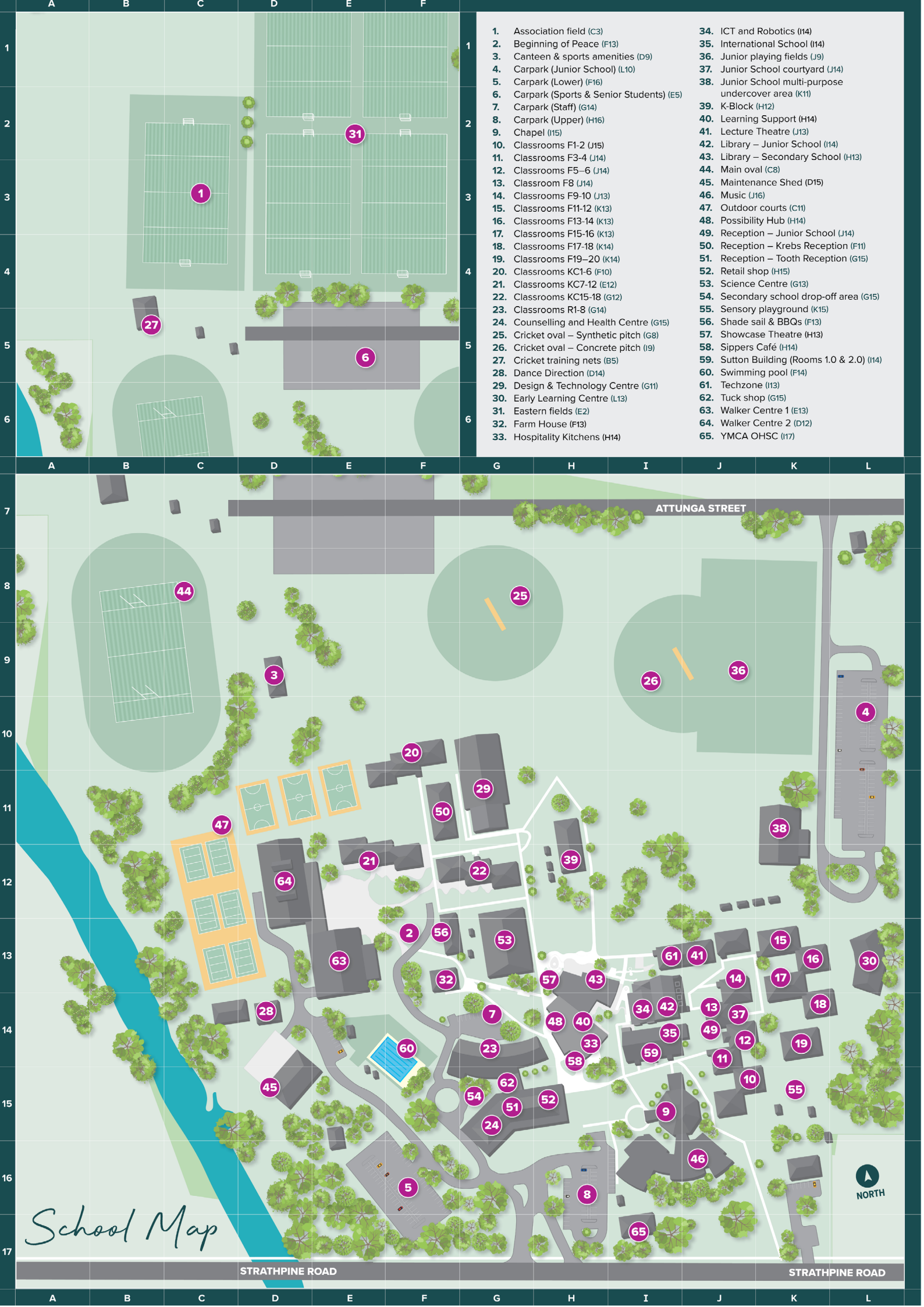
St Paul's School

Year 7 & 8 Subject Handbook

2026



1. Association field (C3)
2. Beginning of Peace (F13)
3. Canteen & sports amenities (D9)
4. Carpark (Junior School) (L10)
5. Carpark (Lower) (F16)
6. Carpark (Sports & Senior Students) (E5)
7. Carpark (Staff) (G14)
8. Carpark (Upper) (H16)
9. Chapel (I15)
10. Classrooms F1-2 (J15)
11. Classrooms F3-4 (J14)
12. Classrooms F5–6 (J14)
13. Classroom F8 (J14)
14. Classrooms F9-10 (J13)
15. Classrooms F11-12 (K13)
16. Classrooms F13-14 (K13)
17. Classrooms F15-16 (K13)
18. Classrooms F17-18 (K14)
19. Classrooms F19–20 (K14)
20. Classrooms KC1-6 (F10)
21. Classrooms KC7-12 (E12)
22. Classrooms KC15-18 (G12)
23. Classrooms R1-8 (G14)
24. Counselling and Health Centre (G15)
25. Cricket oval – Synthetic pitch (G8)
26. Cricket oval – Concrete pitch (I9)
27. Cricket training nets (B5)
28. Dance Direction (D14)
29. Design & Technology Centre (G11)
30. Early Learning Centre (L13)
31. Eastern fields (E2)
32. Farm House (F13)
33. Hospitality Kitchens (H14)
34. ICT and Robotics (I14)
35. International School (I14)
36. Junior playing fields (J9)
37. Junior School courtyard (J14)
38. Junior School multi-purpose undercover area (K11)
39. K-Block (H12)
40. Learning Support (H14)
41. Lecture Theatre (J13)
42. Library – Junior School (I14)
43. Library – Secondary School (H13)
44. Main oval (C8)
45. Maintenance Shed (D15)
46. Music (J16)
47. Outdoor courts (C11)
48. Possibility Hub (H14)
49. Reception – Junior School (J14)
50. Reception – Krebs Reception (F11)
51. Reception – Tooth Reception (G15)
52. Retail shop (H15)
53. Science Centre (G13)
54. Secondary school drop-off area (G15)
55. Sensory playground (K15)
56. Shade sail & BBQs (F13)
57. Showcase Theatre (H13)
58. Sippers Café (H14)
59. Sutton Building (Rooms 1.0 & 2.0) (I14)
60. Swimming pool (F14)
61. Techzone (I13)
62. Tuck shop (G15)
63. Walker Centre 1 (E13)
64. Walker Centre 2 (D12)
65. YMCA OHSC (I17)

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Our Values

At St Paul's School, we are committed to holistic education: nurturing academic excellence, personal growth, wellbeing and a sense of belonging in our community. This plan places a strong emphasis on creating enriched learning experiences beyond the classroom, where students can develop their talents, discover new passions and grow as individuals. By fostering a culture of belonging, we aim to ensure that all members of the St Paul's School community feel supported and empowered to contribute to its ongoing success.

Growth

Thriving in mind, body and spirit

Belonging

Feeling valued, included and connected

Community

United in care, respect and compassion

Faith

Guided by love, service and hope, modelled on Christ

St Paul's School

Our Purpose Statement

At St Paul's School, we nurture growth, foster belonging and inspire personal excellence for all students by crafting high quality learning programs, providing extracurricular opportunities and investing in our staff and facilities.

Fide et Literis (By Faith and By Learning)

Our Motto

Our Philosophy

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, 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.
- Challenge students intellectually: Students should stretch their minds and imagination through critique, collaboration, and communication.

Curriculum

The curriculum is delivered through 9 Key Learning Areas. Each subject discipline has been developed according to the requirements of the Australian Curriculum, Assessment and Reporting Authority (ACARA).

9 Key Learning Areas are:

1. **English**
2. **Humanities & Social Sciences (History, Geography, Business)**
3. **Mathematics**
4. **Science**
5. **Languages (Chinese, Japanese)**
6. **Health and Physical Education (HPE)**
7. **Arts (Visual Culture, Music, Drama)**
8. **Technologies (Design and Technologies, Food and Textiles Technologies, Digital Technologies)**
9. **Religion and Values (RAVE)**

Each learning area incorporates the Australian Curriculum's General Capabilities (literacy, numeracy digital literacy, 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.

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.

English Language Development Program

Students who are learning English as a second or additional language or dialect are provided with two lessons per week to support their ongoing language development. ELD classes give our EAL students opportunities to collaborate with their peers on subject specific classwork and assignments and seek one-on-one assistance from their teacher. ELD teachers work closely with curriculum teachers to provide targeted support where needed.

Formal Academic Program

Students study a core curriculum consisting of English, Mathematics, Science, Humanities, Languages, Health and Physical Education (HPE) and Religion and Values Education (RAVE). In Years 7 & 8 students will also study a range of electives in Business, Technologies, and The Arts. These subjects include: Business and Economics, Civics & Citizenship, Design and Technologies, Digital Technologies, Health & Food and Textiles Technologies, Visual Culture, Music, and Drama.

Core Subjects Throughout the Year

English
Mathematics
Science
Humanities & Social Sciences

Languages
Health and Physical Education (HPE)
Religion and Values Education (RAVE)
English Language Development Program (ELD)

Business, Technologies and the Arts Subjects

Business

Business & Economics
Civics & Citizenship

Technologies

Digital Technologies
Design Technologies
Food & Textiles Technologies

The Arts

Drama
Music
Visual Culture

Subject Overview

Business & Economics

Course Rationale: Business and Economics at St Paul's School offers an introduction to the world of Business, Economics, Finance and Civics and Citizenship through this course of study across Years 7 & 8.

Course Rationale:

Year 7 - *Unit 1*	Year 8 - *Unit 1*
Buy Smart Consumer issues The Laws protecting the rights of consumers in Australia	**Exploring citizenship in Australia** Investigating Australia's political system Australian citizenship processes and laws
Year 7 - *Unit 2*	**Year 8 - *Unit 2***
Personal Economics Personal finances and budgeting Managing personal finances	**Small Business Operations** Social entrepreneurship The principles of planning and running a small business

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

- **Project**
- **Examination (short and extended response)**
- **Showcase 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.

Design & Technologies

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; 3D Printing, 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 - *Semester 1*	Year 8 - *Semester 1*
• Laser Cutter • 3D printing • Visual Communication Principles – Sketching and Drawing • Graphic Design Software - CorelDraw • Sketching and Designing • Safety • Skills in Design Thinking • Projects may include the design and prototyping of: Key Tag, Bag Tag or a Door sign • Plastics (Acrylic, High Impact Polystyrene, PVC etc.) • Low and high-definition prototyping	• A Design Thinking approach to problem solving • Study in Materials (e.g., Plywood, MDF, plastics, metals, polyurethane) • Communication Techniques (Visual – sketching and drawing, written and spoken) • Design Software • Production Skills • Low and High-definition prototyping (Modelling, Cardboard, 3D printing etc.)Safe work processes • Projects may include contexts around problem finding and solving

Assessment: A variety of assessment instruments will be used to assess students including: Design Folios/journals and Producing Practical 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.

Digital Technologies

Course Rationale: In Years 7 & 8, Digital Technologies empowers students to become confident and capable digital creators and problem-solvers. Aligned with the Australian Curriculum v9.0, the subject develops students' ability to design, implement and evaluate digital solutions that address real-world challenges. Students learn to decompose problems, use user stories and design criteria to assess alternatives, and apply general-purpose programming languages to bring ideas to life. They acquire and model data using tools such as spreadsheets, deepen their understanding of binary and integer data representation, and build algorithms with increasing complexity.

Through hands-on experiences, students explore how digital systems operate, select appropriate hardware for tasks, and investigate how data is transmitted, secured, and protected from cyber threats. The subject also fosters responsible and ethical digital citizenship by encouraging students to manage their digital footprint and use digital tools effectively to create, share and collaborate. These foundational skills and understandings prepare students for a future where digital literacy, innovation, and security are essential.

Course Aims: The Year 7–8 Digital Technologies course aims to:

- **Develop problem-solving and computational thinking skills by designing, implementing, and evaluating digital solutions using programming, algorithms, and data modelling.**
- **Deepen understanding of digital systems and data through exploration of hardware, software, networks, data representation, and cyber security.**
- **Promote responsible and ethical digital practices, including managing digital footprints and understanding online safety and security.**
- **Foster creativity and collaboration through the use of digital tools to create, communicate, and manage projects in real-world contexts.**

Year 7	Year 8
In Year 7 Digital Technologies, students explore the fundamentals of Python programming using Turtle graphics to create engaging digital art and flags that reflect cross-curriculum priorities. They also develop 3D modelling skills and bring their ideas to life through 3D printing, designing solutions for a range of product-based contexts. The program encourages creativity, problem-solving, and collaboration while promoting ethical and effective use of digital tools. With a focus on real-world applications and diverse learner needs, students build the confidence and capability needed for future digital learning.	In Year 8 Digital Technologies, students are introduced to the exciting worlds of robotics and video editing through practical, hands-on learning. They design, program, and operate robots while also learning key video editing techniques to create their own multimedia projects. Through these engaging, project-based tasks, students build critical thinking, creativity, and technical skills. The unit highlights how digital technologies shape society and personal expression, preparing students for more advanced technological learning and future innovation.

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 Student Cafe and Parent Lounge. 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.

Drama

Course Rationale: Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.

Students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.

Course Aims: In Years 7 & 8, the focus is on students:

- **Exploring and responding to:**
  - **analysis of their own drama or the work of others, including professional work**
- **Developing practices and skills of creative practices for creating and performing drama using the elements of:**
  - **drama role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol and focus, and conventions relevant to selected forms and/or styles**
  - **critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for devised drama, evaluating their own or others' responses to drama, reflecting on their own performances**
- **Creating and making of:**
  - **improvised, devised and scripted forms**
- **Presenting and performing of:**
  - **drama in informal and/or formal settings**

Course Structure: Students complete a trimester of study in Drama in Year 7 and Year 8.

Assessment: Students are assessed through Project Assessments including devising drama, and performance and short response tasks.

Year 7	Year 8
Telling stories through performance *How might we 'think like an actor' and use our knowledge of the elements of drama, dramatic conventions, skills of performance and narrative structure, to transform an existing fairy tale to make it more engaging and relevant for an audience of our peers?* Drama enables students to explore alternate perspectives. Walking in someone else's shoes allows students to develop empathy and build the social, critical and creative capacity to understand others. In this introductory Drama unit, students will explore the foundational skills of performance through the study and creation of dramatic works. They will engage with key elements of drama such as role, character, situation, space, time, language, movement, tension, and mood. Students will participate in practical workshops, collaborative group tasks, and structured rehearsals to develop confidence, creativity, and expressive communication. Through collaborative learning, students improvise and interact with one another in character, extending on ideas, shaping dramatic action and meaning. and capacity to sustain belief.	**Melodrama** *In what ways do historical theatrical forms , such as Melodrama continue to influence and impact contemporary popular culture across various entertainment mediums?* Building on students' previous experience with storytelling, students will embark on a theatrical journey through time, delving into the historical style of Melodrama. Students will gain an understanding of melodrama's impact / influence on contemporary entertainment/comedy, in particular characterisation. The unit will provide a comprehensive overview of the characteristics, conventions, and performance techniques associated with Melodrama fostering both historical appreciation and creative exploration, in order to develop skills in physicalisation and vocalisation to create character.

English

Course Rationale: In Years 7 & 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**
- **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 7 - *Semester 1*	Year 8 - *Semester 1*
• Graphic Novels (analytical multimodal) • Fantasy Genre (imaginative writing)	• Fable Study (imaginative written) • Topical Issues (persuasive spoken)
Year 7 - *Semester 2*	**Year 8 - *Semester 2***
• Hero Study (persuasive spoken) • Autobiography (reflective written)	• Film Study (analytical written) • Novel Study (imaginative spoken)

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**
- **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.

English Language Development Program

Course Rationale: In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used (ACARA, 2014). Second language learners require specific support to build the English language skills necessary to access the range of syllabus offered at St Paul's School.

The English Language Development program provides an opportunity for second language learners to continue the development of their English language skills. Through a range of age-appropriate and level appropriate material on a variety of topics, students are introduced to new vocabulary and provided with opportunities to practise their reading and writing strategies. Students also complete grammar activities and participate in group and class discussion to improve their confidence communicating in English. Developing these skills is important for success in the mainstream classroom.

The lessons also provide an opportunity for students to work collaboratively with their peers or individually with their teacher to better understand their classroom work and assessment. Students have opportunities to ask questions, clarify task instructions and seek help with planning and drafting for subject specific assessment. This course is highly recommended for all second language learners.

Food & Textiles Technologies

Course Rationale: In Years 7 & 8, Food and Textiles Technologies equips students with practical skills and design thinking to make purposeful decisions about food, clothing, and sustainable living. Aligned with the Australian Curriculum v9.0, this subject supports students in understanding how materials and technologies can be used to meet current and future needs.

Through hands-on experiences, students explore the properties of food and textile materials, learn safe and hygienic practices, and apply processes to design and produce quality solutions. They are encouraged to make informed choices based on nutrition, sustainability, cultural relevance, and ethical considerations. By evaluating impacts on individuals, communities, and the environment, students consider how their decisions influence wellbeing and future lifestyles.

The subject fosters creativity, independence, and collaboration while building essential life skills. Students develop the confidence to apply their knowledge in real-world contexts, preparing them to contribute thoughtfully and responsibly to society.

Course Aims: The Year 7–8 Food and Textiles Technologies course aims to:

- Develop practical skills and processes to safely and ethically design, produce, and evaluate food and textile solutions that meet personal, community, and environmental needs.
- Apply critical and creative thinking to plan, manage, and problem-solve in real-world contexts using materials and technologies effectively.
- Understand the role of sustainability, culture, and nutrition in influencing design decisions and responsible production practices.
- Foster personal and social capability by encouraging collaboration, independence, and reflective thinking in the creation of food and textile products.

Course Structure: In Years 7 & 8, students study the course for a term.

Students learn through “doing” – Food & Textiles Technology is a practical subject which involves students designing items and developing skills to create a food or textile prototype. 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
What's in Your Food Van? • Safety and Hygiene • The Australian Guide to Healthy Eating • Practical cookery techniques • Design Thinking • Individual and Group Work • Evaluations and Reflections	**Textiles Transformation** • Safe work practices • Sustainable fashion • Basic textiles techniques • Design thinking • Individual work • Prototype production

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

Health

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.

Humans are social beings. Feeling a sense of connectedness is essential to our wellbeing. We connect through relationships, which are dynamic and complex. These relationships can be developed in a range of ways, such as online, face to face and/or by phone. Our relationships are influenced by emotions. Emotions focus our attention; they influence the way we see people and experiences, and they determine the positive and negative memories that we attach to a person, experience or relationship. Our emotions are also affected by our relationships. All the relationships that you develop in your lifetime will have a significant influence on your wellbeing and help to shape your sense of self and identity. It is important to recognise that both positive respectful and negative unequal relationships have an impact on your emotions and your wellbeing and happiness. The key elements for developing and maintaining respectful relationships are effective communication, mutual respect, empathy and valuing diversity.

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.

Year 7 Course Aims: Students develop the knowledge, skills, processes, and dispositions to promote Respectful Relationships by engaging with the St Paul's School Character Framework. They identify their own strengths and weaknesses and develop strategies to make positive change to their Respectful Relationships 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.

Year 7 Course Structure: 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.

Year 7 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 virtue from the Character Framework.

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: 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.

Year 8 Course Aims: Students develop the knowledge, skills, processes, and dispositions to promote mental health and wellbeing through the PERMA PLUS framework. They identify and analyse the current wellbeing strategies at St Paul's School with the intent of developing their own initiative for the mental health initiative for the community. 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.

Year 8 Course Structure: 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.

Year 8 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 wellbeing 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.

Health & Physical Education (HPE)

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.

Term	Year 7	Year 8
Term 1	Taste of TAS Sports	Waterpolo – Tactical Awareness
Term 2	Athletics and Cross Country strategies	Orienteering
Term 3	Net Sports and Game Creation	Traditional Indigenous Games Tournament
Term 4	Swimming Stroke development	Gymnastics

Assessment: Each unit is assessed separately using 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.

Humanities

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	Year 8
Unit 1 – Places and Liveability This is the first Geography unit for Year 7. 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.	**Unit 1 – Landforms and Landscapes** 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 and consider the roll of natural disasters in shaping earth. Students will learn skills such as research, mapping and drawing geographical diagrams. They will use these skills to create a portfolio of work based upon a chosen landform/landscape. The natural processes responsible for creating their landform/ landscape, how humans have changed it and how it is valued by groups of people will be considered.

Unit 2 – Water in the World Unit 2 is the second Geography unit for Year7. 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.	**Unit 2 – Changing Nations** This is the second Geography unit for Year 8. In this unit, students will look at migration. Students will study the placement of people around the world, considering how and why people have settled where they have. This unit will explore not only Australia as a changing nation, but also Asia and USA, taking into consideration growing inter-connections between countries. Students will complete primary research based upon their own family migration and utilise this to create a comprehensive data report.
Unit 3 – Historical Skills Unit 3 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 'Deep time' in the context of 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.	**Unit 3 – Medieval Europe** The first unit for History in Year 8 introduces students to the Medieval period, following the decline of the Roman Empire to the Early Modern period. Students will consider how different societies functioned during the Medieval period, and through increasing interconnections, how certain events such as the Black Death and The Crusades affected so many people. Students will study the differences between two societies by examining the crusades as a depth study.
Unit 4 – Ancient Civilisations Unit 4 introduces students to a specific study of an ancient civilisation. Students will explore elements of Roman or Chinese civilisations such as social hierarchy, gender roles, education, forms of government, inventions, and technology, as well as the lives of gladiators and significant individuals. 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 – Shogunate Japan** Continuing with the historical study of the Medieval period, students will explore Japan during the Shoguns. This unit will explore the how Japanese people lived from the Edo Period to the fall of the last Shogun during the Meiji restoration. Students will examine the various clans who went to war with each other for power, and will the assess the effectiveness of Samurai warriors with Medieval European Knights. Complex Japanese mythology and religious beliefs will be explored, as will the policy of isolation that kept Japan 'cut off' from Europeans for centuries.

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.

Languages: Chinese & Japanese

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 21st 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 Years 7 & 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 Communicating, Understanding, and Intercultural Competency. Students complete Listening, Reading, Speaking and Writing tests/tasks over a range of topics with some tasks using more than one macro-skill. 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	Year 7	Year 8
Term 1	You and Me	Spending holidays
Term 2	Families	Cooking
Term 3	Likes and Hobbies	Buy,Buy,Buy
Term 4	Fractured Fairy Tales	Our natural world

Japanese

Term	Year 7	Year 8
Term 1	Let's learn Hiragana	Are you busy?
Term 2	At a restaurant	All about me
Term 3	My Friends and Family	Free time and hobbies
Term 4	Fractured Fairy Tales	Fun school events

Assessment: Students will complete a range of Listening, Reading, Speaking and Writing tasks, with each skill being assessed at least once per semester. 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. Listening and Reading tasks will be completed regularly through on-going vocabulary quizzes and formative tasks.

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.

Mathematics

Course Rationale: Mathematics provides students with essential mathematical knowledge, skills, procedures and processes. It develops the numeracy capabilities that all students need in their personal, work and civic lives. It provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics is integral to quantifying, thinking critically and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning and logical thinking. The curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines.

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

- **become confident and effective users, critical thinkers, and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and make choices as active, numerate citizens.**
- **develop capabilities for mathematical concepts, skills and processes and use them to pose and solve problems and reason with number, algebra, measurement, space, statistics, and probability.**
- **make connections between the areas of mathematics and apply mathematics to model situations in various fields and disciplines.**
- **appreciate mathematics as an accessible, equitable, applicable, and enjoyable discipline to study.**
- **acquire the specialist knowledge and skills in mathematics that underpin numeracy development and lead to further study in the discipline.**

Course Structure: Students studying Mathematics are involved in 8 lessons per fortnightly cycle. In Years 7 & 8, learning is centered on the content strands Number, Algebra, Measurement, Space, 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 allow students to demonstrate their proficiencies of understanding, fluency, problem solving and reasoning of the core concepts.

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.

Required Equipment: This course requires students to use a scientific calculator, Casio FX-82 Plus II.

Music

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 personalised musical experience, regardless of their current ability level.

Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.

Course Aims: In Years 7 & 8 the focus is on students:

Exploring and Responding to music and music practices across cultures, times and places.

Developing practices and skills in –

- Listening (including aural skills), vocal and instrumental performance and composition in music genres or styles, manipulating the elements of music such as duration/time, pitch dynamics and expression form and structure timbre and texture

- critical practices for reflecting, analysing, evaluating and responding to their own work and the work of others; for example, considering how to appy knowledge of music styles or structures in compositions, developing interpretations of music composed by others or evaluating their own performances

Composing in forms and genres such as:

- songwriting, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate

Presenting performances of music to audiences.

Studying 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: Students complete a trimester of study in Music in Year 7 and Year 8.

Year 7	Year 8
Riffs and Ostinatos What are patterns in music and how can we use these to create music of our own? Students learn to perform famous riffs and ostinatos, compose their own riff and play music solo and as part of a small group.	**Join the Band** What does it mean to play music with other people? How is the music we consume designed and what parts is it made up of? Students learn foundational chords on keyboard and rhythms on drumkit. They work together to perform a piece and compose a song that uses the musical concepts they have played.

Assessment: Students are assessed through Project Assessments including; Composing and Performance and Short Response tasks.

Religion & Values Education (RaVE)

Course Rationale: The Year 7 and Year 8 timetables includes three lessons each fortnight. These lessons are delivered by RaVE teachers.

Opportunities are provided for the students to engage directly with the Statement of Values 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 of the Anglican curriculum cover a broad range of religious, integrated concepts and help guide the Senior 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.

Students are encouraged to think critically, to reflect on their own beliefs and to respect the diversity of beliefs that exist in the community. Students engage in learning about and learning from religion.

This course supports the development of the general capabilities of the Australian Curriculum.

Course Structure:

Year 7	Year 8
In Year 7 students are introduced to the foundations of Anglicanism and Christian identity. These form the basis of St Paul's School tradition and values. It is important for students to understand the identity of St Paul's School and contribute to its life and culture as valued members of our community.	In Year 8 students are challenged to think about right and wrong, the nature of evil and holiness, and ethical choices. Students seek to form their own moral identity as young responsible members of St Paul's School who participate positively in the faith life of the school In **Term 1**, 'The Sermon on the Mount' (Gospel of Matthew) outlining the core teaching of Jesus are studied in detail and applied to our own lives. In **Term 2**, students reflect on the difference between good and evil by watching 'Megamind' as a basis for making distinction between the two. A community service project based on 'The Good Samaritan' teaching of Jesus will be completed in **Term 3**. The year culminates in **Term 4** when students examine the sacraments of the Anglican Church and participate in running the school chapel service along with their fellow students.

Assessment: All students in Years 7 & 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.

Visual Culture

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 learn in and through visual arts practices. They use visual arts processes with physical and digital resources in purposeful and creative ways to develop their connection with and contribution to the world as artists and as audiences. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Course Aims: In Years 7 & 8, the focus is on students:

Exploring and Responding to:

- Artworks and visual arts practices across cultures, times, places
- The diversity of visual arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

Developing practices and skills

- Creative practices and skills for developing ideas, themes and their visual arts practice
- Critical practices by taking opportunities to reflect on, evaluate or respond to their own work or the work of others; for example, developing intentions for artworks based on exploration. Inquiry and research

Creating artworks

- in 2D, 3D and/or 4D (time-based forms) to communicate ideas and intentions using visual conventions, visual arts processes and materials

Presenting artworks to audiences

- in physical and/or virtual spaces

Individual and collaborative working practices will be utilised throughout, ensuring students experience and develop a creative mindset to support their interaction in an ever-changing world.

Course Structure: 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.

Students complete a trimester of study in Visual Culture in Year 7 and Year 8.

Assessment: Students are assessed through Projects including; developing ideas, making and displaying artworks and Short Response.

Year 7	Year 8
Chaos and Control In response to the concept of Chaos and Control students explore mark-making and materiality to generate an experimental folio of artworks. Students will explore how abstract images can be created through chance and control of the formal elements of Art, including line, texture, shape, form, colour and sound. They will created 2D, 3D and time-based artworks inspired by contemporary artists, including First Nations Artists. They analyse and evaluate the work and arts practices of relevant artists and reflect on their practice.	**Word, Language, Place** In response to the concept of Word, Language, Place students select and manipulate text to generate an experimental folio of works creating images from words and language. Students will explore how we can decontextualise text to create new meaning to represent our sense of identity and place. They will create 2D and 3D artworks inspired by contemporary artists including First Nations artists and artists from the Asia Pacific. Students analyse and evaluate the work of relevant artists and reflect on their practice, describing respectful approaches in the creation of their work.

Learning Support

Learning Support works to support and complement the differentiated teaching and learning programs 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 programs 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.

Chapel

The Chapel of St Paul is the spiritual hub of the school where staff and students may gather 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 year including several opportunities to celebrate communion. Some whole school and Senior School worship may also occur in Walker 2. The Chapel is available to students during most morning tea and lunch times as a place for quiet reflection or prayer. Students may also book the Chapel for other appropriate activities through the Chaplain's office or via email.

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.

Experiential Learning

At St Paul's School, our Outdoor Education program inspires students to extend their learning beyond the traditional classroom, cultivating a deep and meaningful connection with the natural world. These immersive experiences encourage personal growth, foster a stronger sense of belonging with peers, and nurture environmental responsibility, community stewardship within the Anglican faith.

Outdoor Education forms a vital component of our mission to develop young women and men who thrive in the outdoor setting. Students grow together with integrity, guided by strong moral values and environmental respect. Each element of the program has been thoughtfully co-designed in partnership with our trusted camp providers to reflect and reinforce the goals of individuals striving for personal excellence. Through active participation in diverse challenges, personal engagement, and reflective practices, students form authentic, and life-long connections with the world around them.

Year 7	Year 8
The Journey to Team **Timing of the Camp:** February, Week 4, Term 1 **Provider:** QCCC **Venue:** Mapleton Outdoor Education Facility **Purpose:** To actively promote the integration of students entering the School from Primary schools external to St Paul's School with students moving through to the Senior School from the St Paul's School 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 two nights in cabins at Mapleton The cabins cater for up to 8 students and the Dining Hall is catered with a highly professional team preparing a wide range of restaurant style food. **Activities:** Mud Challenge, Canoeing, Giant Swing, Tribal-link Indigenous Presentation, Camp Out Overnight	**The Connection to our Country** **Timing of the Camp:** May, Week 4, Term 2 **Provider:** QCCC **Venues:** Noosa Northshore **Purpose:** To learn about the landscape, its traditional owners and their connection to the land. To acquire skills that allow us to survive and live sustainably within the landscape. **Organisation:** The year level works in mixed gender groups of 17-20. Each group rotates through a series of survival challenges. The students learn bush survival skills as part of each activity and must work productively as part of a team in order to solve a series of problems that will lead the group to an eventual reward. The students learn about traditional indigenous connections to the land and its animal and plant life. They learn traditional Aboriginal hunting and food collection techniques, fire starting, shelter building and water collection and purification methods. The group learn the significance of traditional Aboriginal Dance and storytelling through a fireside presentation by Tribal-link on the final night of the camp. **Activities:** Camp Out, Cooking over a fire, Survival Challenge, Bush Tucker techniques, Raft-Building, Hiking, Tribal-link Indigenous Immersion.

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.**

Leadership 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 Senior School, there are a number of other committees and clubs where the presence of Year 7 and Year 8 students who aspire to leadership and wish to make a difference is welcomed. These include –

- **Service Learning committee**
- **Cultural committee**
- **Academic committee**
- **Sports committee**
- **Global Citizenship committee**
- **International committee**

Service Learning Program

"This is what the Lord asks of you: only this, to act justly, to love tendrly, 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 provide a range of opportunities for students, which are directly connected to or affiliated with Service Learning. Ongoing activities such as 'Bald Hills Readers' runs on a weekly basis and students commit to a minimum of a semester. Other activities are periodic, and students are invited to participate as needed. Students register as a member of the Service Learning Program and will receive ongoing information and invitations as activities become available. Although most opportunities are open to all senior school students some activities, such as the Vanuatu Outreach are only available to students in Years 10-12.

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:

- **Habitat & Wildlife Corridor**
- **Eat Up Program**
- **School guides or buddies**
- **Bald Hills State School Reading Program**
- **Clean Up SPS**

"You must be the change you wish to see in the world." - Mahatma Gandhi

Extra-Curricular 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	
Years 4 – 12	Piano/keyboard	Baritone Saxophone
	Jazz piano	Electric Bass
	Voice	Flute
	Violin	Oboe
	Cello	Trumpet
	Double Bass	French Horn
	Guitar	Trombone
	Percussion/Drum-kit	Euphonium
	Bassoon	Tuba
	Alto Saxophone	Clarinet
	Tenor Saxophone	Bass Clarinet

Below is a list of Extra-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.

Orchestral

Ensemble Name	Level	Approx. Membership
Vivo Strings	Advanced	25
Allegretto Strings	Medium	30

Bands

Ensemble Name	Level	Approx. Membership
Wind Ensemble	Advanced	45
Concert Band	Medium Advanced	50

Jazz

Ensemble Name	Level	Approx. Membership
Big Band	Advanced	23
Stage Band	Medium Advanced	23
Jazz Ensemble	Medium Easy	23
Percussion Ensemble	Advanced	10
Guitar Ensemble (electric)	Medium	10
Acoustic Guitar Ensemble	Medium Easy	10
Friday Afternoon Jazz (improvisation class)	Advanced	15

Choral

Ensemble Name	Level	Approx. Membership
St Paul's Singers	Advanced	20
St Paul's Chorus	Medium	60

TAS Sport

TAS (The Associated Schools) is the competition in which St Paul's School 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. Competing 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.**

Year 7 Orientation Day: Sports Trials for Year 7 (2026) 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.

Term	Girls/Boys	Sports on Offer
Term 1	Boys	Cricket & Volleyball
Term 1	Girls	Basketball, Football & Tennis
Term 1	Boys & Girls	Swimming
Term 2	Boys	Rugby & Tennis
Term 2	Girls	Netball & Hockey
Term 2	Boys & Girls	Cross Country
Term 3	Boys	Basketball & Football
Term 3	Girls	Volleyball & Touch Football
Term 3	Boys & Girls	Athletics

Uniform

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 School 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 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, "*High School Musical (Jnr)*", "*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.

Extra-Curricular Clubs & Activities

Exceptional learning experiences beyond the classroom take many forms at St Paul's School. We are committed to providing opportunities that nurture and extend students' skills and abilities, deepen and broaden their interests and passions, and ensure they are supported thoroughly by coaches, tutors, and instructors.

Extra-Curricular activities broadly fall into distinct categories; Sport, Music, Service, the Arts, and Activities. Once students sign up for these offerings, they are expected to attend the designated practices/rehearsals or meetings as a commitment. It is expected that students engage with extra-curricular activities as the value and contribution they play in developing them holistically, is an essential to a quality education.

Anime & Manga Club
Badminton
Barbell Club
Board Game Club
Book Clubs
Cadets
Chess Club
Dance Troupe
Dungeons and Dragons Club
Equestrian
eSports
Photography Club
QDU Debating
Robotics Club
Sewing and Textiles Club

Extra-Curricular sign-on will be online with a link emailed to students in Years 7-11 in November 2025. The link will be emailed again to all students in Years 7-12 in February 2026 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 School Colours and Embellishment Policy.

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