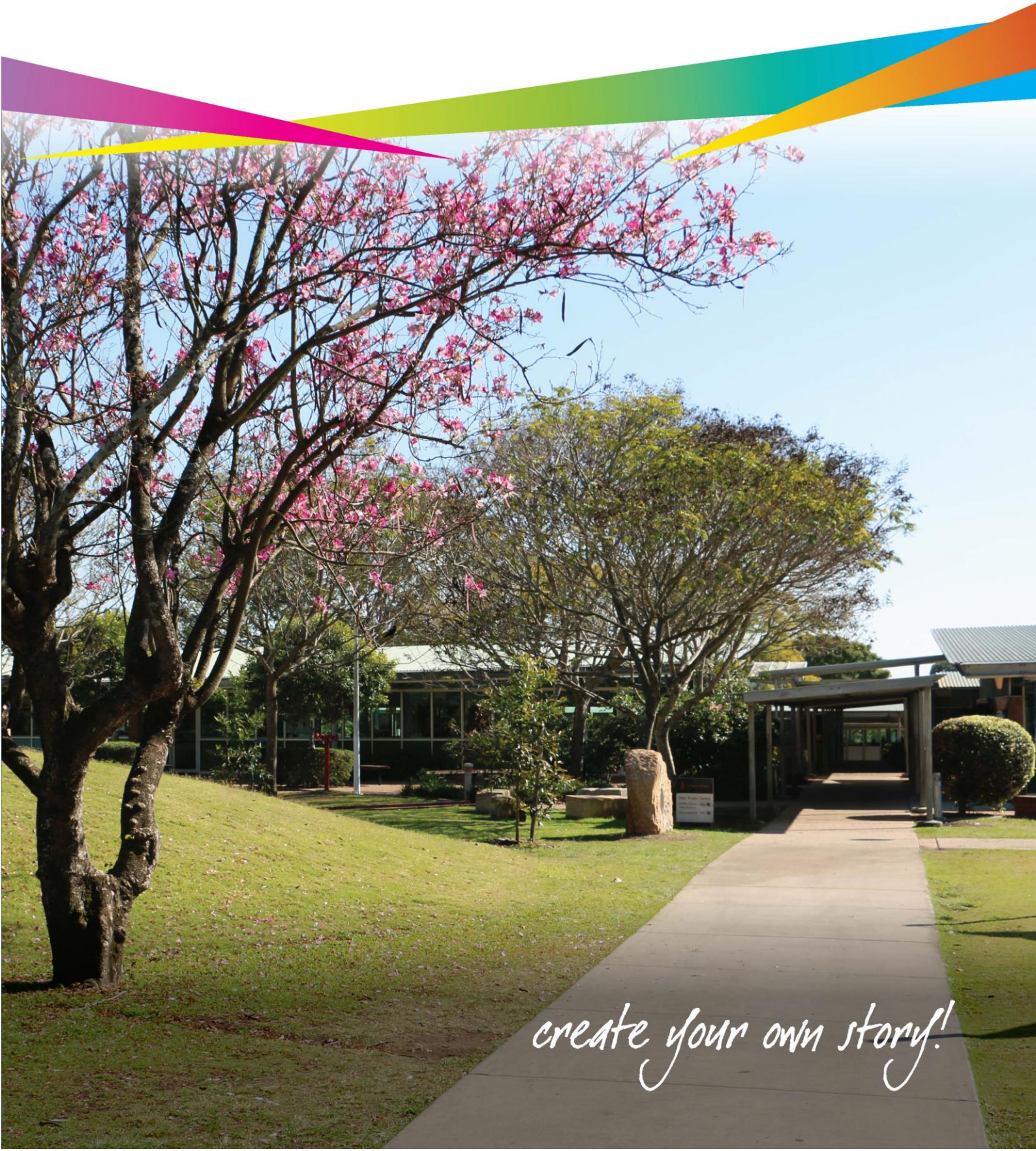




# St Paul's School

YEAR 7 & 8  
SUBJECT HANDBOOK  
2021



*create your own story!*



**St Paul's  
School**



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Please Note: Information in this handbook is subject to change

## CONTACTS

### **St Paul's School Bald Hills**

34 Strathpine Rd  
Bald Hills, Qld 4036  
Tel: 07 3261 1388  
Fax: 07 3261 4521

### **House Leader – Boek**

Ms Lisa Bolger  
Email: [l.bolger@stpauls.qld.edu.au](mailto:l.bolger@stpauls.qld.edu.au)

### **Acting House Leader – Gladius**

Mr Tim Hughes  
[t.hughes@stpauls.qld.edu.au](mailto:t.hughes@stpauls.qld.edu.au)

### **House Leader – Mitre**

Mr David Fenwick  
[d.fenwick@stpauls.qld.edu.au](mailto:d.fenwick@stpauls.qld.edu.au)

### **House Leader – Scudo**

Mrs Sophie Hughes  
[s.hughes@stpauls.qld.edu.au](mailto:s.hughes@stpauls.qld.edu.au)

### **House Leader – Taja**

Ms Erica Trudgian  
[e.trudgian@stpauls.qld.edu.au](mailto:e.trudgian@stpauls.qld.edu.au)

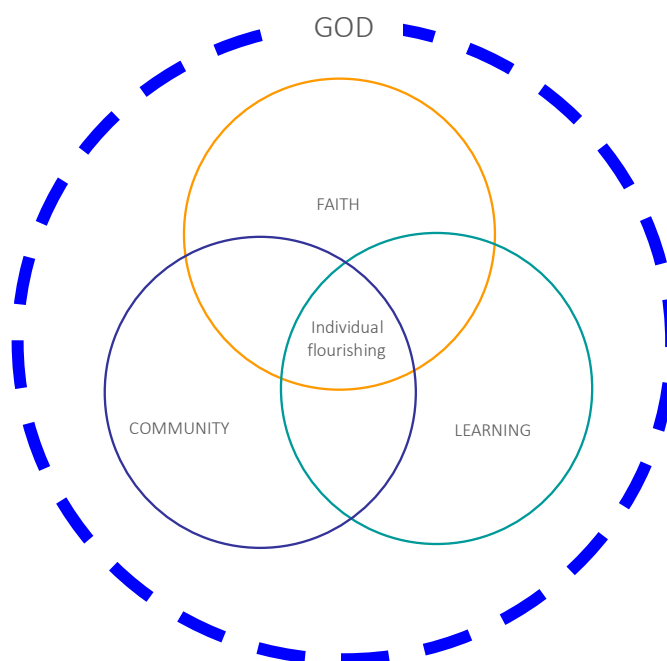
### **Executive Director of Faith and Community**

Mr Nigel Grant  
[n.grant@stpauls.qld.edu.au](mailto:n.grant@stpauls.qld.edu.au)

## Statement of Values

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By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and creating an environment in which all may flourish.



### We value Faith believing;

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one's life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

### We value Learning where;

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our Realms of Thinking, which are embedded from P-12 across all Learning Areas.

### We value Community where;

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul's community when they graduate, through a vibrant Past Students' Association.

*"Intelligence plus character – that is the goal of true education!" – Martin Luther King Jnr.*

## Statement of Purpose

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We prepare **resilient global citizens**, who are **innovative thinkers**, with a **heart for servant leadership**.

## Our Philosophy

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Learning is a life-long pursuit, or journey, of which the years of formal education form a small part. St Paul's School believes that the purpose of education is to:

- Facilitate the growth of the whole person: Students should have the opportunity to grow academically, socially, emotionally, physically, aesthetically and spiritually.
- Create an environment whereby students can discover their identity and their gifts and talents without a fear of failure: Students should come to an understanding that success in life is the result of the ability to take risks. Often the greatest discoveries have been made through a mistake.
- Prepare students to become responsible and contributing global citizens in the increasingly complex world economy: Students should leave St Paul's School with a strong sense of empathy and a conviction to act when they see injustice and inequity, always seeking to put others rather than themselves at the centre of the community.
- Develop in young people the confidence to shape the future: Students should be given opportunities to be flexible, to be able to discern change and adapt to their local environment without losing sight of their moral and ethical grounding. Students are encouraged to dream, imagine and create a future whereby their sense of fulfilment is attained.
- Develop in each student those virtues that we associate with becoming a person of character (viz. Compassion & kindness; Generosity; Honesty & integrity; Patience, perseverance & resilience; Diligence; Loyalty & faithfulness; Humility; Courage; Respect; Self-control).
- Challenge students intellectually: Students should stretch their minds and imagination, critique, think collaboratively, analyse and communicate.

## Overview of the Vertical Tutor Group (VTG) System

All students at St Paul's School are placed into one of five Houses – **Boek**, **Gladius**, **Mitre**, **Scudo** and **Taja**. These Houses were established in 2016, with names that reflect the cultural heritage of the School and reference the School Crest.



The scroll (**Boek** - Afrikaans; signifying wise leaders and storytellers)



Crossed swords (**Gladius** - Roman for sword; representing St Paul)



The bishop's (**Mitre** - English; signifying leaders and protectors)



The shield (**Scudo** - Italian for shield; signifying defenders and protectors)



The martyr's crown (**Taja** - Punjabi for crown; signifying leaders and rulers)

Students in Years 7-12 are placed, within their Houses, into **Vertical Tutor Groups**. Each group is led by a **Tutor** and a **Co-Tutor**, and contains boys and girls from each year level. Ideally, students will remain in the same tutor group, under the care of the same Tutor, for six years.

One of the key aims of the School is to ensure that each student at St Paul's feels connected to the School, safe and secure at all times and fully engaged in the School community. As the first points of contact in a student's daily life, and as a constant presence in the student's life, a Tutor and Co-Tutor can ensure that this occurs, within the Vertical Tutor group.

Each of the five Houses contains nine Vertical Tutor Groups, and each House is led by a **House Leader**.

*"Intelligence plus character – that is the goal of true education!" – Martin Luther King Jnr.*

# SCHOOL CODE OF CONDUCT

Underpinning the School rules, in recognition of the fact that such lists can never be comprehensive enough to cover all possible forms of behaviour, the School has developed a **Character Framework**, which is based on ten key **Virtues**. As a community, we believe that social, moral, emotional and spiritual learning are expressed in terms of development of these virtues, or character traits, which have been selected in keeping with our Christian traditions.

Students are asked to judge their own behaviour within this Framework, recognising that certain behaviours and attitudes are incompatible with the Virtues defined above.

Virtue	Definition
Compassion & Kindness	Caring about the needs and feelings of others; treating others in the way you would like to be treated
Generosity	Freely offering your resources, time, attention (and, if necessary, forgiveness) to others.
Honesty & Integrity	Speaking and doing what is right at all times, no matter what the consequences
Patience, Perseverance & Resilience	Waiting for a desired outcome, without complaining or giving up, even if the present circumstances are difficult
Diligence	Striving to achieve your best; demonstrating a great work ethic
Loyalty & Faithfulness	Constant and true in your dealings with the friends, teams, organisations and leaders you have committed to
Humility & Servant-heart	Having a modest view of your own abilities and importance; courteously respectful of others; prepared to deny your own desires for the sake of another
Courage	Strength to do what is right, in the face of fear, loneliness, pain or grief
Respect	Treating other people - their feelings and time, as well as their property and beliefs - as though they have value; care for the environment and earth's resources
Self-control	Stopping yourself from doing things you want to do but that might not be in your best interest (or the interests of others); temperance; restraint

Virtue	Attitudes and Behaviours which are incompatible with this virtue
Compassion & Kindness	Selfishness; bullying; verbal abuse; gossiping
Generosity	Meanness; hard-heartedness; stinginess
Honesty & Integrity	Lying; cheating; plagiarism; stealing; duplicity
Patience, Perseverance & Resilience	Quitting; whinging
Diligence	Laziness; settling for second-best; working only when closely supervised
Loyalty & Faithfulness	Selfishness; letting the team down
Humility & Servant-heart	Arrogance; boasting; vanity; egotism; 'pushing in'; calling out, or disruptive behaviour in class
Courage	Cowardice; submitting to negative peer pressure; not stepping in to help another
Respect	Lack of courtesy for teachers and peers; racism; sexist behaviour or 'joking'; vandalism; wastefulness
Self-control	Impulsivity; risk-taking

*"Intelligence plus character – that is the goal of true education!" – Martin Luther King Jr.*



Central to the St Paul's School Code of Conduct is the belief that students choose their own behaviour: sometimes they make positive/wise choices and at other times they may make negative/unwise choices.

Crucially, students should be aware that all choices have consequences – including the choices we make about our behaviour. Likely consequences for a range of behavioural choices – both positive and negative – are outlined in the tables below.

Reward Level 4	Extraordinary act of service, initiative or courage	Headmaster calls home
Reward Level 3	Unfailing positive attitude and contribution within the Tutor Group and House over a year <b>OR</b> 10 x BMI / AMI credits in a school year	<b>Commendation Certificate</b> (awarded by House Leader at House meeting)
Reward Level 2	Exceptional piece of extended project work Excellent attitude to learning over an extended period of time Exceptional service to House/Tutor/Year group	+ BMI (or + AMI)
Reward Level 1	Focused and positive attitude to learning throughout lesson Participating with enthusiasm / demonstrating insight in class Showing new skills and/or understanding Demonstration of virtue*	Verbal praise
<b>LEVEL</b>	<b>STUDENT ACTION</b>	<b>CONSEQUENCE</b>
Sanction Level 1	Minor instance of misbehaviour, either in class or elsewhere (including disruption to the learning environment; breaches of the dress code; being disrespectful towards others; other behaviour contrary to the SPS Character Framework)	Verbal warning
Sanction Level 2	<b>Any of the above repeated</b> or more serious offences such as intentional/reckless damage to school or other student property; disobedience; first instance of plagiarism; missing a due date for assessment; lying to a teacher	Record -BMI or -AMI (Tutor and HL advised) Detention with teacher (up to 30 minutes) at lunch Teacher to email parents (cc Tutor and HL) <b>If necessary, for the effective continuation of a lesson, student could be sent to the RTC</b>
Sanction Level 3	<b>Any of the above repeated</b> or more serious offences such as bullying; "wagging" class; cheating. Also, for not attending teacher detention.	Record -BMI or -AMI (Tutor and HL advised) Friday after-school detention (1 hour) issued by House Leader. HL to notify parents <b>Yellow (monitoring) card to be issued for subsequent week</b>
Sanction Level 4	<b>Any of the above repeated</b> or more serious offences such as swearing at a member of staff; sexual harassment; offensive misuse of social media/mobile phone. Also, for not attending Friday detention.	Record -BMI or -AMI (Tutor and HL advised) Phone call home from EDoFC <b>Orange or Red card (2 weeks)</b> issued after meeting between the student, parent and HL. Student to be withdrawn from the playground at morning tea and lunch
Sanction Level 5	<b>Failure to modify behaviour(s) after Sanction Level 4 intervention</b> ; other serious breaches of the School's expectations of student behaviour.	Student future discussed with student, Headmaster, parents and pastoral staff Internal suspension in RTC as first response likely, although at the discretion of the Headmaster, external suspension may be thought appropriate Headmaster's Contract may be issued, and immediate and sustained improvement required in order to avoid possibility of indefinite suspension (or exclusion) from the School

# SCHOOL DRESS CODE

GIRLS – FORMAL WEAR	GIRLS – DAY WEAR
<ul style="list-style-type: none"> <li>School grey skirt</li> <li>St Paul's short-sleeved green striped blouse</li> <li>St Paul's girls' green School tie</li> <li>Dark grey opaque stockings (or short, plain white "turn-down" socks if at School) (with skirt only)</li> <li>Black, low-heeled, polished leather, lace-up shoes</li> <li>School blazer</li> <li>School green jumper (may be worn under blazer)</li> </ul> <p>School long grey ladies' pants are not to worn as part of the formal uniform.</p>	<p>Option A:</p> <ul style="list-style-type: none"> <li>School short-sleeved green striped uniform dress</li> <li>Short, plain white "turn-down" socks (with uniform dress/skirt only)</li> </ul> <p>Option B:</p> <ul style="list-style-type: none"> <li>School short-sleeved green striped blouse</li> <li>School long grey ladies' slacks</li> <li>Short grey socks (with long grey slacks only)</li> <li>Girls' green School tie</li> <li>Black, low-heeled, polished leather, lace-up shoes</li> <li>School blazer</li> <li>School green jumper (may be worn under blazer)</li> </ul>
BOYS – FORMAL WEAR	BOYS – DAY WEAR
<ul style="list-style-type: none"> <li>School short-sleeved green striped shirt</li> <li>School tailored grey shorts (with School grey long socks)</li> <li>School long grey trousers (with School short grey socks)</li> <li>School tie (School tie to be worn at all times by all boys from the start of Term 2 until the end of Term 3)</li> <li>Black leather belt with plain silver buckle</li> <li>Black, low-heeled, polished leather, lace-up shoes</li> <li>School green jumper (may be worn under blazer)</li> <li>School blazer</li> </ul>	<ul style="list-style-type: none"> <li>School short-sleeved green striped shirt</li> <li>School tailored grey trousers (with School grey socks)</li> <li>School tie</li> <li>Black leather belt with plain silver buckle</li> <li>Black, low-heeled, polished leather, lace-up shoes</li> <li>School green jumper (may be worn under blazer)</li> <li>School blazer</li> </ul>

School and House badges

School formal hat or House cap

Dresses and skirts are to be worn with the hem sitting just below the knee

Blazer is compulsory to and from School from the beginning of Term 2 until the end of Term 3

Boat/Deck shoes with side laces, Mary Jane, skateboard-type shoes or runners are not allowed

## Hair

Hairstyles for boys and girls should not be designed to draw undue attention. Hair must be kept clean, well groomed, and of a natural colour.

Boys: Hair must be of a conservative length and cut, clear of the face and ears when it falls naturally, and no longer than the top of the collar. Boys are to be clean shaven and have sideburns no longer than the bottom of the ear. The School will request boys who come to School with facial hair to present to the Infirmary to shave.

Girls: Girls with long hair below the collar are to tie it back using ribbons or fasteners in bottle green, cardinal red, and white in solid colours only.

## Jewellery

The wearing of jewellery is restricted. Students may wear a watch, medical bracelet (if necessary) and may seek the permission from their House Leader or Director of Junior School to wear a religious symbol on a simple neck chain. Girls may additionally wear single sleepers/studs in pierced ears in the lower lobe. No rings, anklets, bangles, bracelets or other adornments are permitted.

## Makeup and Nail Polish

No makeup is to be worn at School. Fingernails are to be kept short and clean. Nail polish is not permitted.

*"Intelligence plus character – that is the goal of true education!" – Martin Luther King Jnr.*

## DAILY ROUTINE

Week 1 and Week 2:

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	7:30-8:30	7:30-8:30	7:30-8:30	7:30-8:30	7:30-8:30
Tutor Group	8:35-9:10	8:35-8:55	8:35-8:55	8:35-8:55	8:35-8:55
1	9:15-9:50	9:00-9:50	9:00-9:50	9:00-9:50	9:00-9:50
2	9:55-10:45	9:55-10:45	9:55-10:45	9:55-10:45	9:55-10:45
Morning Tea	10:45-11:05	10:45-11:05	10:45-11:05	10:45-11:05	10:45-11:05
3	11:05-11:55	11:05-11:55	11:05-11:55	11:05-11:55	11:05-11:55
4	12:00-12:45	12:00-12:45	12:00-12:45	12:00-12:45	12:00-12:45
Lunch	12:45-1:30	12:45-1:30	12:45-1:30	12:45-1:30	12:45-1:30
5	1:30-2:20	1:30-2:20	1:30-2:20	1:30-2:20	1:30-2:20
6	2:25-3:10	2:25-3:10	2:25-3:10	2:25-3:10	2:25-3:10
After School	3:30-4:30	3:30-4:30	3:30-4:30	3:30-4:30	3:30-4:30

	Regular Tutor Group Period (Note: Monday is longer)
	Chapel/Assembly (alternating weeks)
	Before/After School Period (may be used for sports training, music rehearsals and other extracurricular activities)
	Monday Period 6 (Used for Flex lessons)
	Breaks

## CHAPEL

The Chapel of St Paul is the spiritual hub of the School where staff and students gather on a regular basis for worship, for developing community and for sharing the joys and concerns of both the School and the wider world. There are regular School services during the week including several opportunities to celebrate communion.

Counselling and conversations with the Chaplain are always available for students and parents. We encourage the students to participate in the journey of faith as a whole community through honest exchange and a willingness to listen to one another.

### School Chaplain

Rev. Mark Leam

Tel: 07 3261 1388

Email: [m.leam@stpauls.qld.edu.au](mailto:m.leam@stpauls.qld.edu.au)

*"Intelligence plus character – that is the goal of true education!" – Martin Luther King Jnr.*

# CURRICULUM

The curriculum is delivered through 10 Key Learning Areas. Each subject discipline has been developed according to the requirements of the Australian Curriculum, Assessment and Reporting Authority (ACARA).

10 Key Learning Areas are:

1. English
2. Humanities & Social Sciences
3. Mathematics
4. Science
5. Languages (Chinese, Japanese and English as an Additional Language/Dialect (EAL/D))
6. Health and Physical Education (HPE)
7. Arts (Visual Culture, Music, Drama)
8. Technologies (Design Technology, Health, Food Technology, Digital Technology)
9. Religion and Values (RAVE)
10. Interdisciplinary Study Time (IST)

Each learning area incorporates the Australian Curriculum's General Capabilities (literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capabilities, ethical understanding and intercultural understanding) and Cross-Curriculum Priorities (Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability). Emphasis is on developing skills and strategies for lifelong learning.

## REALMS

St Paul's School has researched, prototyped, tested and rolled out a unique teaching and learning framework: Realms of Thinking. Our Learning Realms are employed across the entire curriculum to engage students in deep, rich, sustained and innovative thinking, as they develop a suite of Creativity Dispositions.

## INTERDISCIPLINARY STUDY TIME (IST)

Students participate in IST for a double lesson each week. During these sessions they get to explore a number of concepts and 'Big Ideas', build knowledge and are challenged to transfer and apply their understandings across multiple disciplines and contexts. Through the process of generating, developing, refining and reflecting on their thinking, students engage in activities that involve making, sharing and expanding their understandings

## DIFFERENTIATION

To facilitate each student's learning, we offer a differentiated curriculum. Teachers plan strategically to cater for the diverse learning needs of students who differ in their readiness for learning, their interests and their learning profiles. This enables us to deliver specifically targeted programs which cater to a range of ability groups within each class and provides opportunities to extend learners.

## FORMAL ACADEMIC PROGRAM

Students study a core curriculum consisting of English, Mathematics, Science, **Humanities**, Languages, Health and Physical Education (HPE), Religion and Values Education (RAVE) and Interdisciplinary Study Time (IST). In Year 7 & 8 students will also study a range of subjects in Business, Technologies and the Arts. These subjects include: Business, Design Technology, Digital Technology, Health & Food Technology, Visual Culture, Music and Drama. In Year 7 & 8, Business will be studied for a semester, as will each of the Technology subjects. The Arts subjects will each be studied for a term, with further opportunity to deepen an understanding of the Arts in a second term study at the end of the year.

Core Subjects throughout the year		
<ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> <li>Science</li> <li>Humanities</li> <li>Languages</li> <li>Health and Physical Education (HPE)</li> <li>Religion and Values Education (RAVE)</li> <li>Interdisciplinary Study Time (IST)</li> </ul>		
Business, Technologies and the Arts Subjects		
<b>Business</b> <ul style="list-style-type: none"> <li>Business</li> </ul>	<b>Technologies</b> <ul style="list-style-type: none"> <li>Digital Technology</li> <li>Design Technology</li> <li>Health &amp; Food Technology</li> </ul>	<b>The Arts</b> <ul style="list-style-type: none"> <li>Drama</li> <li>Music</li> <li>Visual Culture</li> </ul>



# SUBJECT OVERVIEW

## BUSINESS

Curriculum Leader: Ms Kerbi McMillan

Business at St Paul's School offers an introductory business course, called Business and Entrepreneurial Studies (BES). The course aims to provide an education in business and economics, as well as a foundation of Australia's legal system.

### COURSE STRUCTURE

Year 7	Unit 1	Unit 2
	<b>Buy Smart</b> <ul style="list-style-type: none"><li>· Consumer issues</li><li>· The Laws protecting the rights of consumers in Australia</li></ul>	<b>Personal Economics:</b> <ul style="list-style-type: none"><li>· Personal finances and budgeting</li><li>· Managing personal finances</li></ul>

Year 8	Unit 1	Unit 2
	<b>Exploring citizenship in Australia</b> <ul style="list-style-type: none"><li>· Investigating Australia's political system</li><li>· Australian citizenship processes and laws</li></ul>	<b>Small Business Operation</b> <ul style="list-style-type: none"><li>· The principles of running a small business</li><li>· Planning and operating their own small business in the market</li></ul>

### ASSESSMENT

Students will be assessed in a variety of written formats. These include:

- Project, including research tasks and use of technologies
- Examination (short and extended response)
- Market Day event (Year 8)

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Year 7-10 Economics and Business and Year 7-10 Civics and Citizenship content and achievement standards (developed by ACARA) relevant to this subject.

### COURSE RATIONALE

Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital if we are to create and use sustainable products and add value to these products through commerce. In Design Technology students assume the role of a designer and develop knowledge and skills to produce effective and creative responses to design challenges.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology. The study of Design Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

### COURSE AIMS

- Acquire understanding and expertise through the process of design and manufacturing;
- Awareness of man's technological development and its impact on the environment and society;
- Opportunity to use a wide range of materials and equipment, including new and emerging manufacturing technologies;
- Help develop a logical thought process in developing innovative design solutions; and
- Develop the ability to retrieve information and make critical value judgements.

### COURSE STRUCTURE

Throughout the course, students have the opportunity to utilise a number of new and emerging technologies associated with the design, development and manufacture of responses to design challenges. These new and emerging technologies include but are not limited to; Vacuum Former, Laser Cutter, Computer Controlled Router and/or Vinyl (Sticker) Cutter etc. The emphasis is on a design process and problem solving in a real-world context or environment.

The structure of the course may involve students embarking on Design Challenges based around the following materials, processes and systems:

Year 7 One Semester	Year 8 One Semester
<ul style="list-style-type: none"> <li>• Laser Cutter</li> <li>• Visual Communication Principles</li> <li>• Graphic Design Software - CorelDraw</li> <li>• Sketching and Designing</li> <li>• Safety</li> <li>• Skills in Design Thinking</li> <li>• Projects may include the design and prototyping of: Promotional Item</li> <li>• Plastics (Acrylic, High Impact Polystyrene, PVC etc.)</li> <li>• Low and high definition prototyping</li> </ul>	<ul style="list-style-type: none"> <li>• A Design Thinking approach to problem solving</li> <li>• Study in Materials (eg. MDF, plastics, metals, polyurethane)</li> <li>• Communication Techniques (Visual, written and spoken)</li> <li>• Design Software</li> <li>• Production Skills</li> <li>• Prototyping Skills (Hi definition and Low definition varieties)</li> <li>• Safe work processes</li> <li>• Projects may include contexts around problem finding</li> </ul>

### ASSESSMENT

A variety of assessment instruments will be used to assess students including: Design Folios/Journals and Producing Products.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Design and Technologies content and achievement standards (developed by ACARA) relevant to this subject.

**COURSE RATIONALE**

The Digital Technologies (DIG) courses that are offered through the Middle Years of Schooling, focus on both computational thinking and creativity. Students are introduced to computer science concepts from the course in Year 7 and this is built upon to develop student's logical thinking and problem-solving abilities along with creative thinking. The curriculum has been developed to provide continuity for students who choose to study IT throughout their Middle Years of Schooling, although it can be picked up in any year level. The study of Digital Technologies continues through the Senior Years of Schooling, resulting in two subject choices for students entering Year 11. All courses extensively utilise the Schools' online learning environment, giving students access to resources and materials. The courses are founded on the Digital Technologies national curriculum framework.

**COURSE AIMS**

The Digital Technologies curriculum through the Middle Years of Schooling aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively, students:

- Design, create, manage and evaluate digital solutions to meet current and future needs;
- Frame problems and create solutions using computational thinking concepts and creative problem solving; and
- Use digital systems to efficiently and effectively transform data into information and to effectively communicate ideas.

Year 7	One Semester
	Students will experience computational thinking using a text-based programming environment. Students will undertake projects using the Python programming language to create visual art and animation, as well as coding to control physical hardware and sensors. Students also study an introduction to graphic design where creativity is encouraged as students explore how bitmap images are represented and can be adjusted.
Year 8	One Semester
	Students will develop their creativity, logical thinking and problem-solving skills through robotics coding or games development using a text-based programming environment. Student creativity is further explored as students explore how video and animation data is represented and developed for a range of multimedia purposes.

**ASSESSMENT**

Assessment tasks and dates will be clearly outlined in the Course Outlines given to each child at the start of the Term or Semester, as well as being listed on the Assessment Calendar. Assessment Tasks are mostly project based and are either done individually or in groups.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Digital Technologies content and achievement standards (developed by ACARA) relevant to this subject.

## COURSE RATIONALE

The study of Drama teaches students to learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

## COURSE AIMS

Individually and collaboratively students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

## COURSE STRUCTURE

The dramatic styles and texts studied in Years 7 and 8 are flexible and continually revised considering current and emerging trends, and to meet student interest and experience level.

## COURSE STRUCTURE

Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

Year 7 (One Term)	Year 8 (One Term)
<p><b>Acting Up!</b></p> <p>Students interpret and prepare a published text for polished performance. Students focus on the development of basic stagecraft skills e.g. voice and movement, blocking and characterization. They integrate sound and lighting elements to enhance their performance.</p> <p>Students learn to use appropriate terminology to reflect on and respond to their own work and that of their peers.</p>	<p><b>Theatresports</b></p> <p>Students participate in spontaneous and unrehearsed Drama. In addition, they develop the skills to be able to respond spontaneously to an unfolding situation and use both imagination and acting skills to create a dramatic moment. Once they have learnt to create their own stories, they learn to use appropriate terminology to reflect on and respond to their own improvisation skills and the elements of Drama employed.</p>

## ASSESSMENT

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

**Making** in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic plot forms.

**Responding** in Drama involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' drama works.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Drama content and achievement standards (developed by ACARA) relevant to this subject.

## COURSE RATIONALE

In Years 7 and 8, students must engage with a range of both literary (i.e. contemporary and traditional texts, which use language in aesthetic, imaginative and engaging ways, such as in novels, plays, poetry, short stories and feature films) and non-literary texts (i.e. those that use language, both written and spoken, in precise and accurate ways, for a range of purposes, such as popular culture, documentaries, emergent technologies of hypermedia, and media and multimedia).

Through the study of a range of texts and types of texts, students learn that they can use language for a variety of purposes (to entertain, inform, persuade, analyse, reflect) and communicate in a variety of modes (written, spoken, signed) to various audiences and in various situations. Through engaging in and with a range of quality texts, we anticipate that students will develop an understanding that through the use of words and language, one is able to experience other times, places, cultures, values and ideas in real and imagined worlds, which will ultimately broaden their understanding of the world and their place in it, now and in the future.

## COURSE AIMS

- To promote higher-order thinking;
- To take an innovative, dynamic and contemporary approach to study of English;
- For students to connect with and thus value learning experiences and assessment tasks;
- To stimulate students to experiment with language by taking risks and challenging themselves;
- To inspire students to make confident choices about using language to empower them;
- To facilitate and enhance students' control, manipulation and use of language (written, spoken/signed and visual), whilst using a range of correct grammar, punctuation, vocabulary and spelling; and
- To promote independence and responsibility for language learning and development.

## COURSE STRUCTURE

Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

Year Level	Semester 1	Semester 2
Year 7	Essay Writing The Love of Reading Creative Short Stories	Why does the world need superheroes? The Writer's Creative Craft - range of novels and texts Persuasive Speeches
Year 8	Narrative Structure Animated Films	Essay Writing Speech Writing, A Fairy Tale Twist - Short Story writing

## ASSESSMENT

Students will be assessed in a variety of written and oral forms. These include:

- Persuasive and descriptive writing;
- Dramatic presentations;
- Creative short stories;
- Multi-modal presentations;
- Text analysis; and
- Analytical essay.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 English content and achievement standards (developed by ACARA) relevant to this subject.



### COURSE RATIONALE

The overall aim of this program at St Paul's School is to provide further English language development for EALD students with a particular focus on supporting their immediate school subject language needs. Most of the EALD students at St Paul's School have graduated from the intensive English High School Preparation (HSP) program at St Paul's International School. However, other EALD students may have entered St Paul's School directly from other schools and others are Australian nationals and residents of Australia who speak a language other than English at home but may also require assistance with the English language demands of their main school subjects. Even though students are in mainstream subject classes, it is still important that all EALD students are supported in their learning in English and continue to develop their English language ability.

The English Language Development Program is available as required in all year levels at St Paul's School. Students who may benefit from further English language support and the subjects where additional support may be required are identified by subject teachers in liaison with qualified and experienced EALD teachers. English Language support can include in-class or withdrawn support for individual students or small groups.

**COURSE RATIONALE**

The focus of Food Technology is the wellbeing of people within the context of their personal, family, community and work roles.

The Year 7 Textiles unit is based on Food and Fibre and focuses on sustainable practices in the fashion industry.

In Year 8, Food Technology builds students' Food Literacy: awareness and knowledge of food selection, preparation and nutrition.

**COURSE AIMS**

Students will develop knowledge and skills in the selection and use of textiles for a range of situations. They will learn the important role of fibre and fashion in our everyday life.

**COURSE STRUCTURE**

In Year 7 and 8, students will have five lessons per fortnightly cycle for one term.

Students learn through "doing" - Food Technology is a practical subject which involves students designing items and developing skills to create a textile article.

Below is a sample of how some of the course of learning is structured, however unit topics may vary from year to year.

Year 7	Year 8
<i>Recycled Denim Designs</i>	<i>Food for Friends</i>
<ul style="list-style-type: none"> <li>• Workroom procedures/safety</li> <li>• Global sustainability of textiles</li> <li>• Fibre composition</li> <li>• Fabric composition</li> <li>• Fad fashion vs sustainable fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Hygiene</li> <li>• The Australian Guide to Healthy Eating</li> <li>• Practical cookery techniques</li> <li>• Design thinking</li> <li>• Individual and group work</li> <li>• Evaluations and reflections</li> </ul>

**ASSESSMENT**

Completed design briefs and practical work are used to measure student performance.

## Year 7

### COURSE RATIONALE

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population.

Food choices are one of the most important aspects of living a healthy life, but it is not always easy to identify what is best for our own personal circumstances. It is imperative that we develop a healthy relationship with food and recognise that body shapes change throughout our lives regardless of the food that we consume.

Students need critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

### COURSE AIMS

Students develop the knowledge, skills, processes and dispositions to promote health and wellbeing through the food choices they make. They identify their own strengths and weaknesses and develop strategies to make positive change to their eating habits. They reflect upon their ideas and make necessary alterations to enhance the effectiveness of their proposed strategy. Furthermore, they understand the most appropriate way to present their work using a mode of communication that engages the audience.

### COURSE STRUCTURE

Students have 5 lessons per fortnight with one of these being a double lesson. This unit will run for a term as part of the rotation of subjects offered in Year 7. Students will also be able to access additional Health lessons in core Health and Physical Education classes.

### ASSESSMENT

Students will be receiving formative assessment throughout the term to prepare them for the summative assessment task. They will be required to develop a class presentation highlighting a particular food choice and their modifications to develop a healthier lifestyle.

Assessment will give students the opportunity to demonstrate appropriate learning outcomes as outlined in the Years 7-10 Health and Physical Education content and achievement standards (developed by ACARA) relevant to this subject.

## Year 8

### COURSE RATIONALE

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population.

Student well-being is of paramount importance to us at St Paul's School, with the key dimension of resilience as the central focus. In order to develop resilience, the PERMA PLUS framework can be used to guide students through different ways of achieving positive mental health. Technology is a wonderful part of our lives but is it enhancing or deteriorating our mental, social, physical, spiritual, cognitive and environmental health? Understanding and enacting upon the issues with technology, e.g. mobile phones, is key to us living a life with a resilient mind set.

Students need critical inquiry skills to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also need to be reflective, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

## **COURSE AIMS**

Students develop the knowledge, skills, processes and dispositions to promote mental health and wellbeing through the PERMA PLUS framework. They identify their own strengths and weaknesses and develop resilience strategies to make positive change to their daily lives. They reflect upon their ideas and make necessary alterations to enhance the effectiveness of their proposed strategy. Furthermore, they understand the importance of communicating their feelings through their journal entries and develop the openness to express their thoughts.

## **COURSE STRUCTURE**

Students have 5 lessons per fortnight with one of these being a double lesson. This unit will run for a term as part of the rotation of subjects offered in Year 8. Students will also be able to access additional Health lessons in core Health and Physical Education classes. This course has been designed to disconnect from technology so all work will be completed in a student journal in which reflections and ideas can be displayed away from the potential distractions of online content.

## **ASSESSMENT**

Students will be receiving formative assessment throughout the term to prepare them for the summative assessment task. They will be required to complete class activities in their journals which will enable them to develop a resilience strategy to cope with future issues they may encounter

Assessment will give students the opportunity to demonstrate appropriate learning outcomes as outlined in the Years 7-10 Health and Physical Education content and achievement standards (developed by ACARA) relevant to this subject.

### COURSE RATIONALE

Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, and enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

### COURSE AIMS

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. Opportunities for team and group as well as individual activity encourage social as well as physical development, progressively over the three years of Middle Schooling.

### COURSE STRUCTURE

Students have one double lesson per week (1h 45mins) of HPE. Time is divided so that students engage in practical units, health units and integrated units. Health units usually run alongside practical units, so students will need to be prepared for both. The course has been restructured to meet the Australian Curriculum requirements for Health and Physical Education.

### ASSESSMENT

Each unit is assessed separately using one of a variety of methods and pre-set criteria that relate to the subject matter or activity. In some cases, there may be written assessment of practical activities. Due to the brief time spent in some activities, assessment is not related only to skill development, or physical prowess, but always relates to the learning students have done within the unit. Semester reports reflect the student's accomplishment in each of the units covered.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Health and Physical Education content and achievement standards (developed by ACARA) relevant to this subject.



### COURSE RATIONALE

The study of Humanities incorporates the disciplines of History and Geography. These disciplines teach students to appreciate how complex most situations really are. Students explore how individual motives and perspectives combine with multiple influences in shaping both our past and the future. They appreciate how unpredictable the future may be, given unexpected and unintended consequences. In a changing world, the understanding of change is ever more relevant. Humanities sharpens our hindsight, which must be clear if we expect to wisely judge current challenges and issues.

Inquiry is central to the study of History and Geography, employing analytical and problem-solving techniques to help students analyse historical and geographical issues. Students will research, analyse data and evidence from primary and secondary sources to evaluate local, global and historical issues. The courses require students to plan investigations, using discipline-specific inquiry models and processes. Students will reflect on different perspectives and recognise and evaluate the influence of values and beliefs in relation to; social justice, periods of historical significance, sustainability and peace.

### COURSE STRUCTURE

Year 7	<b>UNIT 1: Historical skills?</b>	<b>UNIT 3: Water in the World</b>
	Unit 1 allows students to learn the necessary historical skills they will need throughout their secondary school journey. These skills are taught with a focus on the lives of ancient civilisations, dating back to the first migrations from Africa and Indigenous Australians. Students investigate differing sources, the reliability of sources and consider how each moment in history, has contributed to where humans are in the world today.	This is the first Geography unit for Year 7. In this unit students will consider the importance of water within their world. They will discover the inequalities that come with a lack of water around the world and how this can affect the livelihoods of so many communities. Students will look at water usage and wastage within their own communities, as well as the quality of water in local waterways through incursions.
	<b>UNIT 2: Ancient Rome</b>	<b>UNIT 4: Place and Liveability</b>
	Unit 2 introduces students to a specific study of the ancient Romans. Students will explore elements of Roman civilisation such as social hierarchy, gender roles, education, forms of government, inventions and technology, as well as the lives of gladiators. Students will examine sources which will assist in their understanding of this significant time in history and determine the usefulness and reliability of such sources.	Unit 4 is the second Geography unit for Year 7 and carries on from Unit 3. Students will consider the liveability of their local area, taking into account what factors are needed to make a location more liveable. Sustainability will also play an important role in this unit, as sustainable futures and communities are seen as the ultimate goal related to liveability.
Year 8	<b>Unit 1: Landforms and Landscapes</b>	<b>Unit 3: The Black Death</b>
	In this unit, students will discover how changing landforms and landscapes play a role in the liveability of a particular place. Students explore the various geographical elements which make up the earth, potentially creating catastrophic natural disasters throughout history. Students will learn skills such as mapping and placing geographical coordinates on a map. Students will use specific coordinates to create 3-dimensional countries, adhering to accurate geographical land formations and climate, based on the coordinates they have used.	Building on from Changing Nations, is the first unit for History in Year 8. Students will consider how, through the interconnections of changing nations, events in history such as the Black Death have affected so many people and spread so quickly throughout societies. Students will study the differences between two of the Black Death plagues and how society responded to each event. Students can also consider what was learnt from these two events in order to prepare societies for future outbreaks.
	<b>Unit 2: Changing Nations</b>	<b>Unit 4: Vikings- myth VS facts</b>
	This is the second Geography unit for Year 8. In this unit, students continue working with their 3-dimensional countries, and now consider how humans could possibly inhabit these landforms successfully. This unit allows students to consider the placement of people around the world, taking into account how and why people have settled where they have. Students will explore threats to humanity such as naturally occurring disasters and consider how these challenges may be mitigated. This unit will explore not only Australia as a changing nation, but also Asia, taking into consideration growing inter-connections between countries.	Continuing on with the historical study of interconnections, students will explore history in the time of the Vikings. In this unit will explore the spread of the Vikings throughout much of the world and also consider the widely accepted image of what a Viking looked like and challenge this as being potentially biased. This unit will explore who the Vikings really were, where they lived and how, as well as the complex Viking mythology. Students will also explore how museums present engaging exhibitions and consider how they would like to present Viking artefacts in an exhibition, if given the opportunity.

## ASSESSMENT

Students will be assessed in a variety of written forms.

These include:

- In class tests [Skills tests, Extended Written Responses, Response to Stimulus]; and
- Research Tasks [Investigations, Essays, Field Reports].

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Years 7-10 History and Years 7-10 Geography content and achievement standards (developed by ACARA) relevant to this subject.

## INTERDISCIPLINARY STUDY TIME (IST)

### COURSE RATIONALE

Through the exploration of Concepts and Big Ideas, students are engaged in meaningful challenges and experiences to promote deep thinking, creativity, self-determination and the capacity to connect and transfer understandings across multiple disciplines and real-world contexts.

### COURSE AIMS

- develop skills in connecting and transferring knowledge and understandings across contexts and develop Creativity dispositions to promote independent, innovative and entrepreneurial thinking.

### COURSE STRUCTURE

Learning activities and challenges are developed through a process of co-creation among Years 7 and 8 Core and 'Disruptor' teachers. When and where possible teachers make tangible links to classroom learning. Due to the flexible and immersive nature of the learning environment, students are also encouraged to put forward ideas and provocations as lines for exploration. Throughout the year students participate in multi-age Design-Led Ventures as well as Entrepreneurial challenges. Students participate in IST for one double lesson per week.

### ASSESSMENT

Formative assessment occurs continuously through students generating, developing, refining and reflecting on their thinking through their IST Thinking Journals.

## COURSE RATIONALE

Australia is an ethnically diverse nation in a globally connected world. We must prepare students to live and work in a multicultural and multilingual society and must assist students to relate positively to the richness of human diversity. Languages are an essential component of such an education. Learning additional languages widens horizons, broadens cognitive and cultural experiences, 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. It develops and fosters literacy skills, ethical and responsible behaviour, the use of ICT, critical and creative thinking, personal and social competence and intercultural understanding.

## COURSE AIMS

Through Languages, students develop knowledge and practical understanding of another culture through the target language. Acquiring adequate communicative ability and understanding in an additional language, students experience other ways of thinking and knowing. Noticing, analysing and evaluating cultural and linguistic differences help students to draw conclusions about how they see events from their own and others' perspectives.

The study of Languages contributes to general literacy and 21<sup>st</sup> Century thinking skills. There is a focus on analysis, interpretation, using vocabulary appropriate to context, risk taking, recall and remembering and deductions of meaning from context - all invaluable skills. This course dovetails neatly with student exchanges with sister schools, and In-Country Learning Experience programs to China and Japan. Learning additional languages is a developmental skill which is increasingly desired by employers in Australia and overseas.

## COURSE STRUCTURE

Students entering Year 7 and 8 choose an additional language – either Modern Standard Chinese (Mandarin) or Japanese. Students can continue their additional language studies beyond the compulsory Year 8 level into their senior studies.

The subject matter of Languages is divided into Comprehension, Composition and Intercultural Competency. Students complete Listening, Reading, Speaking and Writing tests/tasks over a range of topics. Even though topics vary between the two additional languages, they both fall into the macro-organisers: Myself, People around Me and The World. Various incursions and excursions will be held throughout the course to complement classroom learning.

Chinese	TERM 1	TERM 2	TERM 3	TERM 4
Year 7	You and me	Families	Likes and Hobbies	Fractured Fairy Tales
Year 8	Spending holidays	Cooking	Buy, Buy, Buy	Our natural world

Japanese	TERM 1	TERM 2	TERM 3	TERM 4
Year 7	Let's learn Hiragana	At a restaurant	My Friends and Family	Fractured Fairy Tales
Year 8	Are you busy?	All About Me	Free Time and Hobbies	Fun School Events

## ASSESSMENT

Students will complete a range of Listening, Reading, Speaking and Writing tasks each semester, with at least one assessment task per skill. Speaking and Writing assessment will incorporate open-ended tasks where the students are encouraged to work creatively, independently and collaboratively to demonstrate their individual level of language development and their intercultural knowledge and understanding.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Languages content and achievement standards (developed by ACARA) relevant to this subject.

Students are invited to attend the In-Country Learning Experiences to Japan and China. These are held in alternate years and participation in these tours feeds back into improving student learning outcomes.

**COURSE RATIONALE**

Learning Support works to support and complement the differentiated teaching and learning programmes of the School. This is achieved through collaboration between Learning Support Teachers, Classroom Teachers and students, operating within the understanding that there are a diverse range of needs and ability levels within classrooms.

Support is planned for students who require additional educational provisions to access learning programmes and may include:

- Consultation between parents, staff, counsellors and external specialists to identify strategies that best meet a student's educational needs;
- Teacher Aides working collaboratively with classroom teachers to enhance individualised and small group learning support in classroom lessons and
- Withdrawal learning programs, which are offered to students with specific learning needs who meet certain criteria. The focus of these programs is on building literacy and numeracy proficiency, providing assistance for the completion of assignments and reviewing strategies to increase a student's ability to plan, research and study.

Our model of support is designed to allow students to access the appropriate level of support, in accordance with their current development and learning needs.



## COURSE RATIONALE

Students must possess an understanding of mathematical concepts and apply these to real life and purely mathematical situations. Through engagement in familiar and unfamiliar, simple and complex mathematical investigations, they understand that mathematics is a way of thinking, reasoning and working to develop solutions to questions and problems.

## COURSE AIMS

Through the teaching of Mathematics, teachers strive to develop students who are able to:

- Analyse situations to identify the key mathematical features and conditions, strategies and procedures that may be relevant in the generation of a solution;
- Plan and conduct activities and investigations, using valid strategies and procedures to solve problems;
- Select and use mental and written computations, estimations, and technologies to generate solutions;
- Operate as confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems across a range of topics; and
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## COURSE STRUCTURE

Students studying Mathematics are involved in 7 lessons per fortnightly cycle. In Year 7 & 8, learning is centred on the content strands Number and Algebra, Measurement and Geometry and Statistics and Probability. Integral to this content are the proficiency strands Understanding, Fluency, Problem Solving and Reasoning.

## ASSESSMENT

Students will complete a variety of assessment pieces, ranging from modelling and problem-solving tasks, mathematical investigations and supervised written exams. Assessment tasks will use two criteria, Understanding and Fluency, and Problem Solving and Reasoning and throughout the course students will always be encouraged to communicate their thinking.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Mathematics content and achievement standards (developed by ACARA) relevant to this subject.

### COURSE RATIONALE

Music is an integral part of modern life. In an increasingly busy and complex society, music provides opportunities for reflection and self-expression and acts as a vehicle through which students can make sense of and express their feelings about the world around them. Through classroom Music in Year 7, every student has access to a highly personalised musical experience, regardless of their current ability level.

Given the advancements in technology in recent years, music making is now a highly accessible art form and one in which students are able to engage using laptops, iPads and other devices at home regardless of prior musical knowledge. These musical experiences form part of a student's informal musical education and, as such, are highly valued and integrated into classroom Music practices where possible and appropriate.

### COURSE AIMS

Through activities designed to be in line with the new ACARA Arts Curriculum students will be engaged in both *making* and *responding* practices and processes. *Making* involves the rehearsal and performance of music, as well as the creation and arrangement of new works. *Responding* to music involves reflecting on the intentions of composers and performers, as well as understanding the six musical elements in the context of existing works through analysis. Central to both of these practices is the process of self-reflection, through which personal observation is used to inform and refine student practice.

The study of Music allows students to work collaboratively with others in both self-directed and teacher-guided situations. Students are encouraged and expected to take ownership of the creative process and use problem-solving, decision-making and creative and critical thinking skills when navigating through the rehearsal process to create a successful performance.

While it is not compulsory for students in Years 7, 8 and 9 to learn an instrument through private lessons, the Music course is also designed to allow students involved in the Instrumental Music program opportunities to both consolidate and develop knowledge and skills learned in instrumental lessons and ensemble rehearsals. Classroom teachers and Instrumental tutors work closely to ensure continuity and consistency between the two programs.

### COURSE STRUCTURE (sample)

The musical styles studied in the Music course are flexible and continually revised considering current and emerging technology and trends in the Music industry, as well as student interest and experience level. Currently the following topics are being covered in Years 7 and 8:

- The essentials of music: instrument introduction and appreciation;
- How to write a pop song and become famous; when pop and rock singers use four chords to get rich;
- Recording techniques; and
- Singer/songwriters.

Students are taught fundamental keyboard, percussion, guitar, bass and vocal skills which they then use to rehearse and perform in small groups.

### ASSESSMENT

The areas of assessment as outlined by ACARA are *Making* and *Responding*. These are assessed using a number of methods such as performances, compositions using both notation and recording software on laptops and iPads, rehearsal workshops and analysis of musical works. An emphasis is also placed on students critiquing both their own work and that of their peers.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Music content and achievement standards (developed by ACARA) relevant to this subject.

## COURSE RATIONALE

The Year 7 and 8 timetable includes two lessons each fortnight. There are two components to the course: Religious Education and Life Skills. The lessons are delivered by RaVE teachers.

Opportunities are provided for the students to engage most directly with the Values Statement of our School, namely that by **Faith** and **Learning** we will strive to grow in **Community** with God and with each other.

## COURSE AIMS

The Six Strands used in RaVE covers a broad range of religious concepts that are integrated and help guide the Secondary School curriculum. The approach includes:

- The Bible and Christian Belief: An appreciation of the role of the Bible and the Christian belief within our culture and heritage;
- Christian Traditions and Practice: An appreciation of the role of Christian tradition and practice within our culture and heritage;
- World Religions: Gaining familiarity with, and appreciation of, the main world religions; students reflect on the way that these religions act to help people live a life of purpose and meaning;
- Christian Living: Engagement with an applied Ethics and Values education that is both theoretically based, and issues related;
- Thinking about Religion: An introduction to the central ideas of a philosophy of religion, and
- The Inner Life: Cultivating the emotional and affective practices of silence and reflections.

## COURSE STRUCTURE

Year 7	<p>The RAVE lessons begin with a focus on Anglicanism at St Paul's School and how the Anglican ethos has shaped the School community. Students design a Pilgrim Walk and invite Year 5 students to accompany them to various selected school sites. They explain what they have learned about the School, its Anglican beliefs and practices, and share interesting information, prayers, scripture and reflections with the younger students.</p> <p>The Life Skills component of RAVE addresses digital citizenship, bullying and relationships. Case studies, role plays, and discussions form the basis of the course.</p>
Year 8	<p>The primary unit in Year 8 focuses on Jesus' picture of life contained in Matthew's powerful Sermon on the Mount. Students explore the practical application of Jesus' words in everyday life and their relevance since first century. At an age when many students are making decisions about the type of person they are going to be, the Sermon is both challenging and encouraging.</p> <p>The year culminates in a Film unit which explores ethical decision making.</p>

## ASSESSMENT

All students in Year 7 and 8 currently receive a report comment about their involvement in class, their engagement with the discussions and tasks, and their attitude and behaviour in a manner that demonstrates their support for the ethos and values of St Paul's School. Teachers also evaluate the involvement of the students with the course content by reviewing their workbooks and class activities.

### COURSE RATIONALE

Science is a process for constructing new knowledge. In studying Science students should understand and recognise its place in our culture and society and use it in their daily lives. The study of Science as a way of knowing (scientific knowledge) and a way of doing (learning through inquiry) should enable students to connect with and understand the world in which they live.

The world in which we live is rapidly changing socially, economically, culturally and technologically. A study of Science empowers students to understand the natural world around them, the ability to engage in discussions about science, question claims made by others and draw conclusions based on evidence. In doing so make informed decisions about the environment, the future, and impact on themselves and others.

### COURSE AIMS

To provide a:

- Range of opportunities for students to engage with and understand the different strands of science; and
- Learning environment that promotes higher order thinking and authentic, challenging pieces of assessment that allow students to reach their full potential.

To encourage students to:

- Become problem-solvers, using higher order thought processes to solve problems;
- Become active learners, being an active participant in their own learning;
- Become effective communicators;
- Become skilled collaborators, working well with others to create a product or learn from each other;
- Become critical researchers, ability to make connections between the real world and scientific concepts;
- Understand the importance of science as a human endeavour;
- Foster a love of science and its connections to the world in which they live; and
- Identify problems and issues, and design and conduct scientific investigating into these.

### COURSE STRUCTURE

The science course is based around three interrelated strands; *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*. These strands contain the following sub-strands:

- Science Understanding – Biological sciences, Chemical sciences, Earth and space sciences, Physical sciences;
- Science as a Human Endeavour – Nature and development of science, Use and influence of science; and
- Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing and analysing data and information, Evaluating, Communicating.

### ASSESSMENT

Students will complete a variety of assessment tasks, including supervised written exams, research tasks and extended experimental investigations. These are assessed under the two criteria of Understanding and Skills.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Science content and achievement standards (developed by ACARA) relevant to this subject.

### COURSE RATIONALE

In an increasingly image-led and image-conscious society, the study of visual culture helps students understand their visual surroundings and interpret their visual world. Over the course of Year 7 and Year 8 students will explore theories and practices from art, photography, digital media and other visual practices, while understanding the social and historic backgrounds that inform the culture around us. Students will combine an interest in art, culture and the wider visual world to explore the broad spectrum of visual creativity that permeates contemporary life making images and engaging in experiences that respond to, reflect and reinterpret their experiences and that of arts professionals.

### COURSE AIMS

Through a variety of making and responding experiences in line with the Australian National Curriculum for The Arts, students will be encouraged to develop artistic expression, inquire deeply and create images and objects that challenge accepted ideals.

Problem-solving, decision-making, creative and critical thinking skills along with practical skills and techniques will be utilised in the exploration and invention of personal and collective ideas.

Individual and collaborative working practices will be utilised throughout, ensuring students experience and develop the creative artists mindset needed to respond to and overcome the challenges of an unknown and uncertain future.

### COURSE STRUCTURE (sample)

Throughout Year 7 and Year 8 students will respond to a wide range of creative experiences. Student experiences will be concept directed and process driven, allowing students to develop personalised working practices and individualised responses and resolutions. All students study in the learning area for one compulsory term and then can choose to return to the learning area in term 4 for further study and specialisation.

Concepts may include but are not limited to:

Year 7	<b>Re-invent, Re-interpret, Re-imagine</b> Students are challenged to respond to traditional and accepted art practices in contemporary ways.
Year 8	<b>Word and Image</b> Students explore and respond to the use of language and image in our visual culture.

### ASSESSMENT

Students will be assessed across the criteria's of making and responding supported through the use of regular and targeted kind, specific and helpful feedback.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Visual Arts content and achievement standards (developed by ACARA) relevant to this subject.

# OUTDOOR EDUCATION PROGRAM

## ETHICAL JOURNEYS PROGRAM

The title “Ethical Journeys” has been adopted to describe the outdoor education program at St Paul’s School. The aim in branding the program in this way is to encourage our learning community to see the experiences offered across the students’ outdoor educational experience as a means of enriching the participant’s understanding of themselves, their peers, and their role as environmental stewards and advocates for a socially just world. The program represents a developmental journey to this end.

The St Paul’s School **Purpose Statement** underpins each of the outdoor education experiences; this aim being to produce ‘resilient global citizens, innovative thinkers, with a heart for Servant Leadership’.

The virtues, as identified within the St Paul’s School **Character Framework**, are central to the experiences the students engage with. Each activity focuses on at least one of the **virtues** and through the teaching attached to the activity, the students’ engagement with the activity and the personal reflection at the completion of the activity the virtue, and what it means for the student is understood and experienced in a real life context.

The diverse and real-life learning experiences attached to each of the Year Level Journeys enhance the student’s understanding and promote their confidence to engage with the **16 Learning Dispositions of Realms Thinking**.

Our outdoor education partners, Higher Ground, and Emu Gully understand these particular St Paul’s School goals, values and dispositions and actively collaborate with us to work towards achieving these aims. Programs are constantly reviewed and reflected upon to improve student outcomes. The program is continuing to grow and develop. It is hoped that eventually it will not be seen by students as experiences removed from the rest of their learning journey but as a seamless part of the whole.

## Year 7

### The Journey to Team

**Timing of the camp:** March, week six, term 1

**Provider** - Higher Ground

**Venue** - Kenilworth Homestead

**Purpose** - To actively promote the integration of students entering the school from Primary schools external to St Paul’s with students moving through to the secondary school from the St Paul’s Junior school and thereby build a sense of belonging and establish a tone for the year level based upon the School’s Character Framework.

**Organisation** - Students are split into groups of approximately 15 students. They rotate through a range of activities within their groups across the three days of the camp. The groups spend one night in cabins at Kenilworth Homestead, one night they hike out to campsites approximately two kilometers away from the homestead and set up tents. Groups prepare their meals while on camp out.

**Activities** - Mountain Biking, Environment Project, Raft Building, Group Problem Solving, Hiking and Camp Out.

## Year 8

### The Journey shared as Boys and Girls

**Timing of the Camp:** May, week 4, term 2

**Provider** - Higher Ground

**Venues** - Cooloola National Park, Conondale National Park

**Purpose** - To let students experience working within Gender specific groups across a physically challenging program. The camp challenges the students physically on an individual level and demands they work together co-operatively and take responsibility for their own and other group members’ wellbeing through sharing of roles and duties.

**Organisation** - The year level is divided into 4 male groups and 4 female groups. The camp is an expeditioning camp whereby all groups work in isolation and are completely self-sufficient in terms of carrying their own food, camp and cooking gear. The boys camp expeditions through the Conondale State forest and the girls, through the Cooloola National park. Each group travels an individual route, hiking and canoeing to their various campsites. Groups stay at a different venue each night.

**Activities** - Hiking, Camp Out, Canoeing.

## GLOBAL CITIZENSHIP PROGRAM

This program provides a framework that guides each student through their education and activities at St Paul's School. The School's approach to Global Citizenship is based on the right of the individual to be treated with respect and to act as a responsible member of our community. The program ensures that all students:

- receive a well-rounded (holistic) education;
- know what is expected of them, and why;
- understand that every choice they make will have a consequence (either positive or negative); and
- have clear targets or goals to aim for during their time at St Paul's School;
- are encouraged to become young men and women of character, as they develop the virtues outlined in the St Paul's School Character Framework.

Further detail on how the School rewards/sanctions positive and negative behavioural choices is outlined in the table - Behavioural Choices and Consequences.

All students will commence their time in Year 7 on Green Level. Green Level indicates the student, through their behaviour, both in class and in any circumstance external to the classroom, is satisfying the requirements of the School's Code of Conduct.

Upward movement within the Global Citizenship Program acknowledges the positive contribution the student has made to the School Community over an extended period. Movement to Global Citizenship Blue Award indicates that the student is an excellent role model and has the potential to be a Student Leader within the School community. Global Citizenship Silver Award acknowledges the student's standing as a Responsible Citizen within the School Community. Global Citizenship Gold Award can only be attained by students in the senior secondary School.

If the student makes inappropriate choices through their behaviour and fails to meet the School's Code of Conduct, they will move downward through the levels. The extent of this movement is dependent upon the seriousness of the breach in which the student is involved. Yellow Level is simply a monitoring level whereby the student's behaviour is observed and recorded through the use of a Yellow Card. Orange Level is applied for more serious breaches of the Code of Conduct and carries with it a number of consequences as well as the monitoring process used within Yellow Level. Red Level is applied for extremely serious breaches and sees monitoring, the application of consequences, counselling and parent interviews applied.

## LEADERSHP IN YEARS 7-8

Students can progress to Global Citizenship Blue Award from the beginning of Semester 2 in Year 7. Once a student progresses to Global Citizenship Blue Award they become eligible to apply for a variety of Leadership positions.

There are a number of different contexts in which students may begin to develop and exercise leadership skills. The first of these is within Tutor Groups and Houses. While students in Year 7 may initially feel daunted by the older students, our Vertical Tutoring culture is intended to be inclusive, and the voice of students in Year 7 is welcome. Even in Year 7, students will have the opportunity to serve on the House council.

Within the secondary school, there are a number of other committees and clubs where the presence of Year 7s and 8s who aspire to leadership and wish to make a difference is welcomed. These include –

- Service Learning committee
- Cultural committee
- Academic committee
- Chapel committee
- Interact
- Amnesty International



## OTHER USEFUL INFORMATION

### COMMUNICATION

The preferred means of communication between the School and Parent/Guardian's is via email or the School website (<https://www.stpauls.qld.edu.au/>).

### PARENT LOUNGE

Each family receives a Parent Code and Parent Lounge log in password on enrolment to the School.

Log in to Parent Lounge to view School policies, student timetables, newsletter, daily notices and much much more. Parent Lounge can be found on the website under 'Quick Links'.

### ABSENTEES

Students should be at School by 8.30am and remain until 3.10pm. The School requests that if a student is absent, a parent/guardian report the absence to the School, via the School website (Quick Links, report an absence) before 8.30 am. Absences can also be reported by telephone during office hours on 3261 1388.

If reporting your student absent for less than three days, the above method is acceptable. House Leaders/Tutors will be advised of the absence via the class roll, there is no need to email the House Leader/Tutor as well. Of course, if the absence is of a sensitive or confidential matter, you are most welcome to contact the House Leader, but in general, the preferred method is via the website.

Permission to leave the School grounds during the day to attend medical, dental and other appointments should be obtained from the House Leader (Secondary students) as early as possible. A note in the Student Diary is required. Students leaving the School grounds between the hours of 8.30am and 3.10pm (after having obtained permission from their House Leader) must sign the Leave Book in the Tooth Centre upon departure, and if applicable on return, leaving the note from their parents in the back of the Leave Book.

A Doctor's Certificate is required if a student is absent on a test day or immediately before an assignment or test is scheduled. The School reserves the right to withhold credit for assessment items affected by a student's unauthorised absence.

### EXTENDED ABSENCE/LEAVE (three days or more)

All requests/advice for extended leave for students should be made in writing to their House Leader. Requests ideally should be made well in advance so that alternative arrangements can be made to support academic development.

You will appreciate that, in order to maintain continuity with students' learning, our School Policy requires that students be present each day. However, we also understand that, from time to time, particular circumstances will mean that this is not possible. In such circumstances, we seek to work closely with you to ensure that disruption to learning is minimised. The scheduling of assessment is completed well in advance and, as you would no doubt understand, these dates cannot be altered to accommodate individual absences.

Whilst teachers will support students before and after their absence, the student does also have responsibility to liaise with their teacher to catch up on missed work. When a student is absent for a formal assessment the class teacher, in consultation with the Curriculum Leader and House Leader determines whether it is necessary for the assessment to be completed on the student's return.

### INFIRMARY

The School has a sick bay located in the Tooth Centre. It is overseen by a member of staff with first aid qualifications. If a student presents to the sick bay, their respective parent/guardian is contacted to collect them. Appropriate care is given to the student, however if the illness or injury is deemed serious then an ambulance will be called to take the student to the hospital.

## **LIBRARY**

The Giese Library is available to students from Prep to Year 12. The library has a range of fiction and non-fiction books. It is well equipped with computers, a photocopier and an area for quiet reading. The Library opening hours are 8.00am to 4.30pm Monday to Thursday. On Fridays the Library closes at 3.30pm.

## **REPORTING**

There are two reporting periods throughout the year. Reports are issued on-line at the completion of Term 2 and Term 4. They contain detailed information in relation to academic progress and engagement with learning.

## **TRANSPORT, CAR PARKS AND COLLECTION POINTS**

There are a range of public transport options. These include regular train services from Bald Hills Station. Buses collect students from the Strathpine Road bus stop, near the front gates of the School.

More information is available on the School website relating to the specific times and routes of bus transport available to the students, including specific information about our School Bus and the service it offers.

There are two school car parks. One is accessed from the front of the School via Strathpine Road. The other can be accessed at the back of the School via Attunga Street. Families of students in Years 7-9 are encouraged to use the Attunga Street carpark.

## **BICYCLES, SKATEBOARDS, ROLLERBLADES, SCOOTERS, HELMETS**

Students can ride their bicycles to school. Bicycle racks are provided for students in Years 7-9 and are near the library. All cyclists must wear a helmet and a padlock or chain is essential. We do not encourage skateboards, rollerblades or scooters. Students riding bicycles to and from school have a duty of care to themselves and others to ride in a responsible manner.

## **MOBILE PHONES**

Mobile phones are recognised as part of modern life and many students do possess their own device. Students in Year 7 & 8 are permitted to bring their phone to school, however they must store it in their locker during the day. We recognise that phones are used by students to contact family members in times of emergency or to make transport arrangements after school, however, the student is expected to use it responsibly.

## **NEWSLETTERS**

The School newsletter (e-news) is published fortnightly. To subscribe to the newsletter, visit the School website homepage.

## **BOOK LIST / TEXTBOOKS / STATIONERY**

For all students, the purchase of a laptop includes insurance, technical support, software and all textbooks.

### **GENERAL STATIONERY REQUIREMENTS**

- Exercise Book (A4 128pg) for each subject
- Highlighters (4 colours)
- HB Lead Pencil
- Eraser
- Sharpener
- Coloured Pencils
- Glue Stick
- Scissors
- Pens (Blue, Black and Red)
- 30cm Ruler
- Protractor
- USB stick

### **SUBJECT SPECIFIC EQUIPMENT REQUIREMENTS**

- IST: 1 x A3 Visual Journal
- Mathematics: Non-programmable Scientific Calculator, preferred model is the Casio fx-82AU Plus II
- Music: headphones that fit student laptops (generally 3.5mm plug)
- Japanese: Plastic display folder

# LAPTOP COMPUTER PROGRAM

Laptop computers are integral to education in the twenty-first century. St Paul's School has a **CYOD (Choose Your Own Device)** program for students in Years 7 to 12.

Under this program, parents/guardians/students have the option to choose either a Windows or Mac laptop. The available devices have been selected after research and with consultation with our vendor partner. There are two options for each platform: a standard model and a performance model and families will purchase and own the device of choice.

The standard model of each platform is more than adequate for everyday student needs. The specifications for the standard model ensure that it will cope with the demands of all school subjects. The performance model provides students the opportunity for a device that may allow them to keep the device a little longer or to support other more computing intensive applications they may wish to investigate.

This laptop program enables the students to have more flexibility, control and ownership of their device allowing them to make decisions about the technology most suitable for their study program and goals.

Once purchased, connecting your laptop to the school network, its resources and software, is subject to our Responsible Use Agreement. Students will need to bring the signed agreement into TechZone to gain access to these resources.

More information about the Laptop program is available at: <https://www.stpauls.qld.edu.au/current-parents/school-resources/laptops/>. This site also contains:

- Frequently Asked Questions document which outlines more details of the purchasing process, along with answering other common questions
- the Responsible Use Agreement

## LAPTOP AND IT SUPPORT CONTACT DETAILS

IT Services: TechZone (Tooth Building)  
07 3261 1388  
Email: [tz@stpauls.qld.edu.au](mailto:tz@stpauls.qld.edu.au)

Term Time Hours:  
Monday to Friday: 7.30am to 4.00pm

School Holiday Hours:  
Monday to Friday: 8.00am to 4.00pm

TechZone is not open on public holidays and will be closed during the mandatory school closure period in December.

## SERVICE LEARNING PROGRAM

*“This is what the LORD asks of you: only this, to act justly, to love tenderly, and to walk humbly with your God. “*

*Micah 6:8*

This program seeks to raise awareness of the needs of others and develop a culture of responsibility and care, inspiring a sense of empathy with all members of the community. At St Paul’s School we strive to build rich relationships with the organisations with whom we partner. Rather than take on a host of programs which differ from year to year, our Service Program works in a limited number of areas, in an ongoing manner. In so doing we deepen our understanding of the specific needs relating to the issue and improve our ability to meet these needs. Relationships with our partners are therefore continuing to grow and strengthen.

### Why Service / Volunteering?

- Early life experiences are the most powerful formative influences on Service/Volunteering behaviour;
- The wider range of early life experiences, the higher level of community participation in later life;
- An effective way to enhance community engagement among adults is to promote their exposure to giving and volunteering and their participation in organisations when they are young;
- Those who volunteer share an ethos that is distinctive; they have a world view that is more universalistic, cosmopolitan, inclusive and trusting; more prosocial than individualistic; and
- A basic belief in the importance of social justice and community responsibility.

St Paul’s School has a structured Service Learning program that spans Years 4 to Year 12. All activities are completely voluntary. Students are encouraged to participate in and reflect on significant service – to the School, House or in the Community.

### Examples include:

- Community garden
- Koala Corridor
- Eat Up Program
- International School Integration Initiatives
- School guides or buddies
- Junior School mentoring
- Bald Hills State School Reading Program
- Clean Up Australia Day

*“You must be the change you wish to see in the world.”*

*Mahatma Gandhi*

## SPORT, MUSIC AND ACTIVITIES

### MUSIC

The Extra-Curricular Music program caters for many levels of developing performance abilities, including choirs, concert bands and jazz bands, as well as string and guitar ensembles.

Students may also wish to apply for specialist 1:1 tuition with an instrumental or vocal tutor.

YEAR LEVEL	TUITION AVAILABLE		
<i>Year 5 – Year 12</i>	<ul style="list-style-type: none"> <li>• Piano/keyboard</li> <li>• Voice</li> <li>• Violin</li> <li>• Cello</li> <li>• Double Bass</li> <li>• Guitar</li> <li>• Percussion/Drum-kit</li> </ul>	<ul style="list-style-type: none"> <li>• Bassoon</li> <li>• Alto Saxophone</li> <li>• Tenor Saxophone</li> <li>• Baritone Saxophone</li> <li>• Electric Bass</li> <li>• Flute</li> <li>• Oboe</li> </ul>	<ul style="list-style-type: none"> <li>• Trumpet</li> <li>• French Horn</li> <li>• Trombone</li> <li>• Euphonium</li> <li>• Tuba</li> <li>• Clarinet</li> <li>• Bass Clarinet</li> </ul>

Below is a list of co-curricular Music ensembles. The ensembles are generally not separated into age groups as such; students are auditioned and placed in ensembles according to their skill level.

ENSEMBLE NAME	LEVEL	APPROXIMATE MEMBERSHIP
Orchestral:		
Vivo Strings	Advanced	25
Allegretto Strings	Medium	30
Bands:		
Wind Ensemble	Advanced	45
Concert Band	Medium Advanced	50
Jazz:		
Big Band	Advanced	23
Stage Band	Medium Advanced	23
Jazz Ensemble	Medium Easy	23
Percussion Ensemble	Advanced	10
Guitar Ensemble (electric)	Medium	10
Choral:		
St Paul's Singers	Advanced	20
St Paul's Chorus	Medium	50

## TAS SPORT

**TAS** (The Associated Schools) is the competition in which St Paul's competes in Years 7 - 1st Teams. All sport is played on Saturday mornings with a 9-week home and away draw and TAS Carnivals for Swimming, Cross Country and Athletics at the end of each respective term. Other schools in the TAS competition are St Columban's College, Cannon Hill Anglican College, Canterbury College, St John's Anglican College, John Paul College, Ormiston College and West Moreton Anglican College.

**New Year 7's Orientation Day:** Sports Trials for Year 7 will be held from 1.00pm – 3.00pm for all Term 1 Sports for the following year. Information on the trials will be in the Year 7 Orientation pack.

### TAS Sports Term 1

Boys: Cricket & Volleyball  
Girls: Basketball, Football & Tennis  
Boys & Girls: Swimming

### TAS Sports Term 2

Boys: Rugby & Tennis  
Girls: Netball & Hockey  
Boys & Girls: Cross Country

### TAS Sports Term 3

Boys: Basketball & Football  
Girls: Volleyball & Touch  
Boys & Girls: Athletics

## UNIFORMS

There are specific uniforms for all sports and students are expected to have these uniforms before Round 1 of the season. Sports uniforms are available for purchase from the School Retail Shop.

## TRAINING

Training is held either before or after school depending on coach's availability.

## CADETS

St Paul's School Army Cadet Unit provides an excellent opportunity for students to develop leadership skills. St Paul's is one of only a few Queensland schools with a Cadet Unit. The vision of the Unit is to "provide and promote leadership" while learning essential life skills. Students participate in various leadership forums of a theoretical nature as well as a range of outdoor activities such as unit training, ceremonial parades and camping.

## MUSICALS/DRAMA

Usually on a biennial basis, students can become involved with the School drama production or Musical. Successful productions from the past include, "Wizard of Oz", "Peter Pan", "Thoroughly Modern Millie", "Aladdin", "Footloose", "The Adventures of Tom Sawyer", "Into the Woods", "Bye Bye Birdie", "Anything Goes", "The Hound of Music", "Glamalot", "A Midsummer Night's Dream" and "The Three Musketeers". Our school has quite a reputation for its musical and dramatic productions. Participation provides all sorts of opportunities in set construction, costume making and backstage management as well as acting, singing in a chorus or being part of an orchestra.

## EXTRACURRICULAR CLUBS & ACTIVITIES

- Amnesty International
- Board Game Club
- Extracurricular Dance Troupe
- Interact
- Anime & Manga Club
- Chess Club
- Film Club
- Model United Nations
- Badminton
- eSports
- Garden Club
- Mountain Biking
- Photography Club
- QDU Debating
- Cadets
- Equestrian
- Theatre Sports

Extracurricular Sign-on will be online with a link emailed to students in Years 7-11 in November 2020. The link will be emailed again to all students in years 7-12 in February 2021 to ensure we capture all new students.

All clubs and activities meet at least once per fortnight usually after school or at lunch time. All the activities above attract a colour point in accordance with the St Paul's Colours and Embellishment Policy.

## CHRISTIAN YOUTH MINISTRIES

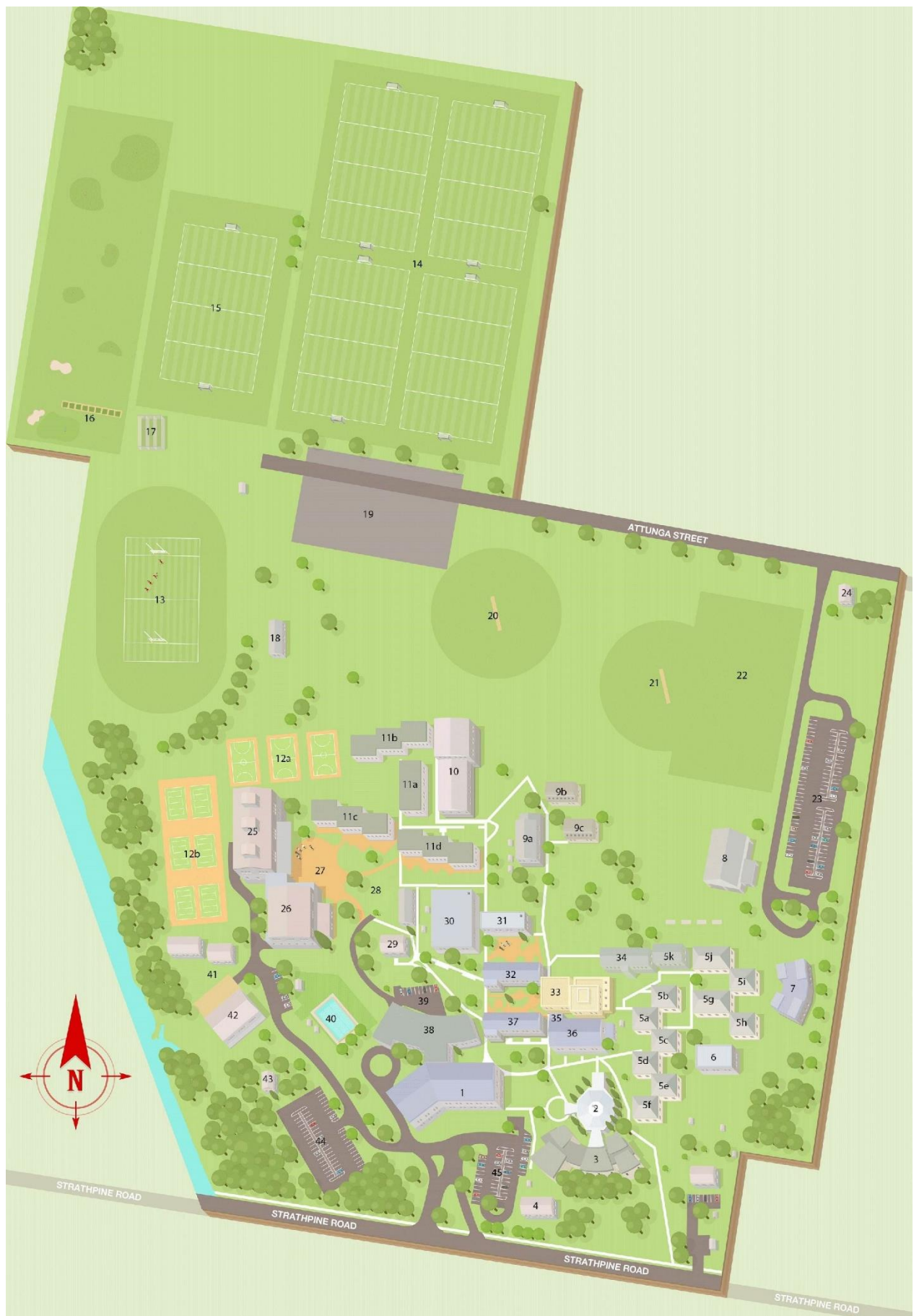
**Breakfast Ministry:** One morning a week (generally Thursday) a Breakfast Ministry, coordinated by the Chaplain, occurs outside the Chapel before school. This is aimed at building Community and provides a place for informal chat and sharing.

**Fun, Food and Fellowship (Year 7 to 10) Ministry:** Students meet in the Chapel on a Thursday during lunch to chat informally, ask questions linked to the Christian faith and to share Christian Fellowship.

**Prayer Request Cards:** Prayer cards are provided in the Chapel foyer and students are welcome to fill in the cards and place them in the locked box provided. Student's prayer requests may be for themselves, family, friends or any concerns they might have. These prayers are offered confidentially or anonymously by the Chaplain during private prayer times or if requested during other staff prayer times held in the Chapel.

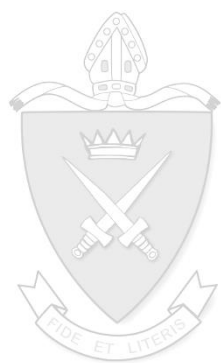
**PCL (Practical Christian Living)** PCL's aims to provide opportunities to students who identify with the Christian Faith and lifestyle. They will be invited to participate in actions and discerning actions that can be lived out in our school life. PCL is more than reading the Bible, learning scripture, praying or going to Church. It is taking the word of God and the teachings of Jesus and integrating them into our life. It is living life the way we believe Jesus wants us to live and looking at what we do individually and collectively. PCL is questioning if our actions are life affirming or not, and what could or should we change? It is not just 'what would Jesus do' but 'what would Jesus want me to do'?

For more information contact the Chaplain.





Building name	Map number
Tooth Administration	1
Chapel	2
Music	3
Before and after OHSC	4
Junior School Administration	5a
Junior School Classrooms	5b – 5k
Junior School Possibility Hub	6
Early Learning Centre	7
Multi-Purpose Undercover Arena	8
K-Block	9a – 9c
Design and Technology Centre	10
Peter Krebs Administration	11a
Peter Krebs Classrooms	11b – 11d
Outdoor Courts	12a – 12b
Main Oval	13
Eastern Fields	14
Association Field	15
Driving Range	16
Cricket Training Nets	17
Canteen and Sports Amenities	18
Sports and Senior Student Parking	19
Cricket Oval (concrete pitch)	20
Cricket Oval (synthetic pitch)	21
Junior Playing Fields	22
Junior School Carpark	23
Caretaker's Residence	24 and 43
Walker Centre 2	25
Walker Centre 1	26
Great Court	27
The Beginning of Peace	28
CRIFD	29
Science Centre	30
Wellbeing Centre (Block 3)	31
Block 2	32
Library	33
PLCs and Lecture Theatre	34
Sippers Café	35
Sutton and SPIS	36
Block 1	37
Tuck Shop and Reid Centre	38
Staff Carpark	39
Swimming Pool	40
Taekwondo, Cadets and Dance	41
Grounds Workshop	42
Lower Carpark	44
Upper Carpark	45



# St Paul's School



# CONNECT WITH US

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Visit 34 Strathpine Road, Bald Hills, Qld, 4036, Australia

Phone +61 7 3261 1388

Email [enquiries@stpauls.qld.edu.au](mailto:enquiries@stpauls.qld.edu.au)

