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# YEARS 7 AND 8



# DESIGN TECHNOLOGIES

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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.



## DIGITAL SOLUTIONS

Years 7 and 8 students develop and maintain digital solutions, demonstrating world-class skills and understanding. They design and develop digital solutions against user stories and acceptance criteria. Students use appropriate programming languages and frameworks to develop digital solutions. They design and develop digital solutions with integrity and ethical considerations. They design and develop digital solutions that are secure and resilient. They design and develop digital solutions that are accessible and inclusive. They design and develop digital solutions that are sustainable and environmentally friendly. They design and develop digital solutions that are socially responsible and ethically sound. They design and develop digital solutions that are user-centred and collaborative. They design and develop digital solutions that are innovative and creative. They design and develop digital solutions that are effective and efficient. They design and develop digital solutions that are reliable and robust. They design and develop digital solutions that are scalable and flexible. They design and develop digital solutions that are secure and resilient. They design and develop digital solutions that are accessible and inclusive. They design and develop digital solutions that are sustainable and environmentally friendly. They design and develop digital solutions that are socially responsible and ethically sound. They design and develop digital solutions that are user-centred and collaborative. They design and develop digital solutions that are innovative and creative. They design and develop digital solutions that are effective and efficient. They design and develop digital solutions that are reliable and robust. They design and develop digital solutions that are scalable and flexible.

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# DRAMA

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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

# ENGLISH

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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

## ENGLISH AS AN OTHER LANGUAGE

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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





# JAPANESE

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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,







# MEDIA STUDIES

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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

# MUSIC

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The study of Music is an excellent opportunity for developing cognitive and cultural experiences. It extends students in their spatial

# SCIENCE

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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 of 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 Introduction to Science and

# SPANISH

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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

# VISUAL ART

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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.



## 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

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## 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, 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,

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-

