

ST MARY'S COLLEGE

EST. 1869

2027 Middle School Curriculum Guide

2027

Middle School
Curriculum Guide

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We nurture the growth of strong women equipped to find their place in the world.

St Mary's College is a Reception to Year 12 College, educating young women in the Catholic Dominican tradition since 1869. Our Dominican spirit inspires us to be seekers of truth, daring and courageous, open minded, and to hold an unwavering commitment to inclusivity and welcome. Our approach to learning is contemporary and innovative - we challenge and support our students to achieve their personal best.

Our Purpose
St Mary's College empowers young women to excel in learning and in life. We nurture relationships that challenge and support students to contribute to a more just and compassionate world.

Our Values
St Mary's College values Community, Justice and Growth.

Our Policy on Learning
St Mary's College is a hub of learning excellence. Grounded in our identity and values, every student is supported to thrive. Students are empowered to have agency in their own learning by pursuing flexible pathways designed to enable success for all learners. Our curriculum is both innovative and creative. Positive relationships and our wrap-around approach to learning ensures that each student has the structures and capacity to challenge themselves within a highly supportive environment.

Learning **at St Mary's**

As the oldest continuously running girls' school in South Australia, St Mary's College seeks to inspire young women to pursue individual pathways and challenge boundaries.

Three critical values of community, justice and growth shape all aspects of College life. Our teaching and learning program encompasses these values through innovative curriculum and creative lesson design.

Curriculum Foundations and Underpinnings
The educational landscape is continually changing at National, State and Sector levels. As such, St Mary's College continues to embrace a variety of curriculum opportunities and re-imagine them in our dynamic teaching environment in order to produce the best outcomes and opportunities for students. At the forefront of these changes is the Australian Curriculum:

"The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students."

- Australian Curriculum Website

The Australian Curriculum informs both what we teach and how we approach curriculum from Reception to Year 10 in Arts, Health and Physical Education, History, Humanities and Social Sciences, English, Languages, Mathematics, Science and Technologies.

Our Religious Education program from Reception to Year 12 is based on the Crossways Framework, which has been developed by Catholic Education South Australia (CESA). Our cross-curriculum, teaching practices are also informed by The Child Protection Curriculum and the Made in the Image of God (MITIOG) Framework; initiatives at Federal and Sector levels respectively, which support students in learning about themselves and their world through a variety of approaches.

Teachers plan diverse learning experiences from these frameworks to develop creativity, collaboration and critical thinking. This learning journey is further developed as students transition into the South Australian Certificate of Education (SACE) in Year 11 and 12. Our aim is to prepare young women with the skills to make informed decisions about their learning pathway beyond school.

St Mary's College is committed to reviewing and renewing assessment practices in line with the opportunities inherent in the Australian Curriculum and SACE, while embracing the educational goals promoted by the Alice Springs (Mparntwe) Education Declaration. These goals underpin the development of students as:

"...successful learners, confident and creative individuals, and active and informed citizens."

Practical Use of Curriculum Information
Subject Flow Charts allow students to track possible options and pathways in learning areas across the College's three Sub-Schools.

For students wishing to study a subject not listed, alternative pathways can be explored

General Capabilities
At St Mary's College, the General Capabilities are addressed through the content of each learning area. They are developed and applied in the classroom to enrich student learning.

Literacy
- Develop knowledge and key skills to interpret and use language confidently for learning and communication.
- Involves listening, viewing, speaking, writing and creating oral, print and digital texts for a range of purposes.
- Literacy encompasses a student's ability to understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in a range of activities.

Numeracy
- Develop knowledge and skills to use mathematics confidently.
- Recognising and understanding the role of mathematics in the world, in particular, the interconnectedness of mathematical knowledge with other learning areas and the wider world.

Information Communication and Technology (ICT)

- Learning to use ICT effectively and appropriately access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas.
- Using digital technologies to their full potential and adapting new ways of doing things as technology evolves.
- Transform the way students think whilst giving them greater control over how they learn.
- Conducting research, creating multimodal information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working in collaboration with others.

Critical and Creative Thinking

- Learning to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Using reason, logic, resourcefulness, imagination and innovation in all learning areas.
- Interpreting, refining, analysing, evaluating, explaining and sequencing ideas to discover possibilities and opportunities within challenges.

Personal and Social Capability

- Understanding themselves and others, managing relationships, and the interconnection between life and work.
- Recognising and regulating emotions, developing empathy for others and establishing positive relationships with others.
- Becoming creative and confident individuals with a sense of optimism about their lives and the future.

Ethical Understanding

- Recognising the complexity of many ethical issues.
- Developing a capacity to make reasoned ethical judgments through the investigation of issues.
- Engage in complex issues and learning to navigate a world of competing rights, values, interests and norms.

Intercultural Understanding

- Stimulate students' interests in the lives of others whilst cultivating values central to curiosity, care, empathy, reciprocity, respect and responsibility.
- Make connections to their own world and others, whilst engaging with diverse cultures in ways which recognise commonalities, differences and create connections with others.



Wellbeing, Relationships, Agency and Personal Responsibility (WRAP)

Our Reception to Year 12 WRAP program explicitly teaches social and emotional wellbeing. It focuses on teaching personal and social capabilities, safety, social skills, empathy and building respectful relationships with others. WRAP covers complex topics in an age-appropriate way through weekly timetabled lessons.

Our program is enriched by a strong research base about the developmental needs of young women. Parent sessions and resources support families to reinforce this learning at home.

WRAP occurs every Wednesday afternoon from Reception to Year 12.

- WRAP is designed to meet the needs of girls and young women in a complex and changing world.
- WRAP is evidence informed, using data from our students to review and shape the program.
- WRAP is shaped by research. Firstly, about the skills young women need to navigate their world. Secondly, by contemporary wellbeing literature.
- WRAP nurtures and develops social and emotional wellbeing.
- WRAP strengthens our students' capacity for learning in all areas.
- WRAP develops the social and emotional learning competencies: self-awareness, social awareness, self-management, relationship skills, responsible decision making.
- WRAP explicitly teaches skills such as personal safety, empathy, cyber safety, setting personal boundaries and building respectful relationships with others.
- WRAP incorporates the explicit teaching of the Child Protection Curriculum along with diverse, age appropriate Social-Emotional Learning Programs.
- WRAP is delivered through a collaborative approach utilising industry experts, professional guest speakers, and the expertise of our wellbeing team.

		Middle School
Wellbeing	Self-Awareness	Implement appropriate strategies when responding to emotions.
	Confidence	Appreciate themselves and what they bring to the world.
	Connection	Actively involve themselves in their school community.
	Purpose	Explore who they are, what they like and where they fit in.
Relationship	Awareness of others	Work collaboratively with others and value the contribution of others.
	Effective Communication	Engage positively with others.
	Empathy	Respond to others without judgement.
	Conflict Competent	Identify aspects of conflict, the rights and responsibilities of those involved and develop skills to repair harm.
Agency	Critical Thinking	Consider a range of perspectives and how this relates to their world.
	Voice	Identify areas of concern and use their voice to activate change.
	Power	Know their rights and responsibilities, and participate in decisions that affect them.
	Self Determination	Explore and exercise choice and control over thoughts feelings and behaviour.
Personal Responsibility	Accountability	Take responsibility for their actions.
	Resilience	Know they can bounce back from challenges.
	Compassion	Take action to support vulnerable people.
	Ethical Awareness	Understand their values and how they inform decisions.

Learning in Middle School

Our Middle School provides opportunities to explore, build positive relationships, and develop resilience.

Approach to Learning in the Middle School
Our student-centred differentiated curriculum aims to reach all learners through a variety of resources, teaching methodologies and innovative uses of technology. Allowing each student to develop a sense of achievement drives all learning design. St Mary's College understands that all students learn differently. Recognising that Middle School provides a space for developing confidence, learning is about inquiry, problem solving, experiencing collaboration, and seeing challenges as moments for growth. Building these interpersonal skills and strategies prepares our students for their transition to the Senior School.

The Year 7 to Year 9 curriculum is comprised of learning activities and assessment items using the Achievement Standards in the Australian Curriculum, and is planned and assessed using a mix of the Content Descriptors, General Capabilities and Cross Curriculum Priorities.

Year 7 students experience a full foundation curriculum, whilst students in Year 8 and 9 have some subject choices.

Learning Areas
- Religious Education
- English
- Health and Physical Education
- Humanities and Social Sciences(HASS)
- Languages
- Mathematics
- Science
- The Arts
- Technology

For any individual questions or for students wishing to study a subject not listed, please contact the Deputy Principal Learning Practice and Achievement to explore alternative pathways: Tracey.Thursby@stmarys.sa.edu.au

Year 7 Overview

Learning Area	Subject
Religious Education	Religious Education
English	English
Humanities and Social Sciences	Humanities and Social Sciences
Health and Physical Education	Physical Education
Languages	Italian
Mathematics	Mathematics
Science	Science
Technologies	Food and Hospitality
	STEM
The Arts	Visual Art
	Music
	Dance
	Drama

Year 8 Overview

Learning Area	Subject
Religious Education	Religious Education
English	English
Humanities and Social Sciences	Humanities and Social Sciences
Health and Physical Education	Physical Education
Languages	Italian
Mathematics	Mathematics
Science	Science
Technologies	Food and Hospitality
	STEM
The Arts	Visual Art
	Music
	Dance
	Drama

Year 9 Overview

Learning Area	Subject
Religious Education	Religious Education
English	English
Humanities and Social Sciences	Humanities and Social Sciences
Health and Physical Education	Physical Education
	Outdoor Recreation
Languages	Italian
Mathematics	Mathematics
Science	Science
Technologies	Food and Hospitality
	STEM
The Arts	Visual Art
	Music A
	Music B
	Dance
	Drama





Religious Education

Religious Education is central to all learning that occurs at St Mary's College. In our ever-changing world, Religious Education provides opportunities for students to explore questions of meaning, purpose and identity while developing the knowledge, skills and values needed to engage thoughtfully with the world around them. Through the study of different religions, faith traditions, ethics and world views, students develop a deeper understanding of their own beliefs and of others.

Religious Education moves beyond teaching about religion. Our Dominican charism guides our students in their search for truth, and the ongoing development of the whole person. Students engage critically with scripture, theology, philosophy and contemporary issues developing the capacity to analyse diverse perspectives, evaluate evidence, and construct well-reasoned arguments to communicate their thinking effectively.

Religious Education requires inquiry, research, critical analysis and reflection, equipping students with the necessary skills to be a successful learner.

Following in the footsteps of St Dominic, students learn the importance of their role in promoting justice, compassion, and the dignity of every person. Being a part of a Dominican community, students are encouraged not only to understand the world, but shape it through action, service and a commitment to justice. Religious Education supports students as they develop into informed and compassionate citizens who contribute positively to our world.

Karina Baker
Religious Education Learning Area Leader

Year 7
Religious Education

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Religious Education

Course Description
For many students, Year 7 is their entry into St Mary's College. In Religious Education, students study our St Mary's College Dominican Story and Charism and explore the significance of being part of our community.

Other areas of learning are the Life of Jesus, the Liturgical Year, Discipleship, Social Justice and Made in the Image of God (MITIOG).

Assessments
In the areas of Knowledge and Understanding, Dialogue and Interpretation, and Spiritual Awareness and Agency, assessments may include evaluations, reflections, research and inquiry tasks, and multimodal presentations.

For Further Information
For further information about this subject, contact:
Religious Education Learning Area Leader
Karina.Baker@stmarys.sa.edu.au

Year 8
Religious Education

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 9 Religious Education

Course Description
Students in Year 8 build on their knowledge through the exploration of the Life and Ministry of Jesus, and Catholic Identity. Other areas of study are: Parables, Abrahamic Religions, the life and influence of Mary MacKillop, and Made in the Image of God (MITIOG).

Assessments
In the areas of Knowledge and Understanding, Dialogue and Interpretation, and Spiritual Awareness and Agency, assessments may include evaluations, reflections, research and inquiry tasks, and multimodal presentations.

For Further Information
For further information about this subject, contact:
Religious Education Learning Area Leader
Karina.Baker@stmarys.sa.edu.au

Year 9
Religious Education

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 Spiritualities, Religion and Meaning

Course Description
Students in Year 9 deepen their understanding of the history of the Christian tradition and explore World Religions. Other areas of learning are Sacramentality, Images of Jesus, Modern Day Prophets, Women in the Bible, and Made in the Image of God (MITIOG).

Assessments
In the areas of Knowledge and Understanding, Dialogue and Interpretation, and Spiritual Awareness and Agency, assessments may include evaluations, reflections, research and inquiry tasks, and multimodal presentations.

For Further Information
For further information about this subject, contact:
Religious Education Learning Area Leader
Karina.Baker@stmarys.sa.edu.au



English

The English Learning Area provides students with opportunities to develop the literacy, communication, and critical thinking skills needed to succeed in education, employment, and everyday life. Learning is designed to be purposeful and engaging, encouraging students to explore a wide range of texts while developing their ability to interpret, analyse, create, and communicate ideas effectively. Through reading, writing, speaking, listening, and viewing, students learn to think critically about language and how it shapes meaning, perspectives, and understanding.

Students are encouraged to become thoughtful and independent communicators by responding to authentic audiences and purposes across a variety of contexts. They develop confidence in expressing their ideas clearly and creatively while refining their ability to adapt language, structure, and style to suit different text forms. Through drafting, feedback, and reflection, students strengthen their writing and communication skills while building resilience and confidence as learners.

Across the Learning Area, students develop important transferable skills including communication, critical and creative thinking, collaboration, organisation, and digital literacy. They learn to evaluate information, construct arguments, appreciate different perspectives, and communicate effectively in both individual and collaborative settings. These skills are highly valued across all industries and further study pathways, reflecting the strong literacy and communication skills required in an increasingly complex and interconnected world.

The English Learning Area encourages students to become reflective, empathetic, and confident communicators who can engage thoughtfully with a range of ideas, cultures, and perspectives. It provides strong foundations for further study, training, and employment while preparing students to participate actively and responsibly in their communities and an evolving global society.

Jack Garratt
English Learning Area Leader

Year 7 English

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 English

Course Description
In Year 7, English offers the opportunity for students to explore a range of different texts from prose, poetry, drama, film and other media. Their learning focuses on building both their creative and analytical skills as they respond to texts and create their own.

Students also engage in regular literacy work. This will include independent reading and the key reading skills associated, grammar, punctuation and spelling.

Assessments
A range of assessments are undertaken throughout the year. These include extended written responses, creative writing, oral and multimodal presentations.

For Further Information
For further information about this subject, contact:
English Learning Area Leader
Jack.Garratt@stmarys.sa.edu.au

Year 8 English

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 9 English

Course Description
The Year 8 English course engage with a wide range of texts as they build both their creative and analytical skills. They explore the human experience through novels, film, short stories, drama and other media texts.

Students build a depth of understanding in the role that audience, purpose and form has when creating and analysing a range of texts. Weekly literacy lessons are used to build depth in the skills students need within the subject area. The focus of these lessons is on core reading skills including interpreting information from a text and inferencing.

Assessments
A range of assessments are undertaken throughout the year. Some of which are, extended written responses, creative writing, oral and multimodal presentations.

For Further Information
For further information about this subject, contact:
English Learning Area Leader
Jack.Garratt@stmarys.sa.edu.au

Year 9 English

Prerequisites	Year 8 English
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 10 English

Course Description
Year 9 English intertwines both contemporary and classic texts as students continue to build their creative and analytical skills. Students study Shakespeare, exploring how a 400-year old text is still relevant in the 21st Century. They also study a range of different prose, poetry, film and other media texts.

Students work toward building depth in their analytical responses and showcase their creative skill sets in a range of different text types. Literacy skills continue to be developed in partnership with their coursework.

Assessments
A range of assessments are undertaken throughout the year. Some of which are, essays, creative writing, oral and multimodal presentations.

For Further Information
For further information about this subject, contact:
English Learning Area Leader
Jack.Garratt@stmarys.sa.edu.au





Humanities and Social Sciences

The Humanities and Social Sciences (HASS) Learning Area enables students to develop an understanding of the people, events, places, and systems that have shaped societies throughout history and continue to influence the contemporary world. Through their studies of the Humanities, students investigate significant issues, examine evidence, and explore how individuals and communities respond to challenges and opportunities across different times and places.

Central to HASS learning is the development of inquiry and research skills. Students learn to formulate questions, locate and evaluate information, interpret a range of sources, and draw evidence-based conclusions. By engaging with diverse perspectives and experiences, they develop the capacity to think critically, communicate effectively, and make informed decisions about issues that affect individuals and communities.

Learning experiences within the HASS foster a broad range of transferable skills that support success both within and beyond the classroom. Students strengthen their abilities of analysis, problem-solving, collaboration, communication, and digital literacy while developing confidence in presenting ideas and justifying viewpoints. These capabilities are highly valued in further study, employment, and active participation in society.

An important outcome of the HASS Learning Area is the development of informed, reflective, and active citizens who understand their role within local, national, and global communities. By examining the relationships between people, places, economies, governments, and environments, students gain a deeper appreciation of the complexities of the modern world, equipping them to contribute thoughtfully, responsibly, and positively to society.

Kathryn Pill
Humanities and Social Sciences Learning Area Leader

Year 7
Humanities and Social Sciences (HASS)

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Humanities and Social Sciences (HASS)

Course Description
Students build skills of geographical and historical inquiry, developing critical questions to lead an investigation into the significance of individuals, groups, actions and events in Ancient and modern times. Students learn skills in communicating the depth of their understanding in a range of creative and structured formats. In addition, emphasis is placed upon the importance of citizenship, and knowledge of the different levels of government.

Assessments
Source analysis, research and evidence based writing tasks, with some creative applications.

For Further Information
For further information about this subject, contact:
Humanities and Social Science Learning Area Leader
Kathryn.Pill@stmarys.sa.edu.au

Year 8
Humanities and Social Sciences (HASS)

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 9 Humanities and Social Sciences (HASS)

Course Description
Students engage in a number of depth studies drawn from the disciplines of Geography, History, Civics and Citizenship and Economics and Business. Inspired from the Australian Curriculum topics, like Migration, Landscapes and Landforms, the Medieval World and Democracy will be covered. Students develop their knowledge and skills through participation in a range of activities including source analysis, group work, class discussion and research-based projects. ICT is used to support student learning and engagement with contemporary and historical sources.

Assessments
Source analysis, group tasks, inquiry tasks, and creative responses.

For Further Information
For further information about this subject, contact:
Humanities and Social Science Learning Area Leader
Kathryn.Pill@stmarys.sa.edu.au

Year 9
Humanities and Social Sciences (HASS)

Prerequisites	Year 8 Humanities and Social Sciences (HASS)
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 10 Humanities and Social Sciences (HASS)

Course Description
Students engage in learning from multiple disciplines: History, Geography, Civics and Citizenship, and Economics and Business. Knowledge and skills from these areas are integrated into a number of depth studies. Students explore topics from the Australian Curriculum, such as the impact of the Industrial Revolution on people and places both at the time and in the long term. They also learn about the people and movements that led to the Federation of Australia and how this impacts the way Australia is governed today. They examine a range of primary and secondary sources to build a deep understanding of Australia's involvement in World War I. Students also explore the topic of sustainable tourism.

Assessments
Source analysis, essays, inquiry tasks, and creative responses.

For Further Information
For further information about this subject, contact:
Humanities and Social Science Learning Area Leader
Kathryn.Pill@stmarys.sa.edu.au



Health and Physical Education

The Health and Physical Education Learning Area equips students with the knowledge, understanding and skills to make informed decisions about their own and others' health, safety, and wellbeing. Learning experiences integrate practical participation with theoretical concepts, enabling students to engage in authentic, real-world contexts.

Students explore a range of topics including personal and community health, movement and performance, leadership, collaboration, risk management, and decision-making. Through inquiry-based learning, they analyse, interpret, and evaluate data to develop meaning from their experiences and identify strategies for improvement.

Students develop critical and creative thinking by analysing situations, evaluating evidence, solving problems, and generating innovative strategies for improving health and performance outcomes. Personal and social capabilities are strengthened through opportunities to work both independently and collaboratively, demonstrating resilience, empathy, self-management, and effective communication in a variety of group and performance settings. Students explore topics with ethical understanding examining issues related to fairness, inclusion, respect, safety, and responsibility in both individual and team contexts. They learn to consider diverse perspectives, reflect on moral and ethical dimensions of health-related decisions, and apply this understanding to real-world scenarios.

Students build their literacy skills by communicating effectively using subject-specific terminology, engaging in self-reflection, and identifying areas for growth. Leadership is developed through opportunities to work both independently and collaboratively with others.

The Health and Physical Education Learning Area supports students to develop the knowledge, skills, and confidence to lead active, healthy, and balanced lives, while providing a strong foundation for further study and career pathways in the health, fitness, and wellbeing industries.

Letisha Thomas
Health and Physical Education Learning Area Leader

Year 7
Physical Education

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Physical Education

Course Description
Through participation in major and non-traditional sports, games and recreational activities, students are encouraged to lead a healthy and active lifestyle. Students undertake a variety of activities involving hitting, kicking, throwing and specialised movement skills.

Practical activities may include: Netball, Touch Football, Australian Rules Football, Volleyball, Softball, Athletics, Pickleball, and Dance.

Assessments
Participation, skill development, application of skills to game situations, academic engagement, effort, collaboration, leadership, initiative and personal responsibility.

For Further Information
For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au

Year 8
Physical Education

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 9 Physical Education

Course Description
This practical course emphasises the importance of living an active life and extending a student's range of motor skills. Students are given opportunities to be involved in recreational activities that use both College and community resources and that cater for varying interests. This subject provides a range of practical experiences and develops basic skills and interest in recreational activities and major and minor sports.

Practical activities may include: Netball, Lacrosse, Self Defence, Basketball, Games Creation and Fitness Testing.

Assessments
Participation, skill development assessment, application of skills to game situations, attitude, effort and organisation.

For Further Information
For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au

Year 9
Physical Education

Prerequisites	Year 8 Physical Education
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 10 Physical Education

Course Description
This practical course emphasises the importance of living an active life and extending a student's range of motor skills. Students are given opportunities to be involved in competitive and recreational activities that use both College and community resources and that cater for varying interests.

Practical activities may include Dance, Table Tennis, Volleyball, Touch Football, AFL, Korfball, SEPEP, Pickleball, Netball, and European Handball.

Assessments
Skill development and participation, attitude, effort and organisation.

For Further Information
For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au

Year 9
Outdoor Recreation

Prerequisites	Year 8 Physical Education
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 10 Physical Education, Stage 1 Outdoor Education

Course Description
Students participate in outdoor educational activities such as problem-solving and leadership games, hiking, orienteering, fitness and kayaking. They also take part in outdoor cooking, tent-pitching and camping. This subject requires students to attend a three-day bushwalking camp and excursions that may occur during school or personal time.

Students develop their personal wellbeing, resilience and develop life skills through a Positive Education approach. By taking part in recreational activities such as bushwalking and kayaking students engage in non-competitive physical activity and fitness. They also participate in problem-solving and adventure activities to develop initiative, teamwork and leadership skills. Students learn about the natural environment, minimal impact strategies, basic navigation and first aid. They also learn how to plan an expedition, consider risk management, and acquire basic outdoor cooking and camping skills.

Assessments
Students are assessed on a range of practical skills activities as well as theory tasks.

For Further Information
For further information about this subject, contact:
Health and Physical Education Learning Area Leader
Letisha.Thomas@stmarys.sa.edu.au



Languages

Studying Italian does not only provide the ability to communicate in another language but it also develops valuable skills that benefit learners throughout their education and future careers. Learning Italian enhances communication, listening, reading, writing, and problem-solving abilities while strengthening memory, critical thinking, and an understanding of, and respect for, diversity and difference. It also encourages resilience, confidence, and adaptability as students learn to express themselves in new and challenging ways. Exploring Italian language and culture promotes a deeper understanding and appreciation of history, art, literature, music, fashion and global perspectives, extending their understanding of themselves, their own heritage, values, culture and identity and the world around them.

The study of Italian opens a wide range of educational opportunities. Students may continue their language studies at university, combine Italian with subjects such as business, law, engineering, international relations, tourism, science or the arts, or participate in exchange programs that provide immersive cultural experiences.

Career pathways linked to language study are diverse. Italian can support careers in translating, interpreting, teaching, diplomacy, international business, tourism, hospitality, journalism, marketing, fashion, aviation, medicine, music and cultural heritage. Employers increasingly value multilingual candidates because they demonstrate strong communication, collaboration, and intercultural skills and studying Italian equips learners with transferable skills and global opportunities that remain valuable throughout their personal, academic, and professional lives.

Catrina Tridente
Languages Learning Area Leader

Year 7 Italian

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Italian

Course Description
Students develop their communication and understanding skills in Italian (an introductory course or continuers) through role plays, games, songs, video clips, quizzes and a variety of tasks. Italian is used for classroom interactions and transactions, for creating a variety of texts, for explaining and practising language forms, learning basic grammar, and developing cultural understanding. Students learn Italian through the use of ICT.

Assessments
Role plays and interactions, text productions, vocabulary and grammar tests and quizzes, group and individual assignments.

For Further Information
For further information about this subject, contact:
Languages Learning Area Leader
Catrina.Tridente@stmarys.sa.edu.au

Year 8 Italian

Prerequisites	Year 7 Italian
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 9 Italian

Course Description
This is a continuers course in Italian language. The emphasis is on communicating in Italian through exposure to dialogues, role plays, games, songs and films.

Students also learn about various aspects of Italian life and culture. The study of Italian focuses on the two strands of expressing meaning in Italian, and understanding language and culture.

Assessments
Role plays, grammar and vocabulary tests, oral presentations, research tasks, written assessments including integrated use of technology, participation in class.

For Further Information
For further information about this subject, contact:
Languages Learning Area Leader
Catrina.Tridente@stmarys.sa.edu.au

Year 9
Italian

Prerequisites	Year 8 Italian
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Stage 1 Italian

Course Description
Students become more confident in communicating in a range of contexts through greater control of language structures and understanding of the variability of language use. Learners use Italian to: interact and communicate, access, exchange and present information and express feelings and opinions. They further develop their understanding of Italian life and culture through a range of contemporary topics: fashion, housing, the body and health, festivals and celebrations.

The study of Italian focuses on the two strands of communicating in Italian and understanding language and culture.

Assessments
Role plays, grammar and vocabulary tests, oral presentations, research tasks and written assessments including integrated use of technology and participation in class.

For Further Information
For further information about this subject, contact:
Languages Learning Area Leader
Catrina.Tridente@stmarys.sa.edu.au



Mathematics

Mathematics at St Mary's College provides students with opportunities to develop the knowledge, skills and confidence needed to succeed in further study, employment and everyday life. Mathematics in the Middle School is about building strong foundations and developing mathematical skills through real-world contexts, while deepening students' understanding of key conceptual mathematical ideas.

Through the study of Mathematics, students develop valuable transferable skills, including critical and creative thinking, logical reasoning, problem-solving, data analysis, communication, collaboration and the effective use of digital technologies. Students learn to interpret information, test ideas, evaluate solutions and make evidence-based decisions.

Mathematics equips students to be future-ready in a rapidly changing world. Employers and universities increasingly value analytical thinking, adaptability and quantitative reasoning. Whether pursuing careers in health, science, engineering, business, technology, education or the trades, mathematical literacy enables students to understand complex information, solve authentic problems and confidently engage with emerging technologies. Mathematics at St Mary's empowers students with the skills and mindset needed to navigate future opportunities and contribute meaningfully to an increasingly data-driven society.

John Absolon
Mathematics Learning Area Leader

Year 7 Mathematics

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Mathematics

Course Description
The Year 7 Mathematics curriculum develops students' confidence, positive attitudes, and proficiency in the study of Mathematics. Content is organised under six interrelated strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Integrated within these strands are the four proficiencies - understanding, fluency, problem-solving, and reasoning - which support students to think and work mathematically.

Students communicate their mathematical understanding in a variety of ways and develop the capacity to use mathematics to solve problems, both individually and collaboratively. Through engaging with real-world contexts and mathematical modelling, they build strong foundations for senior secondary studies in SACE Mathematics subjects and for informed decision-making in their personal, work, and civic lives.

Assessments
- Skills and Applications Tasks
- Mathematical Investigations

For Further Information
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Year 8 Mathematics

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 9 Mathematics

Course Description
The Year 8 Mathematics curriculum builds on foundational skills to further develop students' confidence, positive attitudes, and proficiency in the study of Mathematics. Content is organised under the same six interrelated strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Integrated within these strands are the four proficiencies - understanding, fluency, problem-solving, and reasoning - which support students to think and work mathematically with growing sophistication.

Students communicate their mathematical understanding in a variety of ways and develop the capacity to use mathematics to solve problems, both individually and collaboratively. Through engaging with real-world contexts, mathematical modelling, and increasingly complex problems involving rates, ratios, algebra, and geometry, they strengthen essential foundations for senior secondary studies in SACE Mathematics subjects and for informed decision-making in their personal, work, and civic lives.

Assessments
- Skills and Applications Tasks
- Mathematical Investigations

For Further Information
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au

Year 9 Mathematics

Prerequisites	Year 8 Mathematics
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 10 General Mathematics, Year 10 Mathematical Methods, Year 10 STEM

Course Description
The Year 9 Mathematics curriculum builds on earlier learning to further develop students' confidence, positive attitudes, and proficiency in the study of Mathematics. Content is organised under the same six interrelated strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Integrated within these strands are the four proficiencies - understanding, fluency, problem-solving, and reasoning - which support students to think and work mathematically with greater depth and sophistication.

Students communicate their mathematical understanding in a variety of ways and develop the capacity to use mathematics to solve problems, both individually and collaboratively. Through engaging with real-world contexts, mathematical modelling, and increasingly complex problems involving algebra, financial mathematics, geometry, trigonometry, and data analysis, they consolidate essential foundations for senior secondary studies in SACE Mathematics and for informed decision-making in their personal, work, and civic lives.

Assessments
- Skills and Applications Tasks
- Mathematical Investigations

For Further Information
For further information about this subject, contact:
Mathematics Learning Area Leader
John.Absolon@stmarys.sa.edu.au





Science

Science is the systematic pursuit of knowledge about the physical and natural world. It is driven by curiosity and the excitement of discovery via observation, research, and experimentation. Science empowers students to make informed decisions and build a better future.

Within all subjects in the Science Learning Area, students experience science as both a body of knowledge and a process through which that knowledge is developed and refined. Learning in science is designed to be fun, as it provides students with the thrill of discovering how the world works and the satisfaction of solving real-world problems.

The study of science sharpens students' critical thinking, logical reasoning, and problem-solving abilities; skills which are vital in all aspects of life. Students develop an understanding of scientific concepts by making observations, forming hypotheses, collecting and interpreting data, and drawing evidence-based conclusions. Students are provided with opportunities to express creativity and innovation by designing investigations, generating solutions, and applying scientific understanding to real-world challenges. These opportunities also foster their ability to collaborate, communicate effectively, and make informed decisions.

Science in the Middle School allows students to study subjects from a range of scientific disciplines, including both the natural and social sciences. The natural sciences explore life, organisms, matter, and energy through the topics of Biology, Chemistry, and Physics. The social sciences investigate human behaviour and the relationships between individuals through the study of Psychology.

Emma Beukema
Science Learning Area Leader

Year 7 Science

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Science

Course Description

The Year 7 Science program develops students' understanding of the world through the three strands of the Australian Curriculum: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Students build knowledge and skills that help them form a scientific view of the world.

They explore how biological diversity is ordered and organised, and represent flows of matter and energy in ecosystems. They model the cycles of the Earth–Sun– Moon system and explain how these cycles influence phenomena on Earth. Using particle theory, they investigate the physical properties of substances. Robotics is integrated into their study of simple machines to support hands-on learning. Students also examine how scientific responses are developed and how science impacts society.

Assessments

- Skills and Applications Tasks
- Research and Practical Investigations

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Year 8 Science

Prerequisites	Nil
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 9 Science

Course Description

In Year 8, students investigate cells as microscopic structures that help explain the macroscopic properties of living systems. They examine the organisation and function of body systems. At a particle level, they analyse changes in matter and distinguish between physical and chemical changes. They classify different forms of energy and describe how energy drives change in systems, students build skills in laboratory safety, data collection, and the recording and interpretation of scientific data. They also develop their ability to communicate scientific ideas using a variety of formats.

Assessments

- Skills and Applications Tasks
- Research and Practical Investigations

For Further Information

For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au

Year 9
Science

Prerequisites	Year 8 Science
Course Length	2 Semesters
Requirement	Compulsory
Credits	Nil
Pathways	Year 10 Science, Year 10 STEM, Year 10 Psychology

Course Description
In Year 9, students explain how body systems work together to provide coordinated responses to stimuli. They describe how sexual and asexual reproduction enable species survival. They apply wave and particle models to explain energy transfer and analyse energy conservation. They investigate observable chemical processes.

Students extend their skills in laboratory safety, handling apparatus, designing experiments, gathering and interpreting data, and communicating scientific findings. They examine how science and society are interconnected through a variety of research tasks.

Assessments
- Skills and Applications Tasks
- Research and Practical Investigations

For Further Information
For further information about this subject, contact:
Science Learning Area Leader
Emma.Beukema@stmarys.sa.edu.au



Technologies

The Technologies Learning Area provides students with practical, real-world learning experiences that develop creativity, problem-solving, communication, and technical skills. Learning is designed to be applied and purposeful, allowing students to engage with authentic contexts that mirror industry practices, workplace expectations, and community needs. Through inquiry, design thinking, and project-based tasks, students learn how to identify problems, generate and test solutions, and refine their work based on feedback and evaluation.

Students are encouraged to take an active role in their learning by planning, producing, and reviewing outcomes that have genuine purpose and audience. This process helps them develop confidence in using a range of tools, technologies, and processes while building an understanding of quality standards and professional expectations. Emphasis is placed on creativity and innovation, as students are challenged to think critically and adapt their ideas to meet specific needs or constraints.

Across the learning area, students build important transferable capabilities including collaboration, critical thinking, organisation, time management, and digital competence. They learn how to work effectively both independently and as part of a team, communicate ideas clearly, and manage tasks from concept through to completion. These skills are highly valued across a wide range of industries and further study pathways, as they reflect the abilities required in modern, rapidly changing workplaces.

The Technologies Learning Area encourages students to be innovative, resilient, and independent learners who can apply their skills in further study, training, or employment. It provides strong foundations for a wide range of career pathways in both local and global industries, supporting students to become adaptable individuals who can contribute meaningfully to society and respond to future opportunities and challenges.

Giovanna Iannicelli
Technologies Learning Area Leader

Year 7
Food Technology

Prerequisites	Nil
Course Length	1 Semester
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Food and Hospitality

Course Description
Students use design thinking and technologies to generate and produce designed solutions for authentic needs. The course focuses on developing sustainable food practices, kitchen safety, and foundational cookery skills. Students build independence and collaboration through a series of practical activities covering knife skills, stove-top and oven safety, measuring, and hygiene. Students investigate current health and food trends before applying the design process to design, preparing, and evaluating their own original smoothie bowl.

Assessments
- Practical Activities
- Recipe Design Task

For Further Information
For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.Iannicelli@stmarys.sa.edu.au

Year 7
STEM

Prerequisites	Nil
Course Length	1 Semester
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 STEM

Course Description
The Design and Digital Technologies curriculum integrate to create a course that includes design thinking and project-based learning. Students work independently and collaboratively to identify problems, generate and validate solutions using contemporary software and production techniques.

Topics covered may include but will not be limited to:
- Robotics
- CAD
- 3D Printing
- Laser cutting
- Graphic Design
- Coding

Assessments
- Skills and Applications Task
- Research and Practical Investigations

For Further Information
For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.Iannicelli@stmarys.sa.edu.au

Year 8
Food and Technology

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 9 Food and Hospitality

Course Description
Students build on their foundational kitchen skills through a progressive series of practical activities that develop confidence with a range of cooking methods, including stove-top, oven, and pastry work. Students also investigate contemporary food trends before designing, preparing, and evaluating their own signature noodle bowl. The design task develops skills in applying design briefs, scaling recipes, food presentation, and reflective evaluation of the finished product.

Assessments
- Practical Activities
- Recipe Design Task

For Further Information
For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.Iannicelli@stmarys.sa.edu.au

Year 8
STEM

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 9 STEM

Course Description
The subject of STEM integrates Design and Digital Technologies. It focuses on developing skills in graphic design with manufacturing technologies to create products. The focus is on design thinking and project-based learning. Students work independently and collaboratively to identify problems, generate, and validate solutions using contemporary software and manufacturing technologies, enabling them to create immersive and practical solutions.

Topics covered may include but will not be limited to:
- CAD
- 3D Printing
- Laser cutting
- Graphic Design
- Coding
- Virtual Reality

Assessments
Through a design folio and practical work students are assessed on knowledge and understanding, skills and applications, and issues associated with social, legal, ethical, and environmental concerns.

For Further Information
For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.Iannicelli@stmarys.sa.edu.au

Year 9
Food Technology

Prerequisites	Year 8 Food and Hospitality
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 10 Food and Hospitality

Course Description
This course develops a deeper understanding of nutritional requirements in relation to personal and community health, drawing on the Australian Dietary Guidelines. Students build advanced practical skills through a series of dishes that introduce specialised techniques such as stir-frying, working with yeast, double boiling, and preparing multi-element meals. Students also investigate contemporary consumer food trends before designing, preparing, and evaluating their own original meal kit complete with a professionally presented recipe card. Throughout the course, emphasis is placed on safe and hygienic work practices, sound management of resources, and the use of appropriate technology.

Assessments
- Practical Activities
- Recipe Design Task

For Further Information
For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.Iannicelli@stmarys.sa.edu.au

Year 9
STEM

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 10 STEM

Course Description
The subject of STEM integrates Design and Digital Technologies. It continues to focus on further developing skills in graphic design with manufacturing technologies to create products. The focus is on design thinking and project-based learning. Students work independently and collaboratively to identify problems, generate, and validate solutions using contemporary software and manufacturing technologies enabling them to create immersive and practical solutions.

Topics covered may include but will not be limited to:
- Electronics
- CAD
- 3D Printing
- Laser cutting
- Coding
- Graphic Design
- Sustainability

Assessments
Through a design folio and practical work students are assessed on knowledge and understanding, skills and applications, and issues associated with social, legal, ethical, and environmental concerns.

For Further Information
For further information about this subject, contact:
Technologies Learning Area Leader
Giovanna.Iannicelli@stmarys.sa.edu.au



The Arts

The Arts provides a dynamic learning environment where students develop creativity, confidence and artistic voice through authentic experiences across the performing and visual arts. As a city-based college, students benefit from strong connections with South Australia's creative industries, engaging with professional artists, companies, festivals and cultural organisations throughout their learning journey.

Across Dance, Drama, Music and Visual Art, students develop critical thinking, collaboration, communication, resilience and creative problem-solving. Contemporary media practices are embedded throughout the curriculum, with students creating digital content and exploring photography, filmmaking, sound and multimedia communication. Through creating, performing, composing, designing, responding and reflecting, students build technical skills, creative confidence and an appreciation of diverse artistic practices while becoming adaptable, innovative thinkers.

Learning is enriched through workshops with industry professionals, live performances, exhibitions, competitions, productions, excursions and community partnerships. Students regularly showcase their work to authentic audiences, applying professional creative processes and developing confidence through meaningful performance and exhibition opportunities.

The Arts develops transferable skills in leadership, teamwork, project management and creative problem-solving that support future study and employment. Students also explore pathways into performing arts, visual arts, design, digital media, film, education, creative technologies and cultural leadership.

At St Mary's College, students are encouraged to become advocates for the Arts - using creativity to tell stories, celebrate culture, challenge perspectives and make meaningful contributions to their community. Through the Arts, students discover not only what they can create, but who they can become.

Rhiannon Davis
The Arts Learning Area Leader

Year 7
Visual Art

Prerequisites	Nil
Course Length	1 Semester
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Visual Art

Course Description
Students are introduced to a variety of skills, media and materials through the study of art and the production of artworks. Learning activities are designed to build on existing practices and encourages extension of skills and creativity. In the theoretical component, students are introduced to the roles of artists and the functions of artwork in historical and contemporary societies.

Students have opportunities to engage with current exhibitions within the Adelaide CBD.

Assessments
A variety of practical and written tasks will be assessed. To a large extent these will be completed within the classroom.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 7
Music

Prerequisites	Nil
Course Length	1 Semester
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Music

Course Description
Students are introduced to a wide range of instruments and begin developing practical skills performing together as a class ensemble. Students experiment with music software, develop the skills to compose their own music and are exposed to other avenues of music production such as live recording and loop pedals.

Students also have an opportunity to try a selection of woodwind and brass instruments and participate in an immersion instrumental program.

Assessments
A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 7
Dance

Prerequisites	Nil
Course Length	1 Semester
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Dance

Course Description
The Year 7 Dance course introduces students to concepts in composition and choreography, performance opportunities, reflection on their processes and development of personal and social skills. Topics include the importance of safe dance practices, including warm-up and cool-down techniques, the beginnings of choreography and participation in various dance styles through technique classes. Students are encouraged to be creative, participate in all activities, use their imaginations, express themselves, develop their confidence and work in a team environment. Lessons are designed for students of all abilities to aim for individual success.

Assessments
A variety of practical making and responding to dance tasks will be assessed, including:

- Safe Dance: The importance of warm-up and cool down.
- Participation in technique classes and group routines.
- Creation of their warm-up and dance choreographies.
- Review and reflect on their own and others work.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 7
Drama

Prerequisites	Nil
Course Length	1 Semester
Requirement	Compulsory
Credits	Nil
Pathways	Year 8 Drama

Course Description
The Year 7 Drama course introduces students to the concepts and conventions of theatre making, as well as developing personal and intrapersonal skills. Topics covered include: Stage Craft, Performance Skills Development, Improvisation, Design, Review Writing, Film Making, Script Work, Public Speaking, Group Devised Plays and Dance Drama. Students are encouraged to be creative, participate in all activities, unleash their imaginations, express themselves, develop their confidence and work in a team environment. Lessons are designed for students of all abilities to achieve individual success.

Assessments
A variety of practical making and responding tasks will be assessed, including:

- Participation in drama workshops, improvisation activities and performance tasks.
- Development of performance skills including voice, movement, characterisation and stagecraft.
- Creation and performance of scripted and group-devised dramatic works.
- Exploration of design elements including costume, props, set, lighting and sound.
- Film-making and dramatic storytelling tasks.
- Review writing and reflection on their own work and the work of others.
- Public speaking and presentation activities.
- Application of drama conventions and theatre-making processes in collaborative projects.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 8
Visual Art

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 9 Visual Art

Course Description
Students are introduced to a variety of skills, media and materials through the study of art and the production of artworks. Learning activities are designed to build on existing practices and encourages extension of skills and creativity. In particular, students study printmaking, clay, drawing and painting. In the theoretical component, students are introduced to the roles of artists and the functions of artwork in historical and contemporary societies. Students will have opportunities to engage with current exhibitions within the Adelaide CBD.

Assessments
A variety of practical and written tasks are assessed. To a large extent these are completed within the classroom.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 8
Music

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 9 Music A and B

Course Description
Students are guided to begin to develop their own area of interest and expertise, through instrumental and/or vocal performance and use of digital music technology. Students collaborate to explore and perform music together in a range of styles including Rock, Pop, Jazz and Contemporary.

Participation in individual or paired instrumental or vocal lessons is strongly encouraged.

Assessments
A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
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Year 8
Dance

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 9 Dance

Course Description
Year 8 Dance is an introductory course in concepts of composition and choreography, performance skills, reflection on processes and development of personal and social skills. Topics include understanding the benefits of dance, an extension in choreographic techniques and participation in various dance styles through technique classes and workshops with style specific instructors. Opportunities exist to perform publicly in either an on-or-off stage capacity. Students are introduced to basic filming techniques for dance videos and are encouraged to be creative, participate in all activities, develop their confidence and work in a team environment. Lessons are designed for students of all abilities to aim for individual success. Future perspectives may be to continue their learning in Year 9 Dance.

Assessments
Students are assessed in a variety of ways to best demonstrate their application of the creative process, working collaboratively and skill development.

For Further Information
For further information about this subject, contact:
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Year 8
Drama

Prerequisites	Nil
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 9 Drama

Course Description
Students explore learning in theatre and film in both on and off-stage roles. Students develop their knowledge and understanding of various genres, practitioners and skills across a range of areas including, but not limited to, acting, directing, design roles such as set, costume, lighting and sound, script/screen writing, editing, special effects and cinematography. Students access learning provided by industry professionals via practical workshops and have ample opportunity to demonstrate their learning in practical ways.

Assessments
Students are assessed in a variety of ways with particular focus on demonstrating their knowledge and understanding of the creative process, how they apply this knowledge in practice, and their ability to reflect on their personal growth as emerging artists.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
Rhiannon.Davis@stmarys.sa.edu.au

Year 9
Visual Art

Prerequisites	Year 8 Visual Art
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 10 Visual Art

Course Description
Students are introduced to a variety of skills, media and materials through the study of art and in the production of artworks. Particular emphasis is placed on extending and refining the basic Visual Art methods and techniques developed in the Year 8 course. Students study drawing, painting, clay and develop skills in a range of contemporary art practices. Students are encouraged to explore their interest in art and expression of their own ideas in the theoretical component. They gain an understanding of the role of artists in history and in contemporary society through their written work.

Students have opportunities to engage with current exhibitions within the Adelaide CBD.

Assessments
A variety of practical and written tasks will be assessed.

For Further Information
For further information about this subject, contact:
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Year 9
Music A

Prerequisites	Year 8 Music
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Music

Course Description
Year 9 Music A is centred around regular class band rehearsals where students learn repertoire in a range of styles including Rock, Pop, Jazz and Contemporary to develop their music reading and practical skills on their chosen instrument or voice. Students work with their peers to prepare for performances and gigs to live audiences. Students also develop skills in composition, technology and music analysis.

Participation in individual instrumental or vocal lessons is strongly advised.

Assessments
A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

For Further Information
For further information about this subject, contact:
The Arts Learning Area Leader
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Year 9
Music B

Prerequisites	Year 8 Music, Year 9 Music A
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Stage 1 Music

Course Description
This extension course is available to students who have completed Year 9 Music A in Semester 1 and leads onto Stage 1 Music. In this subject students continue to develop their instrumental/vocal and music literacy skills in a class ensemble. They also develop skills and knowledge in song writing and recording, including using music technology for scoring, audio recording equipment and digital technologies.

Participation in individual instrumental/vocal lessons and instrumental and/or vocal ensembles is required.

Assessments
A range of assessment tasks are used and includes style exploration through critical listening, composition, practical activities/ensemble work and reflection.

For Further Information
For further information about this subject, contact:
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Year 9
Dance

Prerequisites	Year 8 Dance
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 10 Dance

Course Description
Students are encouraged to develop their skills in Dance through a variety of approaches. Topics covered include research into the history of various dance styles and practical participation in the technique of these dance styles, a continuation of skill development in composition and choreography exploring the elements of Dance, choreographic devices, and methods - a focus on performance skills and review writing. There is a strong emphasis placed on building students' self-confidence and group work skills - using technology in Dance to create and present production materials.

Assessments
A variety of practical making and responding to dance tasks will be assessed, including:

- Participation in a variety of technique classes and group routines in various dance styles
- Creation of individual and group dance choreographies incorporating filming techniques
- Performance
- History of Dance
- Review writing on various performances
- Reflecting on their own and others work

For Further Information
For further information about this subject, contact:
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Year 9
Drama

Prerequisites	Year 8 Drama
Course Length	1 Semester
Requirement	Optional
Credits	Nil
Pathways	Year 10 Drama

Course Description
Students are able to further extend their developing skills, knowledge and understanding across a range of areas. These include but are not limited to Film Making, Performance and Production, off-stage/screen roles such as lighting and sound design and operation, costume design and creation, make-up design and application, set design and construction, editing, production management, marketing and promotions, script/screen writing and directing. Students benefit from working with industry professionals and engaging in a variety of practical workshops. Students are encouraged to explore areas of particular interest to them but to also explore the development of new skills and knowledge.

Assessments
Students are assessed in a variety of ways on the application of their evolving knowledge and understanding, their ability to reflect on the creative process and evaluate their own growth as an emerging artist.

For Further Information
For further information about this subject, contact:
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