

Where young men achieve



Year 7 Handbook 2018



EDMUND RICE EDUCATION
AUSTRALIA

Respect & Commitment



CHRISTIAN BROTHERS
TRUSTEES OF THE CHRISTIAN BROTHERS ARBN 066 939 786
INCORPORATED IN NEW SOUTH WALES THE
LIABILITY OF THE MEMBERS IS LIMITED

ST EDWARD'S COLLEGE

A CATHOLIC SCHOOL IN THE EDMUND RICE TRADITION

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AUSTRALIA**
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YEAR 7 INFORMATION EVENING

THURSDAY 15TH FEBRUARY 2018

Start:	6:00pm	(Meet and greet barbecue)
Core Class Orientation:	7:00pm	Mr Jackson English (Room 57) Mrs Heidi Englund (Room 58) Mr Greg Steele (Room 59) Mrs Amber Sharpe (Room 60) Mr Paul Sullivan (Room 65) Mrs Michelle McDonald (Room 66) Mrs Anthea Pearson (Room 67)
Whole year group information:	7:30pm	In the ERC
Welcome and Principals Address:		Mr Mark Bonnici
Curriculum Information:		Mr Gerry Summerhayes
Parent Portal and IT information:		Mr Craig Friend
Year 7 Information:		Mr Paul Sullivan
Concludes approximately:	8:30pm	

Teachers-in-charge of Aspects of the Curriculum

Mr G Summerhayes	Curriculum Coordinator
Mrs F Toomey	Religious Studies
Mrs S Hatfield-Smith	English
Mr R Massey	Mathematics
Mr T Foster	Science
Mr G Hannelly	HSIE (eg History, Geography)
Mr M Austin	TAS (eg Technology, Industrial Technology)
Mr M Young	Computing Studies
Ms S Evans	Visual Arts
Mrs V Henderson	PD/H/PE
Mrs P Papiex	Languages
Mr P Toole	Music
Ms J Connor	Drama
Mrs A McDonald	Food Technology
Mrs B Kiekebosch	Learning Support
Ms L Alcorn	Literacy/Numeracy
Mrs J Dignam	Careers Advisor

Arrangement of Classes

Throughout Years 7 to 10 students at St Edward's College are provided with a balanced program of study. The courses taught in Years 7 and 8 are studied by all students, but the program of study in Years 9 and 10 allows for some choice of courses.

Classes at St Edward's are arranged on a mixed ability basis in Year 7. There is one Mathematics class in Year 7 that extends the gifted and talent students based on the ALWELL testing. In Years 8 - 10, the subjects of English, Mathematics and Science arrange their classes differently. English and Science maintain one class (two in Year 8) which caters for the more academically capable students in the year. The remaining classes are mixed ability. Mathematics maintains two classes in Year 8 which cater for the more academically capable students, while in Years 9 and 10; classes are streamed according to ability. All other subjects in Years 8 – 10 are mixed ability.

The College usually does not move students between classes once the school year has commenced. If parents or students request a change of class it will normally be refused. From time to time some movement may be necessary but will usually be initiated by the teachers and will only occur if the teachers see that it is in the best interests of the students as a whole.

The National Curriculum

The National Curriculum for English, Mathematics, Science and History was taught for the first time in 2014 to Year 7 and Year 9 students and was continued in 2015 to Year 8 and Year 10 students. Planning for the introduction of further subjects will continue in 2018.

Year Seven

Students in Year 7 study the following courses.

Religious Studies	English
Mathematics	Technology
Science	Music
PD/H/PE	Visual Arts
Australian History and Geography	

For English, Mathematics, Australian History/Geography and Religion, the Year 7 students are taught by the one teacher (the core teacher). The College sees value in offering some stability of teachers to Year 7 students to help in their transition from Primary to Secondary education and to consolidate and extend skills acquired in Primary School.

Year Eight

Students in Year 8 study the same courses as they did in Year 7 but they also study French.

Years Nine and Ten

In Years 9 and 10 students study a number of compulsory courses.

- Religious Studies
- Mathematics
- Personal Development, Health And Physical Education
- Australian History And Australian Geography Civics And Citizenship
- English
- Science

In addition to the compulsory courses above, students are able to choose two courses from the following.

- Commerce
- Drama
- Graphics
- Physical Activity & Sports Science
- Photographic and Digital Media
- Visual Arts
- Industrial Technology Timber
- Industrial Technology Metal
- Food Technology
- Marine Studies
- Music
- Design and Technology
- French
- Information and Software Technology

In addition to these courses above, students are also offered the following courses in year 10:

- Construction
- Manufacturing - Metals

Years Eleven and Twelve

The College offers a variety of courses to students in Years 11 and 12 and caters for students of varying academic ability. Further information about the courses in Years 11 and 12 is given to parents and students towards the middle of Year 10. However, at this point of time it is important to be aware of our experience with our senior years. We find that some students choose courses that they will find too hard for them, especially in English, Mathematics and the Sciences. Using results from Year 10, the College may need to set limits on the number of students who are able to study the harder English, Mathematics and Science courses. Therefore, some subjects will have prerequisites for enrolment.

Please note: students who intend to study the harder Mathematics course will need to do well in Year 8, 9 and 10 Mathematics. Likewise, students who wish to study Advanced English, Physics or Chemistry will need to demonstrate their ability in English and/or Science in Years 8, 9 and 10.

Record of School Achievement (RoSA)

The last group of NSW students sat the formal School Certificate exams in 2011. Prior to 2012 all NSW students received the School Certificate Credential from the Board of Studies at the end of year 10. From 2012 and onwards all students still receive a credential for their achievements in Years 9 and 10 (RoSA) but will no longer sit external exams. The Credential that students receive still contain a grade of A through to E in each of the courses studied in Years 9 and 10. The grades awarded indicate the following:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Note that there is no predetermined percentage of students allocated a particular grade - the grade a student receives is determined by comparing his performance with the Board of Studies standards.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced in 2008 for the first time. The purpose of the National Assessment Program is to assess the literacy and numeracy learning of students in all Australian schools in Years 3, 5, 7 and 9.

The results of these tests will provide useful information for teachers and parents. In particular, they will help inform teachers of the literacy and numeracy needs of their students across all subjects. In NSW the National Assessment have replaced the Basics Skills Tests in Years 3 and 5 and the English Language and Literacy Assessment (ELLA) a Secondary Numeracy Assessment Program (SNAP) in Year 7 and 8.

The National Assessment Program will be carried out across Australia in the same week for all four year groups. The testing will take place over three days:

- Tuesday 15 May 2018 Language Conventions (Spelling, Grammar and Punctuation) and Writing.
- Wednesday 16 May 2018 Reading
- Thursday 17 May 2018 Numeracy

A make-up day will be scheduled on Friday May 18 for students who missed a section or were absent on a particular day. Results from the tests will be reported to schools, students and parents, indicating each student's level of achievement across a common reporting scale with performance bands in reading, writing, language conventions and numeracy.

HOME STUDY GUIDELINES

Definition

Home study refers to all work teachers expect students to do out of school hours, i.e. assignments, daily homework, preparation for tests, reading of set texts, study for exams etc. Educational research indicates that home study has an important role to play in the learning process. Teachers at St Edward's College set a variety of home study ranging from homework to be completed in one night, work to be completed over a few nights, to longer assignments requiring two or more weeks to complete.

Aims of Home Study

Home study at St Edward's College has its goals:

- to reinforce, consolidate and improve skills taught in class,
- to encourage good study habits,
- to develop self discipline and independent learning, and
- to extend students beyond the work normally taught in class.

The Amount of Home Study Given to Students

The amount of home study given to students will vary from teacher to teacher and subject to subject. Some subjects lend themselves more easily to home study, especially homework that can be completed overnight. Note: the total time spent in home study over a week for a student in Year 7 should not exceed 6 hours. Parents are encouraged to contact the teacher of a given subject if they have concerns about the amount of home study (too much or too little) being set for their son. Home study expectations for other Years are seven hours in Year 8, eight hours in Year 9 and ten hours in Year 10.

Non Completion of Home Study

If students consistently fail to complete home study, parents will be contacted via a letter, phone call or a note in the student's book or diary. Prior to contacting parents, teachers use a variety of techniques to encourage students to complete home study. For example:

- lunchtime detention
- providing time in school hours where some or all home study can be completed
- deducting marks.

Students are provided with a diary at the beginning of each year. They are encouraged to write their homework into the diary and parents are encouraged to check the diary on a regular basis. From time to time some teachers will write comments in the diary to keep parents informed of progress, attitude, behaviour, etc.

PROGRESS REPORTS

Four times each year Parent-Teacher interviews are conducted of an evening. Parents are encouraged to attend these sessions with their son. Formal written reports are issued at the end of Terms 2 and 4. These reports, one for each course studied in any year, indicate achievement in a variety of areas.

Interim reports will be issued at the end of Terms 1 and 3. Students will be reported on for their commitment to the College Code for Learning (see back page).

Parents who are concerned about their son's progress during the year, or who wish to check how he is progressing in various courses, should contact the teachers of his courses. Phone the College to arrange a suitable time for a discussion.

OTHER PROGRAMS AND RESOURCES AVAILABLE TO STUDENTS

The Library

With the opening of the new library in March 2015 there are new operating procedures that are now in place. The Library is open every day from 8.00am until 5.00pm, except Friday. Before school and during lunchtime the library is an extremely busy and vibrant place, with many boys completing homework, borrowing books or working on computers. After school the library becomes a silent study environment, which is especially appreciated by our senior students. Homework help, especially with research tasks is always available before school from 8:00am.

Year 7 boys have fortnightly *Boys & Books* lessons with the Teacher Librarian. Boys will also come to the library with their class when they are booked in by their teacher. All boys in Year 7 are given an orientation to the Library and its resources, where the Teacher Librarian teaches the boys how to access our digital resources. Boys also receive a bootcamp for IT which covers all computer and digital resources. All boys have access to the computers, as well as printing and photocopying facilities.

The borrowing period is three (3) weeks, with renewals available. There are no limits to the number of books boys can borrow and we encourage boys to borrow over the holidays. Overdue notices are distributed weekly in Tutor groups, and letters will be sent home if books are not returned.

The St Edward's Library is a very popular and busy place. The Library staff warmly welcomes the new students and we hope the boys enjoy the many resources available to them.

Extension and Consolidation Programs

St Edward's College implements a diverse range of programs and initiatives aimed at extending talented students in a variety of Academic, Creative, Technological and Sporting endeavours. In the academic domain, students are encouraged to enter competitions in Mathematics, Science, English, Debating, Mock Trial and Computing. Workshops are designed and run in some of these faculties and students who demonstrate ability and interest are invited to attend. Teachers also develop units of work that include extension activities and modules to challenge the more academically capable students. In the creative domain, talented musicians are encouraged to participate in the College Band, Jazz Group or Guitar Group and the Biannual College musical. Students interested in Drama are also encouraged to perform in the College Musical, at Friday assemblies and liturgies throughout the year.

In the senior years talented students are extended through the offering of Extension One and two subjects in English, Mathematics and History. Students who demonstrate a talent in the creative and technological areas can choose from a variety of subjects that will further foster their particular skills (eg, Industrial technology Timber and Graphics, Visual Arts, Photography, Drama and Music).

Students who demonstrate a talent in the sporting arena are given many opportunities to develop their skills through the numerous representative sporting competitions available at the college. All the competitions maintain pathways to representation at an elite level.

Teachers at the College are willing to assist students who find some of the work they are being taught in class difficult. Students in this situation should ask the teacher concerned for assistance. Every effort is made as students enter Year 7 to ensure that students who find learning in a classroom more difficult are provided with an inclusive support structure.

Outdoor Education

St Edward's College runs an Outdoor Education program through camps, which are held in Years 7 to 10. The aim of this program is to develop students' skills in a variety of recreational activities, to foster personal character and to develop positive relationships between students and teachers. The program provides a sequential course for the four years, developing skills of a higher order each year. Students will be presented with an accreditation certificate at the end of Year 10, which details the skills developed by the program. All activities are supervised by accredited outdoor education staff as well as a member of staff from the College. The Year 7 camp is held at Morisset, with focus on 'Orientation to Outdoor Education'. Some of the activities conducted include archery, canoeing, sailing, windsurfing, abseiling, rock climbing, initiative challenges and fencing.

Career Education

To assist students in their choice of courses and future careers, St Edward's has a full-time careers adviser and vocational education coordinator working in career education. The Careers Advisers office is on the staff level of the Shanahan Learning Centre.

Individual appointments with the careers adviser can be arranged as needed.

Visits by Army, Navy, Airforce, Police and other workplace organisations are organized to give students exposure to first hand information. Students in Year 10 and Year 12 attend the Central Coast Careers Expo annually and are invited to attend the Central Coast Campus (University, TAFE, and Community College) Open Day held mid year.

Learning Support

At St Edwards there is significant commitment to students who need support to learn. A lot of effort goes into setting up a learning environment which provides help for those students who do not find schooling easy. The classroom is the primary and most important place where learning support is in place. At all times there is an emphasis on providing support which ensures that the dignity of the student remains intact as we realise that students who experience some difficulty with their learning often lack confidence and find being labelled very disempowering. As far as possible students are assisted within the normal classroom although there are some programs offered which involve smaller groupings in more intensive, short term settings, such as homework help and home access to literacy software. Students are also invited to seek assistance outside of these options.

The school provides a comprehensive exam support service. When students qualify they may have a reader, a writer, separate supervision, or perhaps extra time to complete exams and assessments. This service begins to operate quite informally in Year 7 and students take increasing responsibility for utilising this as they move through the school. Each year the school organises for a number of students to make application for Special Provisions to the Board of Studies so they may have access to exam support in the Higher School Certificate

Students are monitored regularly as they move through the school and new forms of assistance are developed as needs emerge and resources are made available. None of this would be possible without the professionalism of the teachers and the assistants who work in classrooms with the students. Much is achieved through the high standard of consistent teaching which occurs on a daily basis. The staff who work in the learning support area are always willing to talk more specifically about the ways in which help is made available to students and parents are encouraged to seek more information from the school if required.

Social Justice

'Our schools exist to challenge popular beliefs and dominant cultural values, to ask the difficult question, to look at life from the standpoint of the minority ,the victim ,the stranger'.

Br. Phillip Pinto, Congregational Leader of the Christian Brothers, New York, 2002

Social Justice is a key priority for St Edward's College. The founder of the Christian Brothers, Blessed Edmund Rice, was a man who saw the needs of others and committed himself to ACTION. In his context of 1802 in Waterford, Ireland it was the poor Catholic boys who needed an education and other support.

At St Edward's we are part of an international group of schools and social justice ministries.

All Year 7 students will be introduced to the story of Blessed Edmund Rice via their studies in Religious Education. In addition, boys will be given ample opportunities to participate in community outreach such as Red Cross, 40 Hour Famine, soup kitchens and many others. These institutions challenge us to be faithful to the spirit of the Good News.

More formally, the Year 8 program inducts boys into 15 hours of compulsory community outreach per year. This is called the WATERFORD PROJECT. Students have three terms to complete the program and parental support is much needed and valued. Every student at St Edward's in Years 8-11 is expected to complete 15 hours of meaningful outreach (Waterford Project).

Other significant outreach opportunities continue in Years 9, 10,11 and 12 which aim to broaden students experience of serving others in need. These outreach activities form part of the Waterford Project.

As an Edmund Rice school, we are governed by the four touchstones of THE CHARTER for Catholic Schools in the Edmund Rice Tradition (2011) and are now newly led by Edmund Rice Education Australia (EREA) – this document governs expectations of Edmund Rice schools in terms of Community Outreach as well as our response to people living on the margins and our use of compassion and service to those on need.

School Counseling Service

There are two school counsellors at St Edward's, Geraldine Tague and Terasa Killin. We both have postgraduate qualifications in mental health and many years of experience as school counsellors.

We visit the Year 7 classes early in Term 1 to explain to the boys what we do and how to make an appointment if they need one. One of the counsellors usually attends the Year 7 camp to be available for support if problems arise.

We offer individual counselling for the range of difficulties faced by young people such as grief, stress, anxiety, lack of motivation, family relationships, family conflict and separation, peer relationships, bullying, and support for academic success.

We have put together the following guidelines to address some common concerns of parents when their son starts high school. We welcome parents and/or students to contact us to discuss any specific concerns they have.

From Geraldine Tague and Terasa Killin, School Counsellors

Starting High School

Many parents will be worrying about how their son will fit into high school and whether he will cope with the academic and social demands. He has gone from being one of the oldest in his primary school to being one of the smallest in the school. In high school, the oldest boys are often the size of men and this may feel a bit intimidating at first. It is not uncommon for new high school students to feel some of the following:

- overwhelmed
- lost and confused
- missing old school and old friends
- lonely and unhappy (until new friends are made)
- worried that he will not be able to cope with the new demands
- worried that he will not "fit in"
- worried that he will not live up to parental expectation

Following are some ideas for helping to make the transition to high school as smooth as possible for you and your son.

Getting Used To New School Routines

- Your son might be a bit tired and irritable during the settling-in period as he learns to adjust to new demands. Try to take this into account and be a little flexible in the early days.

Fitting In

- Fitting in and getting on with peers is one of the really important tasks your son faces. If your son is having difficulty settling in socially, reassure him that it can take time.
- Remind your son that he already knows how to make friends because of the friendships he has made in the past.



- Your son needs to build confidence in his own ability to get on with others. It is important for him to get the message that you trust him to achieve this.
- Encourage him to take the first step and introduce himself to other boys. Remember, the first step in **having** a friend is to **be** a friend.
- Encourage your son to join school activities, sporting groups or other group activities: a great way to make new friends.

© Most students adapt very well to high school and learn to appreciate that high school provides opportunities to move towards independence. ©

Communication

- Be available to listen to your son about his new experiences in high school. You need to let him know that you are interested in what is happening without overloading him with questions (a delicate balance!)
- Be a supportive listener but try not to give advice too quickly. Problems that young people can solve for themselves help to build confidence.



Organisation and Work Habits

- If your son learns to make good use of his diary, it will pay long-term dividends. If he consistently notes down his homework, assignments, any special equipment or materials he needs, the days he has to bring in his sports gear, planned excursions, etc., he is already on the way to developing good organisational skills.
- His timetable should be kept in the front of the diary so that he can easily access it to check which books he needs for the next day's lessons. If he then gets in the habit of referring to the timetable and planner when packing his school bag, he should always have everything he needs.
- It is a good idea to check regularly during the first few weeks that he is doing this, and then at occasional intervals to make sure he is maintaining good habits. Once it becomes part of his normal practice, you can relax and know that he has developed some good organisational skills and is working towards independence.
- Provide him with somewhere private and quiet to study, away from distractions.
- Help your son set up a homework routine that helps him manage homework and other commitments but still have time for relaxation and friends.



Building Resilience

- Facing life's obstacles and learning from these experiences helps to build resilience and the ability to face further challenges along the way.
- All boys will be different in their ability to manage the challenges they face. The best thing you can do for your son is to instill confidence in his ability to cope.
- Encourage him to try to sort out problems for himself before you step forward to intervene.

The Messages You Give

Parents often complain that their children don't listen to them. In fact, children are very good at receiving messages from their parents (especially the non-verbal ones).

- If you are anxious about your son and think he might fail, he is likely to pick up on this and decide there must be something to worry about. Trust that your son will manage and you will communicate to him that he is able to cope, even if he faces difficulties. If you are encouraging and enthusiastic, he will be more positive himself.
- If your son is allowed to not complete homework or to miss school days for trivial reasons, he learns that school is not all that valuable and he will develop habits of avoiding things that he doesn't really like. If you regularly check your son's school diary, provide a good environment for him to study in, check his completed work, and insist that he attends school regularly, he will get the message that you value school and he is likely to internalise the same value.
- If you have concerns about any aspect of his schooling, it is best to address this in a proactive way, working with the school staff to resolve the problem. The teachers, like you, are keen that your son succeeds through high school. If your son gets the message that everyone is working together to help him, he is more likely to have a positive experience of high school.

The independence your son achieves now will help him to succeed in life after high school.

THE COURSES OF STUDY OFFERED IN YEARS 7 TO 10

RELIGIOUS STUDIES

As a Catholic school in the Edmund Rice Tradition, St Edward's College encourages its students to have a personal relationship with Christ.

The aim of Religious Education at St Edward's is for the students to experience learning and living in the light of the Catholic faith throughout all aspects of their lives. The Religious Education department plays an important role in helping students achieve this goal. The Religious Education Teachers recognise that students come to St Edwards at different levels of faith development and it is their role to guide and help students explore and develop their own faith. Religious Education is a compulsory subject that is studied from Year 7 to 12.

The academic nature of this program distinguishes it from other types of religious formation that take place in our College, namely Liturgy, Retreat's and the 'Waterford Project' which is our Social Justice program. All four formation opportunities combine to provide the fundamental components of a holistic religious education.

Year 7 Topics

Initiation and Belonging

- Who is Edmund Rice?
- Bible Skills
- Images of God
- Covenant People
- Family
- Times of Jesus
- Advent and Christmas-Liturgical Year

ENGLISH

The English Department at St Edward's College is committed to certain aims including:

- Engaging and challenging all students to maximise their individual talents and capabilities for lifelong learning;
- Assisting students with skills to enable them to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning;
- Allowing students to experience a diverse range of purposeful and increasingly demanding language activities;
- Enabling students to learn about the power, value and art of the English language for communication, knowledge and pleasure;
- Developing an understanding of themselves, and of human experience and culture;
- Helping students develop clear and precise skills in speaking, listening, reading, writing, viewing and representing and knowledge and understanding of language forms and features and structures of texts.

These skills will allow your son to develop his control of language in ways that will help him in his lifelong learning, in his career, and in life.

MATHEMATICS

Mathematics in Year 7 is presented in three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The strands are treated separately but are interwoven to provide a balanced program to meet the needs and ability of the students.

The Year 7 course is integrated with the Year 8 (stage 4) course to enable students to reach a suitable standard before commencing Stage 5 Mathematics in Year 9. The Mathematics Department offers all Stage 6 courses in Years 11 and 12 from General Mathematics to Extension 2 Mathematics.

Each student receives a calculator in Year 7 to allow for new approaches to the learning of mathematics. It is stressed, however, that calculators should not reduce the importance of mental strategies and written computations are not neglected.

SCIENCE

The Science course in Year 7 aims to give students an appreciation of what Science is, what it can do, how it can help both the individual and society and its relevance to everyday living.

In Year 7 the boys are introduced to four major disciplines of Science:

1. Physics - the study of matter and energy
2. Chemistry - the study of different substances and their reactions
3. Biology - the study of life and living things
4. Earth & Environmental Science - the study of the Earth's structure, ecology and sustainability

A general Science course is compulsory in Years 7, 8, 9 and 10. This course follows the four areas of Science mentioned above.

In Years 11 and 12, St Edward's offers four separate courses in Science – Physics, Chemistry, Biology and Senior Science. The first three of these prepare students for tertiary study in that they are a more detailed examination of the work covered in Years 7 to 10. Senior Science is a continuation of the study of the major Science disciplines and is more suited for students who are interested in science but do not wish to continue studying science at a tertiary level.

The study of a Science course in Years 11 and 12 is not compulsory, however, the Science department encourages students to choose one or two Science courses.

HISTORY

The main emphasis on History in Years 7 and 8 is on developing an appreciation of the study of History and commitment to informed active citizenship. The skills of interpretation, analysis, empathy and research are continually developed throughout these Years. The topics Year 7 study includes:

- "Introducing History"
- a study of ancient societies.
- a study of one medieval and early modern society

In Year 8 students examine two areas where colonisation and its impact on indigenous people. History in Years 9 and 10 has an Australian focus and examines the role that Australia has played in world affairs and in shaping its own identity. At the end of Year 10 students sit for an external exam based on the material learnt in Geography and History in Years 9 and 10, with an emphasis on Civics and Citizenship.

GEOGRAPHY

Stages 4 (i.e. Years 7 to 8) examine Geography by focusing on the following issues

- inputs of global geographical issues / environments
- how individuals and groups effect the quality of global environments
- investigating the world global communities.

The Year 7 students are introduced to the skills that are used by geographers. They learn to use maps, atlases, graphs, photographs and weather maps and to briefly examine contemporary issues. There will be an excursion to a local environment to enhance the material covered in class.

In Year 8 students continue to study Geography from a global perspective, concentrating on global issues of inequity, responsibility and sustainability.

Geography in Years 9 and 10 has an Australian focus examining how to better manage our own resources. Geography students continue to develop their skills covered in Years 7 and 8. At the end of Year 10 students sit for an external exam based on the material learnt in Geography and History in Years 9 and 10.

Each Year (7, 8, 9, and 10) studies a semester of History and a semester of Geography.

Commerce is an elective Stage 5 course studied in Years 9 and 10. It does not form part of the Civics and Citizenship course and is not examined externally at the end of Year 10.

Students who wish to study HSIE courses in Years 11 and 12 (Stage 6) do not have to study any particular HSIE course in Years 7 to 10. However it can be expected that the skills developed over Stages 4 and 5 would enable the student to progress in the Stage 6 subjects. The subjects offered in Stage 6 that flow on from Stage 5 include Business Studies, Economics, Modern / Ancient History, Geography, Legal Studies, History Extension and Retail.

MUSIC

The aim of music at St Edwards is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in music. Performing, composing and listening provide a range of musical experiences to have a continued interest in music for the rest of their lives.

Each of the concepts of music (i.e. Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture and Structure) will be defined and revised through the learning experiences of performing, composing and listening. Students will also be expected to be able to read, write and perform simple musical notations as required by the mandatory syllabus at the conclusion of the course.

Performing

Performing experiences will include playing on the class sets of guitars, various keyboard instruments and rock band instruments. At the conclusion of the course students will be expected to be able to perform on at least two instruments, both as a soloist and as part of an ensemble. There is also scope for students to perform on their own individual instrument of study, if applicable.

Composing

Composing experiences will include writing melodies and rhythmic accompaniments using standard music notations, creating chord progressions, writing lyrics and creating sound tracks.

Listening

Listening activities will include a variety of musical styles including a wide range of social, cultural and historical contexts. Each student has access to the internet and up to date modern technology.

VISUAL ARTS

All students study Visual Arts in Years 7 and 8. They may elect to continue their studies in Years 9 and 10 and in Years 11 and 12. The students make and study artworks.

By making artworks students learn to give form to images and objects and to represent ideas, experiences and understandings. In their artmaking experiences, students study a broad range of subject matter including people, other living things, objects, places and spaces, events, issues and theories. Students study the art of Australia and other cultures.

By studying artworks and images students come to know their culture and visual worlds and develop their capacity to respond, interpret and form opinions.

Students will explore a variety of media in 2D, 3D and 4D forms, which include

- Drawing
- Painting
- Photography
- Printmaking
- Computer & Digital Art
- Graphics
- Ceramics

Students are required to keep a Visual Arts Process Diary which is given out during the student's first lesson. It is a record of their ideas, imaginings and experiences throughout each unit of work. The diary is an integral part of the Visual Arts course from Year 7 to 12.

DRAMA

Drama is offered to students in Years 9 and 10 as an elective course. Students learn about themselves and others by creating characters and situations. Students learn through doing and by cooperating with other students in the class to enhance communication, problem solving skills and relationships with others.

TECHNOLOGY

The aim of the Technology course is to develop a student's ability to design, produce and evaluate solutions that responds to identified opportunities and needs. It enables students to justify solutions and responsibly, safely and creatively use and select materials, tools and techniques.

At St Edwards Year 7 will undertake activities in Ten week 'Area of Study' units which are identified under the following classifications:

- Products- The focus of this is on objects, systems and artefacts
- The Built Environment -This focuses on space, place and use and their creation and modification
- Information and Communication -The focus here is various types of data and information for the purposes of conveying a message.

During these units the students will be required to undertake activities that will engage them in research, planning, drawing (both hand and CAD), manufacturing and evaluating the product. Each Area of Study has clearly defined assessment items that will evaluate the student's level of achievement of the syllabus outcomes.

Activities will take place in a variety of environments that include Wood, Metal, Plastics and Computing technologies. For this reason there is extensive safety induction and supervision at all times.

Students can continue studying Technology based subjects in Year 9 & 10 like Graphics Technology, Industrial Technology Timber & Metal, and Food Technology. These subjects in turn lead to the HSC subjects of Industrial Technology, Engineering Studies, Food Technology, Design and Technology as well as the vocational subjects of Metals & Engineering, Construction, and Hospitality

FRENCH

In recent years, there has been a very strong push from the Commonwealth Government to promote Languages in schools, both Primary and Secondary. The rationale for this stems from Australia's multi-racial profile. It is the belief that exposure to another country's language and culture can only help break down the barriers between people in all walks of life.

To achieve this aim, the government has determined that all Secondary students will have completed a minimum of 100 hours of study of Language by the time they complete Year 10. In this way, all students will have a basic ability of communication in another language. At the same time, cultural aspects of the people speaking that language will have been encountered.

At St Edward's all Year 8 students study French for 100 hours, ie, 6 lessons per 2-week cycle. Our experience is that this has been very beneficial to them, both academically (to improve literacy and study skills) and socially (by increasing their acceptance of "difference"). Students are able to choose a French as one of their elective classes in Years 9 and 10 and, if a sufficient number of students request it, as a subject in Years 11 and 12.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health, and Physical Education is concerned with the development of the whole person and improvement of quality of life. This subject is concerned with developing knowledge and skills and fostering attitudes that will empower students to adopt healthy lifestyles. This program endeavours to affect the way students think, feel and act in regard to their own well being and that of others and the community in which they live.

The course focuses on enabling and encouraging students to make informed decisions related to health, physical activity, lifestyle and life planning. The approach to life style management, embodied in this course, is that the individual must make personal decisions and act upon them. PD/H/PE embraces learning opportunities that are broad enough to include the full scope of individual differences so that all students have an equal chance for realising their potential. Subject topics focus on the management of life situation's and does address issues which may be considered controversial. In all such situations the subject matter is aligned with the ethos of the Catholic Church.

The course also involves regular participation in a variety of physical activity pursuits by the students. Participation assists with the structural growth, development and efficient functioning of the body throughout their high school years.

Students study PD/H/PE in Years 7 to 10. Those students who are interested in this field can further their knowledge in Years 9 and 10 through the Physical Activity and Sports Studies (PASS) elective course. Students can also choose to continue in this Key Learning Area by selecting PD/H/PE and or the Board Endorsed VET Sport Coaching course, as an elective for the HSC.

Where young men achieve



Independent Study Guidelines

Year 7 - 12



Respect & Commitment

<p>WHAT IS INDEPENDENT STUDY?</p> <p>Independent Study is work that is set to be done outside the timetabled curriculum which contains an element of independent study and an opportunity for students to be responsible for their own learning</p> <p>EXAMPLES OF INDEPENDENT STUDY:</p> <p>Practice Exercises: E.g. complete an activity to reinforce what is learnt in class aiming to increase understanding</p> <p>Preparatory Exercises: E.g. reading, revising, researching background material before a lesson which improves individual participation</p> <p>Extension Activities: E.g. to research, investigate, design, make, explore something/ information independently which provides an opportunity to achieve a feeling of self-confidence and personal accomplishment</p>	<p>WHEN IS IT DONE/SET?</p> <p>Daily Decided by the classroom teacher on a daily, weekly basis depending on the individual teacher's requirements and students needs</p> <p>Daily Tasks may be published on the College Portal as homework</p> <p>Per Term Decided by each faculty per term. Faculties submit homework/assignment/assessment tasks to Curriculum Coordinator who prepares College Assessment Timetable which is given to students. Term Tasks are published on the College Portal</p> <p>Daily Expectation Year 7-8: 45-60 minutes a day Year 9-10: 60-90 minutes a day Year 11-12 2-3 hours a day (This does not mean that it needs to be completed in one sitting)</p>
<p>WHERE IS IT DONE?</p> <p>Most Independent Study is done at home in an environment that provides a suitable table, chair, lighting and quiet place.</p> <p>However, not all Independent Study is done at home. For some students who find it hard to work at home, or for some tasks which may require resources (software, books, equipment) that are available at school, it is necessary or best to carry out the task at school. The College provides homework help three mornings a week in the library, starting at 8 am. The library remains open until 5pm Monday –Thursday.</p> <p>Senior students also have the opportunity to use study periods here at school to contribute to their daily independent study expectations.</p>	<p>WHO DOES IT?</p> <p>It is the student's responsibility to:</p> <ul style="list-style-type: none"> • Listen to homework instructions • Record homework instructions in a diary or electronic calendar for senior students • Record due dates for tasks and major assignments in their diaries • Access the student portal on a regular basis to check for homework tasks • Ensure the task is completed independently and handed in on time • To attempt all work and give their best • To inform the teacher of any difficulties • Develop an effective individual study timetable • Seek feedback from teachers on tasks prior to submission or due date • Seek assistance from teachers, parents or caregivers when difficulties arise
<p>WHY CARRY OUT INDEPENDENT STUDY?</p> <p>Independent Study</p> <ul style="list-style-type: none"> • Complements and reinforces classroom learning • Foster good habits: self-discipline, concentration and study. • Allows for the practicing, extending and consolidating of class work • Trains students to plan and organise time • Develops and extends core learning skills of inquiry and independent study • Strengthens the partnership between home and school, providing insights into what is taught at school • Provides feedback about what and how the students are learning and how their skills are progressing 	

ROLES

Role of Teacher

- Clearly indicate the purpose of Independent Study
- Set deadlines and ensure they are met
- Mark and return work promptly
- Upload tasks to the College Portal
- Specify assessment and assignment expectations at the beginning of a unit of work
- Set challenging and meaningful tasks relevant to students' learning needs and intended outcomes of the unit of work being taught
- Give students enough time to complete tasks, taking into consideration home and extra-curricular activities
- Coordinate the allocation of homework by different faculties through the use of College Calendar
- Teach revision and study skills, provide help and support
- Teach information-gathering, analyzing and reporting skills
- Keep accurate records of homework set and submitted
- Defining and enforcing penalties for late submissions of assessable tasks
- Notify parents if homework is not submitted or is unsatisfactory or incomplete on a regular basis

Role of Parents

- Encouragement: Ensure your child manages and copes with the workload. Sit and talk to them about tasks
- Show an interest by asking questions about the task they are undertaking and check the College Portal
- Provide a table, chair and quiet place to work
- Negotiate a time suitable for your child to work as his free time is important too
- Check time spent on individual tasks
- Ensure extra-curricular organizations don't compromise your child's quality of work and put him under pressure

Role of College

- Inform parents/caregivers of the College's Homework Policy via College Portal and Web Site.
- Integrate major assessment tasks within the College's Calendar
- Have Subject Coordinators, Year Coordinators and the Curriculum Coordinator monitor the Independent Study load of students

TIME MANAGEMENT TIPS

Strategies on using time:

- **Blocks of study time and breaks**

As your school term begins and your course schedule is set, develop and plan for, blocks of study time in a typical week. Blocks ideally are around 50 minutes, but perhaps you become restless after only 30 minutes? Some difficult material may require more frequent breaks. Shorten your study blocks if necessary-but don't forget to return to the task at hand! What you do during your break should give you an opportunity to have a snack, relax, or otherwise refresh or re-energize yourself. For example, place blocks of time when you are most productive: are you a morning person or a night owl?
- **Dedicated study spaces**

Determine a place free from distraction (no phone or text messaging) where you can maximize your concentration and be free of the distractions that friends or hobbies can bring! You should also have a back-up space that you can escape to, like the library, even a coffee shop where you can be anonymous. A change of venue may also bring extra resources.
- **Weekly reviews**

Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes, your calendar. Be mindful that as deadlines and exams approach, your weekly routine must adapt to them!
- **Prioritize your assignments**

When studying, get in the habit of beginning with the most difficult subject or task. You'll be fresh, and have more energy to take them on when you are at your best. For more difficult courses of study, try to be flexible: for example, build in reaction time when you can get feedback on assignments before they are due.
- **Achieve "stage one"- get something done**

The Chinese adage of the longest journey starting with a single step has a couple of meanings: First, you launch the project! Second, by starting, you may realize that there are some things you have not planned for in your process. Details of an assignment are not always evident until you begin the assignment.
- **Postpone unnecessary activities until the work is done**

Postpone tasks or routines that can be put off until your school work is finished!
This can be the most difficult challenge of time management. As learners we always meet unexpected opportunities that look appealing, and then result in poor performance on a test, on a paper, or in preparation for a task. Distracting activities will be more enjoyable later without the pressure of the test, assignment, etc. hanging over your head. Think in terms of pride of accomplishment. Instead of saying "no" learn to say "later".
- **Identify resources to help you**

Are there tutors? An expert friend? Have you tried a keyword search on the Internet to get better explanations? Are there specialists in the library that can point you to resources? What about professionals and professional organisations. Using outside resources can save you time and energy, and solve problems.
- **Use your free time wisely**

Think of times when you can study "bits" as when walking, riding the bus, study periods etc. Perhaps you've got music to listen to for your course in music or a novel to read in English. If you are walking or bussing to school, when best to listen? Perhaps you are in a line waiting? Perfect for routine tasks like flash cards, or if you can concentrate, to read or review a chapter. The bottom line is to put your time to good use.
- **Review notes and readings just before class**

This may prompt a question or two about something you don't quite understand, to ask about in class, or after. It also demonstrates to your teacher that you are interested and have prepared.
- **Review lecture notes just after class**

The first 24 hours are critical. Forgetting is greatest within 24 hours without review!



ST EDWARD'S COLLEGE

A CATHOLIC SCHOOL IN THE EDMUND RICE TRADITION

Where young men achieve



EDMUND RICE EDUCATION
AUSTRALIA

OUR CODE FOR LEARNING

**I respect learning
by valuing:**

Organisation

Cooperation

The right to learn

Participation

Independent study

Academic excellence

**I show commitment to
learning through:**

Being prepared and punctual

- Managing my time effectively
- Meeting my deadlines

Following instructions

- Working cooperatively with teachers and other students
- Helping others

Paying attention

- Not disturbing others
- Not being disrupted by others

Being actively involved

- Asking and answering questions
- Listening and completing assigned work

Developing an effective study routine

- Completing my homework
- Researching, reading and revising regularly

Doing my personal best

- Showing pride in my work
- Setting and trying to achieve goals