2014

YEAR 7 AND 8

SUBJECT HANDBOOK
VISION AND MISSION STATEMENT

Our Vision

St Aloysius Catholic College aims to provide a caring and supportive environment, where students are encouraged to grow in faith within a Catholic community and to develop their potential.

We will endeavour to promote within our community a strong sense of belonging in an atmosphere, which recognises the important role staff and parents play in the education of our students.

As a learning community, we will promote life-long learning by providing a student-centred curriculum, which aims to equip St Aloysius students with the necessary knowledge and skills for learning now and in the future.

Our Mission

We are a Christ-centred Catholic community.
We are inspired to be a role model of Christian behaviour, attitudes and values.
We are called to provide a high quality, balanced education.
We aim to be inclusive by being a welcoming community, respecting the dignity of all and by advocating the values of the Gospel.
We serve through our involvement in justice and outreach programs.
We nurture the formation of our students and support the development of future leaders.
We collaborate effectively as a College community – staff, students, parents and Parish.

We encourage:
  o Spiritual formation
  o Self-confidence
  o Critical Thinking
  o Self-discipline
  o Responsibility
  o A balanced and healthy life.

We foster a school spirit that reflects loyalty, respect, love, forgiveness and reconciliation.

Our motto STRIVE, BELIEVE, ACHIEVE gives us strength in our endeavours to fulfill our vision and mission.
St Aloysius Catholic College is committed to the informed implementation of the Australian Curriculum from Prep-Year 10. This curriculum provides a content framework for traditional subject areas such as Maths, English, History and The Arts, whilst also giving explicit attention to seven general capabilities. These are:

- literacy
- numeracy
- information and communication technology
- ethical behaviour
- critical and creative thinking
- intercultural understanding
- personal and social capability.

Three cross-curriculum priorities are also embedded in the curriculum:

- Aboriginal and Torres Strait Islander histories and culture
- Sustainability
- Asia and Australia’s engagement with Asia
In Grades 7 and 8, all students study seven core (compulsory) subjects:

1. Religious Studies
2. Humanities: English/History/Geography/Civics and Citizenship
3. Mathematics
4. Science
5. PE/Health and Wellbeing
6. Pathways
7. French

Electives

In addition to the above compulsory subjects, students will study a wide range of elective subjects.

1. RELIGIOUS EDUCATION

As a Catholic College, the Religious Education program is central to our ethos as a faith community. Full participation in the Religious Education program is part of the conditions of enrolment.

Why Religious Education is important at St Aloysius Catholic College

Religious Education is concerned with the development of faith. It is based on the following foundational beliefs:

- Religious Education is an essential function of the Church.
- The skills of discovery, wonder and reflection are needed by those involved in Religious Education.
- Religious Education is an educational process that is both comprehensive and systematic.

Religious Education is seen as an area in the curriculum which brings together many other disciplines and aspects of life. Religious Education therefore fosters a sense of belonging in the life of the Church through relationship with Jesus Christ, with others, and in God’s world by assisting students to understand and participate in the process of revelation and faith.
Religious Education involves the use of reason, skills, knowledge and experience. It helps the student to become familiar with the rich variety of religious experience, savour it, reflect on and analyse it and so to participate actively in it.

Religious Education units designed for each year level are part of a sequential program from the Good News for Living Curriculum, which is the mandated program for Tasmanian Catholic Schools.

2. **HUMANITIES:**

Humanities encompasses the study of English, History, Geography, Civics and Citizenship.

**A. ENGLISH**

English subjects communicate the knowledge and ideas that help students to make sense of their own lives and the world around them. They provide essential skills for the workforce and for tertiary studies.

It is a core subject for Grades 7-10, encompassing the skills of listening, speaking, reading, writing, and viewing. Students move from mastering the essentials of written expression to more sophisticated language use. There is a gradual increase in literature appreciation (novels, plays, short stories and film) over the four years in order to prepare students for further studies in English in Year 11 and 12. Students’ own writing is an important component in all year levels and they learn many techniques for improving the quality of their work. Speaking and listening skills are also developed.

**B. HISTORY, GEOGRAPHY, CIVICS and CITIZENSHIP**

Humanities is a core subject and encompasses the study of History and Geography, Civics and Citizenship. It is a subject which develops a wide-ranging set of skills and competencies, which are not subject specific, but are useful in a diverse range of contexts, at school and beyond. This subject fosters social awareness, provides the student with a sense of place in history and in the world, develops an understanding of the past, the present and the links between them and examines the interaction between people and their environments. Today we are all global citizens, and an awareness of place, time and history is even more important. Environmental issues are a particular focus in our society today and students are provided with the opportunity to
explore these issues and develop a sense of empathy for our global environment.

3. **MATHEMATICS**

Mathematics is viewed as an important core subject by both employers and educators, because it is a key subject for academic achievement and personal and financial independence. Through explanation, real life applications and practice, students acquire knowledge, understanding and skills in Mathematics and Numeracy which will be required in their every day lives. Problem solving activities designed to encourage students to think for themselves and to reason are a priority.

4. **SCIENCE**

Science affects all our lives, and as such we include in our programs the need to examine the benefits to society and moral responsibility connected with scientific inventions. In Science students are challenged to explore and question through experimental and investigative projects. Science is more than just learning a list of facts or understanding principles. Every young person is a scientist from an early age as he or she observes, collects, questions, compares and describes. An effective Science program draws on this initial curiosity and develops interconnectedness and respect for the way all creation works together.

5. **PATHWAYS PLANNING:**

Pathways Planning “.. leads students through a decision making process inviting them to consider a range of possibilities, the suitability of these choices to their abilities, beliefs and aspirations, and the likelihood that they are opting for a pathway that, in the long term, is going to be both rewarding and sustainable.”


Pathways Planning is a process whereby students have the opportunity to gather information, develop skills, think about and plan for their own future study or work pathways. The rationale for asking students to develop Pathways Plans is because research has shown that students who are given the opportunity and support to engage in a pathway planning process are better able to make informed decisions about their future options and choices.
In Tasmania, the Guaranteeing Futures legislation (2005) requires all Year 10 students to complete a Pathways Plan including a Statement of Intent indicating their post Year 10 destination. This intended destination is recorded and lodged with the Tasmanian Qualifications Authority.

At St Aloysius Catholic College the personalised planning process begins in Year 7 and 8, with a focus on the importance of self awareness in decision making, developing goal setting skills and beginning to think about their future aspirations.

6. HEALTH AND PHYSICAL EDUCATION (HPE)

HPE contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of adopting and maintaining a healthy, productive and active life. The Health component provides the opportunity to explore issues that are likely to impact on the health and well being of themselves and others, now and in the future. The Physical Education component allows students to be active in a variety of tasks. HPE lessons are designed to support the need to be active to promote well-being.

7. FRENCH

Students will be offered the opportunity to learn the French language and the culture. Interested students have the opportunity to continue studies in French in Grades 9 and 10.

EXTENSION and LEARNING SUPPORT

Supporting students requiring extra learning opportunities or extension beyond the set curriculum is an important aspect of the learning program at St Aloysius Catholic College. In 2014, the College is aiming to provide extra teacher support in Grades 7 and 8 for students who require adjustments to their learning programs to suit their individual needs.
Electives in 2014

These are very important to the developing Middle School student as they provide the students opportunity to discover their strengths and to consider pathways.
A full range of electives is offered to students as they are still in the early stages of deciding what they like, what they want to do, and a potential career path.

Grade 7
During 2014, Grade 7 students will study the full range of elective subjects:

- Music
- Drama
- Art
- Woodwork
- Food Studies
- Digital Technologies

These subjects are taken for one half yearly semester each.

Grade 8
Grade 8 students in 2014 have the opportunity to choose THREE elective subjects, but in keeping with Australian Curriculum requirements, students must undertake study in at least one technology and one arts subject until the end of Grade 8.

Students choose ONE subject from The Arts:

- Drama
- Music
- Art
- Photography/Media

Students choose ONE subject from Technology:

- Woodwork
- ICT/Robotics
- Food Studies
- Materials/Design Technology
Students also choose a third subject from either The Arts or Technology group. These subjects are studied for the entire year.

PASTORAL CARE

Each day St Aloysius Catholic College, Huntingfield Campus begins with a Pastoral Care/Home Room time. This is a vital aspect of our day where administration, classroom activities and student welfare issues are addressed. Teachers in the Grade 7/8 Learning Centre aim to build a strong mentoring relationship with their home room students and are a first point of contact for parents should there be any concerns regarding a student’s progress at school.