, decimals and percentages
- Algebra
- Ratio and rate
- Measurement
- Linear graphs
- Linear equations
- Geometry
- Statistics and probability

Year 9

- Indices
- Binomial Products and factorisation
- Consumer Arithmetic
- Pythagoras and surds
- Linear equations and formulae
- Coordinate geometry
- Probability
- Statistics
- Laws of indices
- Congruence
- Trigonometry
- Geometry
Year 10
- Algebra
- Lines and linear equations
- Surds
- Indices and logarithms
- Surface area and Volume
- Quadratic algebra
- Quadratic graphs
- Trigonometry
- Probability
- Statistics

**Extended Mathematics**

*Contact Teacher: Mrs F Winter*

**Years 7, 8 & 9**
Recommendation by teaching staff based on recognition of prior learning, a high retention of skills and processes, and a liking for Mathematics coupled with a strong work ethic. This class will be scheduled at the same time as other Mathematics classes. Parents will be notified of their daughter’s placement in this class.

**Learning**

Students will cover the core work with students in the mainstream classes and will attend Extended mathematics class once a week enabling them to explore problem solving approaches, extra content and mathematical technology, including graphics calculators, computer software, interactive geometry and dynamic statistics.

**Year 10**
Students will be together for all lessons and cover the core work done by students in the mainstream classes (see above) but at a faster rate, enabling them to explore extra content which may include:
- Advanced Trigonometry
- Congruence
- Matrices
- Sequences and series
- Normal Distributions
- Circle Theorems
- Directed Networks

**Assessment**

MYP schools follow a criterion-referenced approach. Students' work is therefore assessed against four defined assessment criteria:

- Criterion A: Knowing and understanding
- Criterion B: Investigating patterns
- Criterion C: Communicating
- Criterion D: Applying mathematics in real-life contexts

**Pathways**

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by a student's Mathematics teacher in consultation with the Mathematics Learning Area Leader.

Year 10 Mainstream Mathematics can lead to any choices of SACE Stage 1 Mathematics and provides the basis for further study in SSACE stage 2.
Essential Mathematics

Contact Teacher: Mrs F Winter

Year 10

Learning

- To use and apply algebraic models to Mathematical problems.
- To manipulate and use formulae to solve everyday problems in various contexts.
- The properties and theories relating to geometrical figures and how they apply to real life situations and aid in problem solving.
- Decision making based on financing and different buying options.

Pathways

Provides for students who will take SACE Stage 1 Essential Mathematics This subject does not provide a pathway to any other SACE Stage 1 or 2 Mathematics courses. Students take this course on teacher recommendation.
MYP Personal Project

Year 10

What is it?

The Personal Project is the culmination of the student’s experience with the MYP. It is a significant body of work produced over three terms (2016-2017) and is a reflection of the student’s own initiative. The students began working on the Personal Project in Term 3, 2016 and will complete it by the end of Term 1, 2017 in time for the exhibition in Term 2, 2017. This project holds a very important place in the MYP and should reflect the student’s experience of the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their own choice and to demonstrate the skills they have developed through Approaches to Learning.

The Personal Project gives students the opportunity to share with others something that is of interest to them as individuals, as well as sharing some of what they have learned as a result of being in the Middle Years Programme.

New Year 10 students to the College in 2017, will not undertake the Personal Project unless they participated in an IB MYP school prior to attending Loreto and they wish to complete a project they have already begun.

What does it involve?

The Personal Project is an Inquiry Cycle learning experience and may take many forms. The finished project allows the student to investigate and focus on a topic they would like to learn more about. This is closely connected to a global context of the MYP. Whilst the students are using the Inquiry Cycle, they will maintain a Process Journal for reflection, conduct research, achieve the goals they have identified, create a Product and complete a Written Report.

Most of the work involved in the Personal Project will be done outside class time. However, the school will ensure that each student receives direct supervision from a qualified person in the school, who can provide appropriate guidance and confirm the authenticity of the work submitted.

How is it assessed?

The student’s process journal, outcome and project report are assessed using the following criteria which has been established by the IB for the Personal Project in the MYP.

Criterion A: Investigating
Criterion B: Planning
Criterion C: Taking action
Criterion D: Reflecting

The criteria descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.
**Personal Learning Plan (PLP - SACE, Stage 1)**

*Contact Teacher: Mrs Emma Searle*

**Learning**

The Stage 1 Personal Learning Plan (PLP) is a 10-credit subject designed to help students to make informed decisions about their personal development, education and training. The program of learning provides students with time to work with their mentor teachers, parents and other experts to develop knowledge and skills in planning for their SACE and their future beyond school. The aim of the PLP is to help students to learn strategies to successfully complete their SACE, and to prepare for work, further education and community life.

The PLP is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 PLP with a C grade or better to gain their SACE. Our students will generally complete the PLP in Year 10. If students have not successfully completed the PLP by the end of Year 10, they will need to complete it in Semester 1 of Year 11.

The PLP is designed to develop capabilities. Students learn how to develop, implement, review and adjust personal learning goal and choices to prepare for their education and their future careers and vocational pathways.

- The PLP supports students in developing knowledge and skills that will enable them to:
  - Identify appropriate future options
  - Choose appropriate subjects and courses for their SACE
  - Review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies
  - Identify goals and plans for improvement
  - Monitor their actions and review and adjust plans as needed to achieve their goals

Loreto College 3 Units of Study are designed to enable students to demonstrate their skills in some or all of the capabilities that underpin the principles of SACE.

**PLP Units of Study:**

- What is my Plan
- Careers
- Employment and Work Capabilities Summary

**PLP Topics study in Units:**

- Learning styles
- Data analysis – strengths and weaknesses in literacy and numeracy
- Exploration of Career Pathways and Course Counselling
- Work – finding employment, letters of application, resume, mock interviews, workplace learning and occupational health and safety in the workplace
- Community service
Religion
**Religious Education**

*Contact Teacher: Mrs N Rodi*

**Learning**
Students will explore units of inquiry that involve:

**Year 7**
- Theme of the year
- Liturgical Year
- The Mass
- Ash Wednesday to Pentecost
- What are the Sacraments?
- Celebrations of the World Traditions
- The way we live

**Year 8**
- Theme of the Year
- Jesus, the faithful Jew
- Mary, the Mother of Jesus
- Journey stories
- Mary Ward
- Hebrew scriptures
- Made in the Image of God

**Year 9**
- Theme of the year
- Trinity and Prayer
- Jesus in the Gospels
- The Eucharist
- Sacred Places and Pilgrimage
- Good and Evil
- Living the Christian Life

**Assessment**

Assessment is continuous and carried out by a variety of means:
- Written tasks
- Oral/multi-media presentations
- Group and Individual tasks
- Role play
- Debates
- In-class discussion

**Reflection Day**
All students participate in a one-day Reflection Day as part of their studies.

Formative and Summative tasks will be used for assessment.
Students will be assessed with the following criteria:

Criterion A: Knowledge and Understanding
Criterion B: Investigation and Application
Criterion C: Communication
Criterion D: Analysis and Personal Reflection

Assessment is continuous and carried out by a variety of means – assignments, oral and group tasks and essays.

**Pathways**

Leads to Year 10 Religious Education SACE Stage 1 Religion Studies (Unit 1—10 credit)
Year 10 Religious Education – SACE stage 1 Religion Studies
Unit 1 (10 credit)

Contact Teacher: Mrs N Rodi

Topics
- Catholicism 101
- Healing and Reconciliation
- Care for the Earth and Aboriginal Spirituality
- Life Choices and Ethics

Learning
The following assessment types enable the students to demonstrate their learning in Stage 1 Religion Studies:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection

Reflection Day
All students participate in a one-day Reflection Day as part of their studies.

Assessment
Formative and Summative tasks will be used for assessment. Students will be assessed with the following criteria:

Criterion A: Knowledge and Understanding
Criterion B: Investigation and Application
Criterion C: Communication
Criterion D: Analysis and Personal Reflection

Assessment is continuous and carried out by a variety of means:
- Written tasks
- Oral/multi-media presentations
- Group and Individual tasks
- In-class discussion and note-taking

Pathways
Year 10 Religious Education leads to SACE Stage 1 Religion Studies (Unit 2 -10 credit).
Science

Contact Teacher: Ms S Cockshell

Science uses a practical inquiry based approach, with most lessons taking place in one of the Senior School’s fully equipped Science laboratories.

Years 7, 8, 9 & 10

Learning

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices

The skills and attitudes listed above will be developed in a variety of contexts including genetics and genetic continuity, the Theory of Evolution, the origin of the Universe, atomic structure and properties, rates of chemical reactions, the carbon cycle and energy conservation.

In addition, some option and extension work may be included at particular stages in the course. Students are encouraged to participate in Science activities beyond the classroom, such as competing in the Oliphant Science Awards and in the Australian Schools Science Competition.

Assessment

Students will be assessed using the four MYP Science criteria:

Criterion A: Knowing and Understanding
Criterion B: Inquiring and design
Criterion C: Processing and evaluating
Criterion D: Reflecting on the impacts of science

Assessment is continuous and carried out by a variety of means - topic tests, homework, practical work, assignments and essays.

Pathways

Leads to a study Stage 1 Sciences: Biology, Chemistry, Nutrition, Physics, Psychology
**Vocational Education and Training - VET**

*Contact teacher: Mrs Emma Searle*

Loreto College offers opportunities for students in the Senior School to undertake Vocational Education and Training (VET) as an integral part of their studies toward completion of their South Australian Certificate of Education (SACE)

VET refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School Based Apprenticeships) further education and training. Some fully completed VET courses, at Certificate III level or above can contribute to an Australian Tertiary Rank (ATAR) which is required for entry into University.

When thinking about a VET course or School based Apprenticeship careful consideration must be given to relevance to possible career path, maturity and time management skills to cope with catching up with missed school work or additional study load. Students considering a VET subject need to select a line of VET, stating their chosen VET course on the subject choice sheet.

Students can earn 5 SACE credits for successfully completing 35 nominal hours of VET, and 10 SACE credits for 70 nominal hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognized at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2.


VET courses provide students with the opportunity to:

- Personalise their learning and vocational pathway
- Develop and practice business and industry specific skills, often including on the job structured workplace learning
- Whilst studying and completing their SACE at Loreto students are able to fast-track their vocational pathway study
- Work to attain nationally accredited certification against the Australian Qualifications Training Framework and:
  - Gain dual accreditation, as completing VET units count towards the South Australian Certificate of Education (SACE)
  - Complete a Certificate III which can contribute to their Australian Tertiary Admission Rank (ATAR) required for entrance to university, ensuring their options and pathways remain open

Loreto College is a partner school in East Adelaide School Cluster (EASC) VET Programme. The EASC represents the collaborative partnership and regional provision of VET programmes across independent, government and catholic school sectors in the East of Adelaide. Comprising of 18 schools and a range of training partners, the EASC compile courses that compliment students interest, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills.

For 2017 the EASC continues to offer a broad range of courses across a variety of learning environments for senior students to study. Further information is available from Emma Searle Careers and VET Key Teacher
VET Courses will be held across a range of settings from schools, purpose built skill centres, TAFE sites, on-the-job workplace learning. Additional tuition fees maybe are incurred for some VET programmes.

**Additional Off-Line VET Courses:**

There are many other Registered Training Organisations (RTO) providing partial certificates 1, 2 or 3 courses to school students. These courses run on various days and times of the weeks.

**Courses Include:**

<table>
<thead>
<tr>
<th>General Drawing</th>
<th>Visual Arts and Contemporary Crafts</th>
<th>Photo-Imaging</th>
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<tbody>
<tr>
<td>Allied Health</td>
<td>Community Health and Services</td>
<td>Animal Care</td>
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<tr>
<td>Aged Care</td>
<td>Butchery</td>
<td>Bakery</td>
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<tr>
<td>Food Services</td>
<td>Business Administration</td>
<td>Dance</td>
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<td>Dental Assistance</td>
<td>Fashion Retail</td>
<td>Fashion Design</td>
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<tr>
<td>Geoscience</td>
<td>Information Technology</td>
<td>Introduction to Nursing</td>
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<tr>
<td>Floristry</td>
<td>Hair and Make-up</td>
<td>Media, Screen, Multimedia</td>
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<tr>
<td>Hospitality</td>
<td>Tourism</td>
<td>Community Pharmacy</td>
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<tr>
<td>Laboratory Skills</td>
<td>Performing Arts</td>
<td>Photography</td>
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<td>Screen Printing</td>
<td>Painting and Signwriting</td>
<td>Robotics and Mechatronics</td>
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<td>Fitness</td>
<td>Design and Construction</td>
<td>Automotive</td>
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<td>Retail</td>
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**East Adelaide Schools Cluster Programme Courses**

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<tr>
<th>Art</th>
<th>Design</th>
<th>Building</th>
<th>Business Management</th>
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<tbody>
<tr>
<td>Community Services</td>
<td>Computing &amp; Information</td>
<td>Technology</td>
<td>Creative Textiles</td>
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<tr>
<td>Engineering</td>
<td>Electro technology and Mining</td>
<td>Events and Languages</td>
<td>Fashion and Multimedia</td>
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<tr>
<td>Furnishing and Furniture Design</td>
<td>Finance</td>
<td>Game Design</td>
<td>Health and Education</td>
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<tr>
<td>Hospitality</td>
<td>Photography</td>
<td>Police and Property Service</td>
<td>Primary and Allied Industries</td>
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<td>Screen Media</td>
<td>Tourism</td>
<td>Transport Engineering</td>
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Community Learning

Students are able to earn SACE credits via Recognition of Community Learning in two ways:

1. Community – developed Programmes
2. Self – directed Community Learning

Community-developed Programmes include, for example, the Australian Music Examinations Board, the SA Country Fire Service, Australian Army Cadets

Self directed Community Learning is gained through informal community activities such as coaching a sports team, being a primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognize these other types of community learning.

It should be noted that whilst credits attained via Recognition may count towards some components of SACE completion they cannot be used towards attainment of University entry requirements at Stage 2.

For more information on community learning visit:

<table>
<thead>
<tr>
<th>Language &amp; Literature</th>
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<tr>
<td>Chinese, French, Italian</td>
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<td>Essential English English as an Additional Language</td>
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<td>Digital Tools</td>
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<td>Child Studies</td>
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<td>Website Creation</td>
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<td>SACE Texts</td>
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<td>Design</td>
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<td>Food Technology</td>
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<td>Electives run for 1 Semester each in Years 7-10</td>
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Stage 2 Special Mathematics can only be taken with Stage 2 Mathematical Methods.

Running any of the options offered for Stage 1 and Stage 2 Mathematics is dependent on sufficient numbers choosing a particular option.

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<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td>Drama</td>
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<tr>
<td>Dance</td>
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<td>Visual Art</td>
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<tr>
<td>Science 1</td>
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</tr>
</tbody>
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**Stage 2 Options:**
- Physics
- Psychology
- Biology
- Chemistry
- Science

**Stage 3 Options:**
- Mathematical Methods
- General Mathematics
- Extended Mathematics
- Further Mathematics
- Computer Science

Learning Areas:
- English
- History
- Geography
- Physical Education
- Visual Arts
- Music
- Drama
- Science
- Mathematics

**Electives:**
- Year 7-10: English
- Year 10: Science
- Year 11: Mathematics
- Year 12: Mathematics

LORETO COLLEGE
Marryatville, South Australia