

SANTA MARIA COLLEGE
LEARN!

YEARS 7, 8 & 9
CURRICULUM
HANDBOOK
2020



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INTRODUCTION

This Curriculum Handbook provides an overview of learning opportunities offered to girls in Years 7-9 at Santa Maria College. Our mission is to optimise the learning opportunities of young women, to enhance their potential to live and work in a contemporary society.

Santa Maria College aims to connect learning to life by empowering students to develop their social, personal, thinking and technical capabilities. We encourage our students to become creative problem-solvers, capable of thinking critically, working collaboratively and feeling deeply about the world around them. In order to achieve these goals, the College offers a broad range of opportunities and practices across the curriculum.

In addition to the content and skills developed in Year 7 to 9, students will focus on Literacy, Numeracy and Information Communication Technology capabilities. The 21st century skills and attributes represented in Figure 1 will also be prioritised in order to develop well-rounded citizens with a deep love of learning. To make this possible, students require learning programs which provide opportunities to enhance their strengths and develop any areas of weakness to reach their full potential.

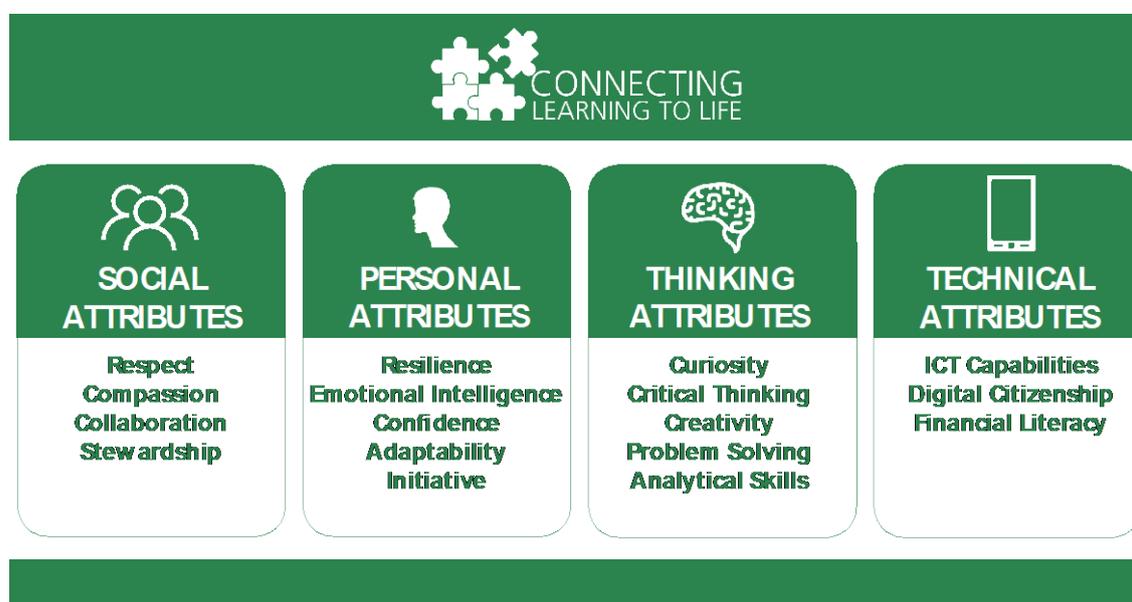


Figure 1- Connecting Learning to Life Attributes

As Santa Maria is an information technology rich school, all students will utilise a MacBook laptop, which is leased to them by the College. Each Learning Areas incorporate the appropriate use of digital technology into their classes so that student learning is maximised.

If you have questions that have not been answered in this handbook please contact the relevant Dean of Students or Head of Learning Area.

Mrs Simone Sawiris

Deputy Principal – Teaching & Learning

OVERVIEW OF SUBJECTS

The Year 7, 8 and 9 Curriculum aims to provide for students of all abilities and with varying interests. In addition to the core subjects, students are able to select from a wide range of electives.

The table below lists the electives offered in each year group. Please note that students in Year 7 and 8 **MUST** select **one elective** from the following areas:

Languages	Digital Technologies	Design Technologies	Performing Arts	Visual Arts
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YEARS 7-9 COMPULSORY SUBJECTS	<ul style="list-style-type: none"> - Religious Education - English - Mathematics - Science - Health & Physical Education - Humanities & Social Sciences 		
YEAR 7 ELECTIVES	YEAR 8 ELECTIVES	YEAR 9 ELECTIVES	
<u>Languages:</u> All students must select one language: French or Italian to study for the year.	<u>Languages:</u> All students must select a minimum of one language unit (French A or Italian A) to study for one semester. They may also study a second language unit (French B or Italian B) in Semester 2.	<u>Languages:</u> Selecting a language is optional in Year 9.	
Students select six of the following electives during the year: (three in each semester):	Students select five other electives to study for one semester each:	Students study three of the following electives for the whole year:	
Creative Media	Creative Media	Digital Media & Photography	
Robotics & Coding	Robotics & Coding	Entrepreneurship	
Dance	Dance	Dance	
Drama	Drama	Drama	
Draw & Paint	Draw & Paint	Visual Arts	
Make & Create	Design & Create		
Food & Fashion	Food & Fashion	Food and/or Fashion & Textiles	
French (one year)	French B (one semester)	French (one year)	
IGNITE (Withdrawal Program)	IGNITE	Design	
Italian (one year)	Italian B (one semester)	Italian (one year)	
Music A/ Music B	Music A/ Music B	Music	
STEngineers	Science Quest	Marine Science	
Sportsfun	Wide World of Sport	Recreation Studies	

EXTENDED LEARNING

Santa Maria College provides a curriculum which caters for a wide range of abilities, from those who require additional support to those who require extension. Students are placed in classes based on their results by the relevant Head of Learning Area, in consultation with Dean of Students and Head of Enrichment.

Enhanced Learning Program

Our Enhanced Learning Program provides a unique opportunity to extend and personalize student learning. There is a great diversity in the programs provided for all learners to attain their individual learning goals. The Enhanced Learning Program includes three major projects, ordered in such a manner that there is a progression in the development of skills and knowledge from Years 7-9. A number of attributes from our 'Connecting Learning to Life' framework are embedded within each project.

Year 7: Seek7

The aim of this four-day learning experience is to enhance the traditional curriculum; to enhance and extend the learning of all students in Year 7. It is designed to encourage the exploration of ideas in a structured and supported process of research to answer big questions relevant to today's world. Students participate in workshops which model strategies to effectively **collaborate, research, analyse information, form opinions** and **create a product** to communicate their ideas.

Year 8: Explore8

Year 8 students will be involved in a cross-curricular program titled *Explore8*. They will be taken off the regular timetable for up to two weeks in Term 4. The focus of this program is **creativity, problem solving** and **innovation**. Each morning students will have a guest speaker, followed by a skills development session. In the afternoon they will work on a personal 'passion' project. The culmination of *Explore8* will be a display of each student's personal project, which parents will view prior to Awards Night.

Year 9: Strive9

The *Strive9* project is embedded in the College Pastoral Program as a Homeroom based Social Action project. The key element of this program is 'action', with students sharing their gifts and talents to make a difference in the world. It is about students acknowledging that they have a role to play in their local and global communities, and then embracing the opportunity to 'act' to make a difference. Attributes of **compassion, respect, stewardship, problem solving, collaboration** and **initiative** are at the forefront of the *Strive9* experience.

IGNITE - Gifted and Talented

Students at Santa Maria College are offered the opportunity to be part of our gifted and talented program called IGNITE. The program is offered to students in Years 5-8 with the aim to foster a love of learning, and challenge and extend students creatively and academically. Each year group has a new project each term and previous projects have included Codebreaking, Silent Movies, Mathematicians and Neuroscience.

To participate in the IGNITE program parents, need to apply at the start of Year 5 and 7 and information will be provided to parents in Term 4. Parental application, teacher feedback and internal testing will be used in the selection of students for IGNITE. In years 5 – 7 IGNITE is a withdrawal from core classes model while in Year 8 IGNITE is offered as an elective.

SUPPORT FOR LEARNING

Study Buddies

This program is provided by Year 10 Peer Mentors to any student in Years 5 and 6 who needs assistance with organisation, research, ICT skills or specific subject questions. This will be offered before and after school on selected days.

Homework Heroes

This study support program is designed specifically for Year 7-9 students. After school assistance with homework and study will be provided by Year 11 Peer Mentors. Subject teachers are also available to provide additional support to students in a range of courses.

Maths Help

Mathematics students in all year groups are encouraged to attend Maths Help which is offered Wednesday mornings each week at 7.40 am - 8.25 am to assist with Mathematics problems and homework.

The Enrichment Centre

The Enrichment Centre is staffed by experienced teachers who provide a variety of services to help students reach their full potential. The Literacy and Numeracy support teachers provide a variety of support for students both in class and small groups.

LEARNING SUPPORT ELECTIVES

Meet Me in the Middle

Meet Me in the Middle is an elective offered to Year 7 students who may require assistance with a range of skills, such as organisation, note making, ICT and revision techniques. Students will be invited to join this elective by their Dean of Year or Head of Enrichment, as required.

Literacy Booster

Literacy Booster is an invitation subject that Year 7 and 8 students requiring extra Literacy assistance may participate in instead of a language. Students requiring literacy assistance are identified by internal testing, teacher observations and parent information. If you feel your daughter would benefit from this class, please contact the Head of Enrichment.

Numeracy Booster

The Numeracy Booster class is an invitation elective that addresses the gaps in student Numeracy skills. Students requiring numeracy assistance are identified by internal testing, teacher observations and parent information. If you feel your daughter would benefit from this class, please contact the Head of Enrichment. The course provides individualised support for these students focusing on gaps in their Mathematical understandings, through a fun and interactive environment.

If you have any concerns regarding your daughter's academic progress or if your daughter has a learning difficulty please contact the Head of Enrichment, Mrs Melanie Lee lee.melanie@santamaria.wa.edu.au. Meetings with the Head of Enrichment will focus on strategies to help support girls with the work covered in class and at home.

COMMUNICATION OF STUDENT PROGRESS

Teacher Contact

Teachers are accessible through the College's email system:

surname.firstname@santamaria.wa.edu.au.

It is a College intention that staff return a parent communication within forty-eight hours. See the staff contact list at the end of this handbook, for key staff contact details.

If you have questions or concerns regarding your daughter's progress in a subject, parents are requested to contact staff in the following order:

1. the Subject teacher;
2. the Head of Learning Area;
3. your daughter's Dean of Students
4. the Deputy Principal Teaching & Learning

If you have multiple academic or pastoral concerns it is suggested you contact your daughter's Dean of Students.

SEQTA-Engage

SEQTA-Engage is an online learning platform that enables parents to log in to view their daughter's timetable, daily notices, academic achievements, teacher feedback and academic reports. Families new to the College will be provided with login details at the beginning of the year.

Key College documents and policies are available to parents through SEQTA-Engage.

Reporting

Academic reports are made available on SEQTA-Engage at the end of Term 1 and at the end of each semester. All Learning Areas report student progress in terms of marks and grades achieved in the content areas of the Western Australian K-10 Curriculum provided by the School Curriculum and Standards Authority.

The semester report tracks academic progress, pastoral development and co-curricular involvement. Students receive an overall course mark and grade in each subject and feedback on their attitude, effort and work habits.

Parent Information Evenings and Interviews

Parent Information Evenings are held in Term 1 or Term 2 and Parent-Daughter-Teacher Interviews are offered at the beginning of Term 2.

STUDY AND HOMEWORK

Study

Regular home study is an integral part of the Year 7, 8 and 9 program at Santa Maria College.

What is study?

Study = homework + revision

Study can consist of:

1. Completion of unfinished classwork
2. Assignments to be completed and handed in by a set date.
3. Daily revision e.g. writing three key points about concepts learnt in classes each day into a revision notebook
4. Revision for tests and in-class assessments

It would only be in very rare and unusual circumstances that a student will have a night with 'no homework'. It is difficult to specify precisely the amount of time any student should spend on homework since abilities and the rate of work vary from one student to the other.

Recommended study time per day for each Year group are as follows:

Year 7	1 hour.
Year 8	1.5 hours.
Year 9	2 hours.

Student Planner

At the beginning of the academic year each student is given a copy of the Student Planner. The Planner contains information on College policies and procedures and the dates of the various activities, which take place throughout the year.

The Student Planner is also an important means of communication between parents and the College.

The Term Planner at the beginning of each term is a crucial planning tool to record all due dates and school commitments. All parents are encouraged to assist students in using the Term Planner.

Organisation and Study Skills Program

Throughout the first semester, Years 7 and 8 students are taught skills in the following areas

- Homework: Purpose and expectations
- Study and Revision: How to study and revise
- Organisational Skills: Developing a balance between school work, homework co-curricular activities and family and social activities

Each Year group has a particular organisation and study skills program, which is overseen by the Dean of Year and supported through the Homerooms and Learning Areas.

SUBJECT OUTLINES

Subject	Religious Education		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

Religious Education aims to share the Catholic faith by promoting knowledge and understanding of the Gospel, as it is handed on by the Catholic Church, and of how those who follow Christ are called to live this Gospel in today's world. It complements the Catechesis offered in family, school and parish communities.

There are five outcomes in the Religious Education learning area:

1. Discovering God: Students understand that people come to discover God through experiences in creation.
2. Drawing on human experience: Students understand the context of the Christian message and its significance by relating to it examples drawn from human experience.
3. Knowing Jesus: Students know the person of Jesus, the model for living out the Christian mission in the world.
4. Living like Jesus: Students understand that Catholics are empowered to live like Jesus as they draw on the power of the Holy Spirit.
5. Catholic Practices: Students demonstrate the skills necessary in order to read and apply Scripture to life and to participate in Catholic ritual and prayer.

Course Description

Students at Santa Maria College follow the Perth Archdiocesan Religious Education Course. Each Year group studies one unit each term.

Year 7

- Celebrating Jesus
- Living as Church
- Celebrating New Life
- Living in God's Love

Year 8

- Belonging And Acceptance In Catholic Communities
- The Universal Need For God
- Creation – God's Original Plan
- Growing In The Image of God

Year 9

- The Human Search For Truth
- People Grow Stronger Spiritually
- People Can Achieve Emotional Peace
- Christian Love and Sexuality

In addition to the formal classroom instruction, students are required to complete a compulsory Christian Service Learning Project and participate in a Reflection Day.

Assessment

Students complete up to two assessments per unit. The assessments are varied and may include tests, source analysis, investigations and presentations.

Subject	Creative Media – Digital Technologies		ELECTIVE
Year	7 ✓	8 ✓	9

Aims of the Course

This subject is a fun and interactive course that enables students to develop their confidence and creativity using technology with a focus on photography and design.

In Year 7, the course covers the requirements of the Western Australian Digital Technologies curriculum. Students can choose to do either Creative Media or Robotics & Coding in 2020, with the option to choose both.

In Year 8 students continue the skills learned in Year 7 (although the subject is not a pre-requisite for success). Students use photography and design to enhance their understanding of technology and how it contributes to work and life.

Course Description

Year 7

Students use a variety of creative media applications to develop digital solutions, with an emphasis on the use of tools and shortcuts in Adobe Photoshop. Students use this industry-standard software to create images, edit photographs and create solutions to problems. Skills can then be applied to projects in other subjects. As part of the course, students learn professional photography techniques using the College DSLR cameras, and experiment with scenes, lighting, portraiture and manual camera settings.

Students undertake a creative photography project and enhance their work using their software skills, and also gain an understanding of how computers and the internet work.

Year 8

Students learn how professional photographers create portfolios of work, and create their own curated photography portfolios as they master the manual settings of a modern DSLR camera. Extending their ability to develop digital solutions, students will be working with Adobe Photoshop and Adobe InDesign to create a professional photography publication. The skills developed in this task can then be applied to projects in other subjects. As part of the course, students learn more advanced professional photography techniques using the College DSLR cameras, and experiment with themes, depth of field, shutter speed and aperture.

Students undertake a series of creative software-based projects that can include animation, 3D modelling, photography and design. They enhance their work using their software skills, and further develop their understanding of how computers and the internet work.

Assessment

Assessment is based on a project model. Students will design, create and evaluate a series of creative projects throughout the course. Other assessment types include quizzes and peer feedback.

Subject	Dance – Performing Arts		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

Dance at Santa Maria College provides an exciting opportunity for students to develop their skills in coordination, strength, balance, flexibility, control and alignment through the creative process. In undertaking Dance, students are introduced to a variety of styles in order to develop their practical skills and are also asked to understand dance critically.

In Dance at Santa Maria College, students will:

- Establish a strong sense of self and develop confidence and trust in themselves and others.
- Explore and develop their own, and others' ideas and feelings within a structured, teacher facilitated environment.
- Learn to work both collaboratively and individually in set tasks.
- Recognise and manipulate elements of dance to express their ideas.
- Develop skills of inquiry through discussion, brainstorming and analysis.
- Explore dance through history, in different cultures and in an Australian context.
- Explore the elements of dance and how they are imperative to dance.
- Explore technical aspects of dance to enhance performance.
- Develop and manipulate appropriate dance terminology to communicate about and evaluate their own and others' work.
- Develop an understanding and appreciation for dance and its place and purpose in the wider world.

The emphasis of dance in the classroom is practically based. Students will also develop their skills in critical analysis through evaluating their own, and others' work in both verbal and written form.

Year 7

The Year 7 Dance course is a practical based subject, with students participating in groups and whole class dance activities. The course aims to help students create an awareness of self and to gain confidence expressing themselves creatively. Students are encouraged to think laterally, explore dance and push the creative boundaries in a safe and supportive environment.

Year 8

In Year 8, the emphasis is on developing students' skills in dance. Students are exposed to a wide range of performance skills through group work, including small group choreography, whole class choreography and partner work. Students are also asked to work individually in order to express their own creativity.

Year 9

In Year 9, the focus of the course is to build upon the knowledge learnt in Years 7 and 8 and also to prepare students for Dance offered in Year 10. Students will develop their practical and written skills further. They will also have the opportunity to explore the varied facets of dance and develop a holistic view regarding the opportunities and avenues dance has to offer.

Homework

Homework is minimal and time is allocated in class to complete set work.

Assessment

Students undertake a formal performance assessment at the conclusion of a term. They are generally group based and serve to highlight the development of the fundamental skills relating to the topic. Adequate time is allocated in class to complete assessments.

Subject	Design		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

Do you visualise that one day you will be involved in Visual Design? Are you creative and innovative? This course will provide you with the fundamentals of design principles in a variety of contexts with unique opportunities to be creative with design in a wide variety of design disciplines.

Year 9

Design in Year 9 is a year long course and will offer more challenging design opportunities in the areas such as architecture & environmental design, jewellery & costume design, set & theatre design, interiors, shop & window design/displays and creative photography styling for magazine layouts.

In both Year 8 and Year 9 students will discover, define, develop and deliver design! We will introduce the building blocks of design principles, which are essential in all successful designs. Exciting projects have been designed to enable students to apply the design principles and elements to a diverse range of ideas and to produce interesting and innovative designs and three-dimensional artwork. Even though the course emphasises the use of technology, traditional drawing media and techniques are still integral to the development of ideas.

Design is the way of the future, and the industry needs innovative, creative and skilled designers who are aware of modern technologies and have the necessary skills to be able to present ideas in an artistic and sophisticated manner.

Course Description

Design Making

- Inquiry- exploration of design ideas with a focus on design processes and principles and design conventions
- Practice-exploration of a variety of techniques/technologies- both 2D and 3D skills from graphic design (Photoshop) through to model making.
- Presentation-consideration to professional presentation of design ideas

Design Responding

- Analysis Application and knowledge of design elements and principles
- Social, cultural and historical contexts- study of contemporary design/designers within society
- Interpretation/responses- evaluation of own designs and the designs of others.

Subject	Design & Create – Visual Arts		ELECTIVE
Year	7	8 ✓	9

Aims of the Course

Are you creative and interested in Design? If so, this could be the course for you, as it will provide you with the fundamentals of design principles in a variety of contexts, with unique opportunities to be creative with designing and creating finished products.

In this semester long course, students will be introduced to design opportunities in disciplines such as product design, jewellery, architecture, creative styling and interior design. Students will explore the design process to the creation of a finished product.

Course Description

Design Making

- Inquiry- exploration of design ideas with a focus on design processes and principles and design conventions
- Practice-exploration of a variety of techniques/technologies- both 2D and 3D skills from graphic design (Photoshop) through to model making.
- Presentation-consideration to professional presentation of design ideas

Design Responding

- Analysis Application and knowledge of design elements and principles
- Social, cultural and historical contexts- study of contemporary design/designers within society
- Interpretation/responses- evaluation of own designs and the designs of others.

Assessment

Design Making

The Design Making process includes inquiry, design practice and presentation of work. Assessment work is project based and finalised at the end of each Term. Tasks are presented and submitted in a folio along with final design works.

Design Responses

Students complete a critical research task looking at the work of a particular designer or design style in writing using the Elements and Principles of Design. They analyse and respond to their own work through annotations and an evaluation.

Subject	Digital Media & Photography			ELECTIVE
Year	7	8	9	✓

Aims of the Course

This subject allows for further exploration of technology in a fun and interactive way. Students will discuss how technology has impacted on society and design their responses to it. The emphasis is on learning creative software skills in the Adobe Suite and giving more flexibility in how students respond to projects.

Course Description

Students learn from a range of professional photography resources and industry experts to create and develop their photography portfolio. They use software to enhance their photography, and connect their work together with themes, elements, principles, lighting and effects. Students master the manual settings of a modern DSLR camera and expand their skills into film production with Adobe Premiere Pro. Creating music videos is a highlight of the course. The skills developed in this task can then be applied to projects in other subjects. As part of the course, students learn more advanced professional photography techniques using the College DSLR cameras, and experiment further with techniques that appeal to them.

Assessment

Assessment is based on a project model. Students will design, create and evaluate a series of creative projects throughout the course. Other assessment types include theory quizzes and peer feedback.

Subject	Drama – Performing Arts		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

Drama provides an exciting opportunity for students to develop life skills as well as hone their dramatic ability in a fun, supportive and safe environment. Drama builds confidence, empathy, understanding about human experience and a sense of identity and belonging, all are valuable skills in contemporary living. In undertaking a course in Drama, students are exposed to a wide range of practical skills and are encouraged to develop their critical thinking.

Drama, students will:

- Establish a strong sense of self, developing confidence and trust in themselves and others.
- Explore and develop their own, and others' ideas and feelings within a structured, teacher facilitated environment.
- Learn to work both collaboratively and individually in set tasks.
- Recognise and manipulate elements of performance to express their ideas.
- Develop skills of inquiry through discussion, brainstorming and analysis.
- Explore dramatic forms and styles through past and present eras in theatre history.
- Experiment with space, voice and body to create dramatic meaning and dramatic action.
- Explore technical aspects of theatre to enhance performance.
- Develop and manipulate appropriate drama terminology to communicate about and evaluate their own and others' work.
- Develop an understanding and appreciation for Drama and its place and purpose in the wider world.

The emphasis of Drama in the classroom is practically based, with students learning concrete skills and then workshopping for performance. They will also develop their skills in critical analysis through evaluating their own, and others' work in both verbal and written form.

Year 7

Year 7 Drama focuses on teaching students to appropriately express themselves creatively. Students are exposed to a wide range of performance skills through group work, including skills in verbal and non-verbal communication.

Year 8

In Year 8, the emphasis is on developing the fundamental skills in Drama. Students are exposed to a wide range of performance skills through group work, including skills in verbal and non-verbal communication; scriptwriting; and using technical elements of theatre to enhance performance.

Year 9

Year 9 Drama consolidates, and further develops the fundamental skills learned in Year 8 Drama. Students continue to build their performance skills and knowledge of both modern and historical theatre forms through group work, further development of verbal and non-verbal communication, improvisation and play-building, scriptwriting, design and production and using technical elements of theatre to enhance performance.

Homework

Homework in Drama is minimal as time is allocated in class to complete set work.

Assessment

Students undertake a formal performance assessment at the conclusion of a term. They are group based and serve to highlight the development of the fundamental skills relating to that topic. Following the formal assessment task, students are required to reflect on their own and others' process and product. Adequate time is allocated in class to complete assessments.

Subject	Draw & Paint – Visual Arts		ELECTIVE
Year	7 ✓	8 ✓	9

Aims of the Course

Year 7

Draw and Paint in Year 7 is an introduction to a variety of Visual Art studio disciplines such as painting, drawing and sculpture. Students will have the opportunity to experiment with a range of media and techniques to enhance the exploration of their ideas. There is a strong emphasis on the practical component with the development of drawing skills being a key aspect. Students will be encouraged to build their art literacy skills by engaging in an art appreciation task and in the analysis of their own artwork. Student artwork is featured in the College Art Exhibition and Fashion Parade later in the year.

Year 8

Draw and Paint in Year 8 will be a continuation and extension from the Year 7 course, building on skills in drawing, painting, printmaking and/or sculpture, with more challenging projects offered. Student artwork will be featured in the College Art & Exhibition & Fashion Parade in Term 4.

Course Description

Art Making

- Inquiry- development and personal exploration of ideas for chosen art discipline, through drawing, documentation and research.
- Art practice- materials techniques and technologies manipulated to develop a resolved artwork. Disciplines include drawing/illustration, sculpture, painting, and printmaking.
- Presentation- decision making in the presentation of resolved artwork and participation in the annual Visual Arts Exhibition & Fashion parade.

Art Responding

- Analysis-critical analysis frameworks are used to analyse a wide range of both contemporary/traditional artists.
- Social, cultural and historical contexts- artists from different cultures will be studied
- Interpretation/response- evaluation of own resolved artworks through written responses and peer review.

Assessment

Art Making

The Art Making process includes inquiry, art practice and presentation of work. Assessment work is project based and finalised at the end of each Term. Tasks are presented and submitted in a folio along with final art works.

Art Responses

Students complete a critical framework looking at the work of a particular artist or art movement in writing using the Elements and Principles of Art. They analyse and respond to their own work through annotations and an evaluation.

Subject	English		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

In the English Learning Area students learn about language and how to use it effectively through their engagement with, and study of texts. Through the study of written, spoken and visual texts, students learn that language in English is wide-ranging and varied, and they learn how language operates to reflect and shape understandings about their world. The course aims to develop students' literacy skills.

Students learn to create texts of their own and to engage with texts produced by other people. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society and to reflect on and critically analyse their own use of language and the language of others.

Course Description

In Years 7 to 9 the English courses at Santa Maria College are based on the content and achievement standards of the Australian Curriculum. Students undertake a range of tasks, which provide them with opportunities to demonstrate their progress in the broad areas of Literature, Language and Literacy and in the nine English Learning Area Outcomes, which are outlined below:

- **Understanding Language** - Students understand that the way language is used varies according to context.
- **Attitudes, Values and Beliefs** - Students understand that language has an important effect on the ways in which they view themselves and the world in which they live.
- **Conventions** - Students use the conventions of Standard Australian English.
- **Processes and Strategies** - Students select from a repertoire of processes and strategies when listening, viewing, reading, speaking and writing by reflecting on their understanding of the way language works.
- **Listening** - Students listen with purpose, understanding and critical awareness in a wide range of situations.
- **Speaking** - Students speak with purpose and effect in a wide range of contexts.
- **Viewing** - Students view a wide range of visual texts with purpose, understanding and critical awareness.
- **Reading** - Students read a wide range of texts with purpose, understanding and critical awareness.
- **Writing** - Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

Year 7

The English course in Year 7 is designed to introduce and develop students' capabilities in a range of important English skills, understandings and practices. Students will be introduced to new ways of talking, thinking, and writing about texts they encounter. There is a strong emphasis on making links across curriculum areas, encouraging students to appreciate the richness and variety to be found in the study of English, and to appreciate its practical and imaginative application in a range of different situations

Year 8

The English course in Year 8 is designed to give students a strong foundation in the skills and understandings, which will underpin their English learning as they progress through Years 7 - 9. Students engage in activities aimed at learning new skills and understandings, and extending already established skills and understandings.

Year 9

The English course in Year 9 is designed to build on the skills and understandings students have acquired in Year 8, in order to establish a firm foundation for their transition into senior courses in Year 10. Students engage in activities aimed at consolidating and extending their existing knowledge and skills. In addition, the course introduces students to new skills, texts, concepts and understandings.

Complementing the English course at each year level is the reading program run in collaboration with teacher-librarians. The program is designed to promote the practice of reading regularly and widely. It encourages students to become confident, independent readers who read widely, for personal enjoyment and to extend their abilities and deepen their understandings of themselves and their world.

Assessment

Assessments vary in type and nature and are based on the Australian Curriculum English Learning Area Outcomes. Students are assigned numerical marks and grades at the end of each semester.

Subject	Entrepreneurship		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

This course provides an opportunity for students to engage in the life of an entrepreneur and aims to develop students creative, management, financial, leadership and decision-making skills. Entrepreneurship is designed to provide students with the skills to develop and run their own business.

Course Description

Entrepreneurship is the starting point for any young business woman looking to develop business ideas and engage in lifelong business management skills. The course engages with a variety of student centered and open-ended learning techniques that allow students to engage with their own innovative and creative ideas whilst potentially seeing these ideas become a reality. Students will gain the key components to developing a business idea.

Topics covered may include:

- Start-ups
- Business Development
- Marketing: Marketing research, Consumer Behaviour and Advertising
- Finance: Budgeting, Cash Flow and Investment
- Human Resource Management
- Website Development
- Use of appropriate business software: Microsoft Suite and Adobe Suite

Assessment

The assessment in this subject will be varied and based on marks and grades taken from the outcomes in the Technology & Commerce Learning Area.

Subject	Fashion & Textiles		ELECTIVE
Year	7	8	9 ✓

Aim of the Course

Fashion & Textiles offers students the opportunity to complete a wide variety of practical tasks while working with a range of textiles materials. Students have the opportunity to begin to develop skills in design concepts and fashion illustration.

Course Description

This course has a strong practical focus with a number of new sewing techniques and design concepts covered, building on those skills attained in Year 7 and Year 8 Fashion. Throughout the year garment construction is a major focus and students will make items such as a skirt, a pair of culottes, a hoodie and a summer dress.

This course suits the needs of a wide range of students as tasks chosen offer the students the opportunity to modify designs to suit their preferences and objectives. This enables girls to experiment with the design they are presented with and use their creativity and flair if they wish to modify or enhance a garment. The course is an excellent option for those who think they may study fashion in Year 11 and 12, or for those who prefer a more practical learning environment.

Assessment

Students will be assessed on the practical skill level exhibited in the task work they complete each term along with individual theory task work.

Subject	Food		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

Food offers students the opportunity to complete a broad and varied program incorporating many parts of food technology and production. The course has a practical focus where students continue to develop skills in food preparation, food hygiene and equipment use. Students continue to develop a higher level of skill in the kitchen, and learn new and more challenging techniques.

Course Description

The course will consist of a series of topics to be covered across the school year.

Food with Friends is the focus of the Term 1 unit and students will challenge themselves further in the techniques they utilise to prepare our recipes. Students will complete a cookie task which will see the girls create and 3-D print a cookie cutter, which they will then use to make and decorate a cookie.

Food for Teens is the focus of Term 2, where students will learn about healthy alternatives to take away food and the nutrients our food can provide us.

Term 3 offers students the opportunity to create and prepare their own recipe as part of the nationally run, McComicks Flavour Forecast. The best recipes from each class will be entered into this competition.

Finally the year is completed with Gifts for Giving. This unit will see students prepare a number of items, which will be put together into a Christmas hamper.

Within these topics students are given the opportunity to work collaboratively and independently during each lesson.

Assessment

Students will be assessed on the practical skill level exhibited throughout the year in all practical sessions. Students will also be assessed on theory work based on individual and group work.

Subject	Food & Fashion – Design Technologies		ELECTIVE
Year	7 ✓	8 ✓	9

Aims of the Course

The aim of the Food & Fashion course is to improve students' knowledge and practical skills in both areas. The Years 7 and 8 courses in particular, provide students with an opportunity to sample each course prior to making a decision about studying Food and/or Fashion & Textiles as a year long elective in Year 9.

Year 7

Year 7 Food & Fashion course is a one semester unit that includes approximately ten weeks study in Food and ten weeks in Fashion.

Food

In the Food component of this course students use simple cooking techniques to prepare recipes using a variety of equipment in the kitchen environment. Students will also have the opportunity to gain further knowledge of nutrition and food safety and will create a healthy breakfast as their task for the term.

Fashion

Students undertaking this course will be developing the skills required to operate a sewing machine and construct simple textile products. Over the course of the term students will utilise the above techniques and construct a sewing bag and a pillow case. Opportunity exists for the creation of other items and this is determined on an individual basis.

Year 8

Year 8 Food & Fashion aims to further develop and build on the skills attained in Year 7. The two components of this course run independently for one term each. Students may still choose this course even if they did not complete it in Year 7. After completion of this course students have the opportunity to specialise in one or both subjects in Year 9.

Food

This course will provide students with the skills required to make healthy food choices as well as the ability to organise and prepare simple meals and snack foods. The students will cook a variety of recipes and will create their own gourmet burger as their task for the term.

Fashion

Students undertaking this course will continue to develop the skills required to operate a sewing machine and construct textile products. Students will have the opportunity to choose to create pyjama shorts or Bali shorts and up-cycle a top to match.

Assessment

Students are assigned numerical marks and grades at the end of each semester based on both practical skill and written task work.

Subject	French - Languages		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the course

Students will acquire knowledge, skills and confidence to communicate in French as well as gaining a better understanding of grammar and language functions in English. We encourage an appreciation of French speaking cultures abroad and French speaking communities in Australia. The learning of languages at Santa Maria College provides an active step towards global citizenship.

YEAR 7

Course Description

The year 7 French course is a beginners' course. It introduces foundational elements for reading, writing, listening and speaking in French, enabling students to communicate in everyday situations with a particular focus on topics relevant to students' age group and interests. The cultural component is integrated with the teaching of the language to enable students to learn about aspects of the French language that are influenced by French culture.

Topics

- Greetings
- Introducing Yourself (name, age, where you live, how you feel, contact details e.g. phone, email address)
- Facts and Figures (numbers, dates, time)
- School Life (school subjects, likes/dislikes, classroom objects)
- Describing Yourself (hair, eyes, personality etc.)
- Favourite Things (food, drinks, animals, colours)
- At the café (ordering food and drinks)

YEAR 8

Course Description

The Year 8 French course builds on the foundational elements acquired in year 7 to enable students to communicate more proficiently and effectively in reading, writing, listening and speaking. Topics relate to students' age group, interests and preparation for further study and travel (student exchange and/or school tour). The cultural component is integrated with the teaching of the language. Various activities such as cooking, art and craft, music, role-play and research projects also provide opportunities for cultural and language learning.

Year 8 students may study French for one semester (Unit A; compulsory) or may choose to study French for both semesters (Unit B; optional).

Unit Structure and Topics

8A	<ul style="list-style-type: none"> • Personal information • Family and Friends • Pets • Sport and Leisure • The Weekend
8B	<ul style="list-style-type: none"> • French in our Region and Beyond (culture, language, traditions, food) • Holidays and Festivals • Travel Destinations and Getting Around • French Markets and Shopping <p><i>* Unit B includes an incursion/ excursion</i></p>

YEAR 9

Course Description

In Year 9, students further develop their language skills in reading, writing, listening and speaking. A range of opportunities are offered to students to use their language skills for real life situations such as our school email exchange (program includes selected schools in Western Australia, Réunion Island and Francophone countries in Africa). Students study a variety of communicative topics together with the vocabulary and grammar required for greater proficiency and effective communication. The cultural component is integrated with the teaching of the language. Various activities such as cooking, art and craft, music, role-play and research projects also provide opportunities for cultural and language learning.

Topics

- Describing People
- Clothes and Fashion
- House and Home
- Daily Routine
- Leisure and Holiday Plans
- Invitations and Celebrations
- Meals in France
- Traditions

Prerequisites

Satisfactory level of proficiency in previous year of study.

Assessment

The outcomes assessed are:

- Viewing, Reading and Responding
- Listening and Responding
- Writing
- Speaking

Students complete a number of assessment tasks and a grade is awarded at the conclusion of each semester. Students are expected to keep a portfolio of their work to provide an ongoing record of their progress.

Subject	Health & Physical Education		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Health & Physical Education will be taught, assessed and reported on as two separate subjects.

Aims of the Course

Year 7

During Year 7 in Physical Education, students will be involved in the development of skills in sport activities such as swimming, athletics, netball, basketball, hockey and softball. Topics that students cover in Health Education include healthy lifestyles, puberty, online safety, and Keeping Safe curriculum.

Year 8

During Year 8 in Physical Education, students will be involved in the development of skills in sports such as swimming, volleyball, softball, soccer, athletics and fitness testing. The fitness testing will form a basis for understanding and completing a Health Education assignment. Topics that students cover in Health Education include, fitness, pregnancy, skills for maintaining positive and healthy relationships, sport in other cultures and Keeping Safe curriculum.

Year 9

During Year 9 in Physical Education, students will be involved in the development of skills in sports such as swimming, ultimate frisbee, cricket, tennis, volleyball and athletics. Topics that students cover in Health Education include, drugs, relationships, sexual health, female health, 'headspace' and Keeping Safe curriculum.

Requirements

1. Physical Education

- Students must wear **school bathers and a school bathing cap** to swimming activities. Students are permitted to wear rash tops and College board shorts in the pool. Please bring thongs for walking between the pool and change rooms.
- In general Physical Education classes, students are required to wear their school PE uniform and **must** wear a hat whilst participating in the outdoors during the entire year.
- Students who are not participating, must provide the teacher with a note from their parent/guardian stating the reason for non-participation. These students are still required to wear a hat while they are sitting outside observing the lesson. **Please note – students are not to bring their laptop to lessons if they are unable to participate.**
- Students who have a long-term (more than two weeks) illness/injury must provide the teacher with a medical certificate.
- Students who fail to bring a note will be given a 'U'. Students who fail to bring a hat for outdoor lessons will also be given a 'U'. If the student accumulates **three** 'U's for the term, they will be required to attend a PE detention.

Appropriate sports shoes must be worn to lessons. The shoes must be designed for sporting use.

2. Health Education

- Students must bring their laptops and health workbooks with them to all health lessons.

Assessment

Health & Physical Education results will each be given in marks.

The students are assessed in four key areas:

- Syllabus content (Health Education)
- Moving our body (Physical Education – skills)
- Understanding movement (Physical Education – theory)
- Learning through movement (Physical Education)

Subject	Humanities & Social Sciences		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

The Humanities & Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Humanities & Social Sciences particular emphasis is placed on the development of literacy, thinking skills and the application of Information and Communication Technologies.

YEAR 7

Civics

Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change.

The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

Economics

An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success.

Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

Geography

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource.

The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

History

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

Students learn the importance of historical sources to help us understand the past and that there is often more than one way to interpret sources, giving rise to contestability.

YEAR 8

History

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Geography

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations.

Students apply this understanding to a wide range of places and environments at the full range of **scales**, from local to global, and in a range of locations.

Students study the Swan River and a global megacity as part of the course.

Civics

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made.

Students also consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

Economics

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and resource allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments.

Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

YEAR 9

Civics

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players, such as political parties and pressure groups, in the political system.

They investigate the way citizens' decisions are shaped during an election campaign and how a government is formed.

Students investigate how Australia's court system works in support of a democratic and just society.

Economics

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets.

They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The interdependence of economies is examined through the process of globalisation.

The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

Geography

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways.

A major focus is food security and the protection of the world's biodiversity.

Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

History

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period through an investigation of the Industrial Revolution, and the significance of World War I for both Australia and the world.

Assessment

Assessments vary in type and nature. Assessment will be based on outcomes and all students will be assessed in grades. Assessment tasks will include:

- Research assignments
- Short answer skills test
- Extended answer responses
- Map and data interpretation

Subject	IGNITE		
Year	7 ✓ Withdrawal Program	8 ✓ Elective	9 N/A

Aims of the Course

IGNITE is the name of our gifted and talented program. We aspire to ignite a passion for learning. To this end we have designed an exciting and unique curriculum for our academically gifted students. Each IGNITE unit is made up of a variety of opportunities for creative, high-order, lateral thinking and problem-solving activities, where each student has the flexibility to develop her particular strengths. These exciting courses provide opportunities in the areas of STEM (Science, Technology, Engineering and Mathematics) and Creative Arts. All units challenge students beyond their comfort zone in a supportive environment.

The IGNITE program in Year 7 is a **withdrawal program** where students come out of core subjects on a rotational basis.

In Year 8, 2020 IGNITE is offered as an elective to limit the impact on core classes.

A note on student selection:

An application process is required to gain entry into the IGNITE program. Selection will be based on the written application, school based testing, NAPLAN results, teacher recommendation and participation in previous GATE programs. An application and further details are available on SEQTA. Students who completed IGNITE in Year 7 are automatically invited into the Year 8 program - they do not have to complete an application.

YEAR 7

Course Description

Term 1: Selection Process

Selection process occurs during this term ready for commencement of program in Term 2.

Term 2: Brain Teasers and Synapse Snappers

An introduction to the IGNITE program where students will participate in a number of problem-solving and creative thinking activities. This is a fun and engaging course that encourages students to think outside the box and take risks.

Term 3: STEAM Renaissance Style

A fun and creative way to study the important period of the Renaissance. We will research this important historical period through a study of "Renaissance Men and Women" and their creations. Students will create a prototype of da Vinci's parachute man, create a crane and study their own modern day Mona Lisa. In this class students are urged to be thinkers not repeaters; creators and artists instead of manufacturers.

Term 4: Fantasy Fanatics

From Bilbo Baggins to Harry Potter; from Gandalf to Dumbledore; the world of fantasy fiction ignites the imagination of young and old alike. This unit plays to that high interest and allows students to analyse the genre of fantasy and use their research to create their own fantasy world.

Assessment

Each course requires the student to complete a project based on the theme of the unit. Projects are given teacher and peer feedback. This course is not graded.

YEAR 8

Course Description

Students complete two units of work over the semester, depending on their interest. The class may select from the following units from the Year 8 IGNITE program

Robotics

From exploring the volcanoes on Mars to vacuuming our floors – robots are part of life in the 21st Century. In this unit of study students investigate the world of robotics, build their own robots and program them to complete tasks. An exciting and innovative program, Robotics truly integrates STEM and the Creative Arts.

Neuroscience

The wondrous workings of the brain are discovered in this neuroscience unit. We begin by investigating the different parts and functions of the brain. Students continue this work by researching an area of the brain that interests them. Students present their findings to the class by creating an experiential lesson for their classmates.

Silent Movies

The world of silent movies of both the past and present are explored in this engaging unit. We discover the stars of yesteryear and investigate their continuing impact on modern movie making. Once the students imaginations are sparked their task is to create their own silent movie.

Genius Hour

Always wanted to play the guitar or speak in Greek? In this course students will have the opportunity to learn something new that they are passionate about. There are no limits to their areas of interest and students will plan their learning by setting realistic goals. This topic allows students to explore their own passions and encourages creativity

Assessment

Each unit requires the student to complete a project based on the theme of the unit. Projects are given teacher and peer feedback. This course is not graded.

Subject	Italian - Languages		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the course

Students will acquire knowledge, skills and confidence to communicate in Italian as well as gaining a better understanding of grammar and language functions in English. We encourage an appreciation of Italian speaking cultures abroad and Italian speaking communities in Australia. The learning of languages at Santa Maria College provides an active step towards global citizenship.

YEAR 7

Course Description

The year 7 Italian course is a beginners' course. It introduces foundational elements for reading, writing, listening and speaking in Italian, enabling students to communicate in everyday situations with a particular focus on topics relevant to students' age group and interests. The cultural component is integrated with the teaching of the language to enable students to learn about aspects of the Italian language that are influenced by Italian culture.

Topics

- Greetings
- Introducing Yourself (name, age, where you live, how you feel, contact details e.g. phone, email address)
- Facts and Figures (numbers, dates, time)
- School Life (school subjects, likes/dislikes, classroom objects)
- Describing Yourself (hair, eyes, personality etc.)
- Favourite Things (food, drinks, animals, colours)
- At the café (ordering food and drinks)

YEAR 8

Course Description

The Year 8 Italian course builds on the foundational elements acquired in year 7 to enable students to communicate more proficiently and effectively in the reading, writing, listening and speaking. Topics relate to students' age group, interests and preparation for further study and travel (student exchange and/or school tour). The cultural component is integrated with the teaching of the language. Various activities such as cooking, art and craft, music, role-play and research projects also provide opportunities for cultural and language learning.

Year 8 students may study Italian for one semester (Unit A; compulsory) or may choose to study Italian for both semesters (Unit B; optional).

Unit Structure and topics

8A	<ul style="list-style-type: none"> • Personal information • Family and Friends • Pets • Sport and Leisure • The Weekend
8B	<ul style="list-style-type: none"> • Italian culture in Italy and Beyond (language, traditions, food) • Holidays and Festivals • Travel Destinations and Getting Around • Italian Markets and Shopping <p><i>* Unit B includes an incursion/excursion</i></p>

YEAR 9

Course Description

In Year 9, students further develop their language skills in reading, writing, listening and speaking. A range of opportunities are offered to students to use their language skills for real life situations such as our school email exchange (program includes selected schools in Western Australia and Italy). Students study a variety of communicative topics together with the vocabulary and grammar required for greater proficiency and effective communication. The cultural component is integrated with the teaching of the language. Various activities such as cooking, art and craft, music, role-play and research projects also provide opportunities for cultural and language learning.

Topics

- Describing People
- Clothes and Fashion
- House and Home
- Daily Routine
- Leisure and Holiday Plans
- Invitations and Celebrations
- Meals in Italy
- Traditions

Prerequisites

Satisfactory level of proficiency in previous year of study.

Assessment

The outcomes assessed are:

- Viewing, Reading and Responding
- Listening and Responding
- Writing
- Speaking

Students complete a number of assessment tasks and a grade is awarded at the conclusion of each semester. Students are expected to keep a portfolio of their work to provide an ongoing record of their progress.

Subject	Make & Create – Visual Arts		ELECTIVE
Year	7 ✓	8	9

Aims of the Course

Are you creative and innovative? Do you imagine that one day you will be involved in Visual Design? Make & Create in Year 7 is an introduction to a range of Design principles that focus on the functional aspects of creativity. This course will provide each person with the fundamentals of design giving students the opportunity to be innovative in a variety of Design disciplines. There will be the chance to work in areas such as fashion, costume, jewellery, graphics, products & packaging, furnishings and interior design. Often Design student work is put to use in the school community. Final work will be on display at the annual Art Exhibition and Fashion Parade later in the school year.

Course Description

Design Making

- Inquiry- exploration of design ideas with a focus on design processes and principles and design conventions
- Practice-exploration of a variety of techniques/technologies- both 2D and 3D skills from graphic design (Photoshop) through to model making.
- Presentation-consideration to professional presentation of design ideas

Design Responding

- Analysis Application and knowledge of design elements and principles
- Social, cultural and historical contexts- study of contemporary design/designers within society
- Interpretation/responses- evaluation of own designs and the designs of others.

Assessment

Design Making

The Design Making process includes inquiry, design practice and presentation of work. Assessment work is project based and finalised at the end of each Term. Tasks are presented and submitted in a folio along with final design works.

Design Responses

Students complete a critical research task looking at the work of a particular designer or design style in writing using the Elements and Principles of Design. They analyse and respond to their own work through annotations and an evaluation.

Subject	Marine Science		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

Marine Science is an exciting elective that is offered to students who have a love of Science. This elective will provide extension and engagement for capable science students who are interested in the ocean and all that it has to offer.

Course Description

The majority of Australia's inhabitants live along its enormous coastline, which provides a wonderful resource for recreation, employment, industry and tourism. The Marine Science course will provide students with a broad range of knowledge of marine plants and animals, the environment and water quality along with practical skills for researching marine habitats.

Understanding our oceans is critical to developing appropriate conservation and management measures for its long-term survival. Another focus of this elective will be on the conservation, use and development of marine and coastal environments as well as sustainable techniques in fishing. This elective will provide opportunities to:

- Classification of marine organisms including invertebrates, vertebrates and plants.
- Observe and interact with marine organisms including fish, other marine vertebrates and marine invertebrate dissections.
- Study marine populations.
- Become aware of conservation methods used to protect marine organisms.
- Participate in field work and visits to marine ecosystems such as Penguin Island and Aquarium of Western Australia (AQWA). Visiting speakers will also communicate to the girls to discuss their work in the marine environment.
- Educate others on the importance of the ocean and how to protect it.
- Communicate with others studying Marine Science around the world.
- They will also have opportunities to discuss important and ethical issues related to Marine life including approaches to fish sustainability and keeping marine animals in captivity. We use current documentaries such as "BBC Blue Planet", "A Plastic Ocean" and "Blackfin" to explore these topical issues and stimulate thought and opinions.

This course is studied in addition to the compulsory Science course listed later in the handbook.

Assessment

Assessments include oral, audiovisual and written presentations of research and learning as well as entry into local and national competitions relevant to the course.

In these assessments they will be assessed on the ability to communicate scientific ideas and information for a particular purpose including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

Subject	Mathematics		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims of the Course

Mathematics at Santa Maria aims to ensure that our students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Course Description

Year 7

At the start of the year, students will be placed in mixed ability groups and all students will follow a common course. Students requiring extension and support will be identified and opportunities will be provided for all abilities.

Year 8

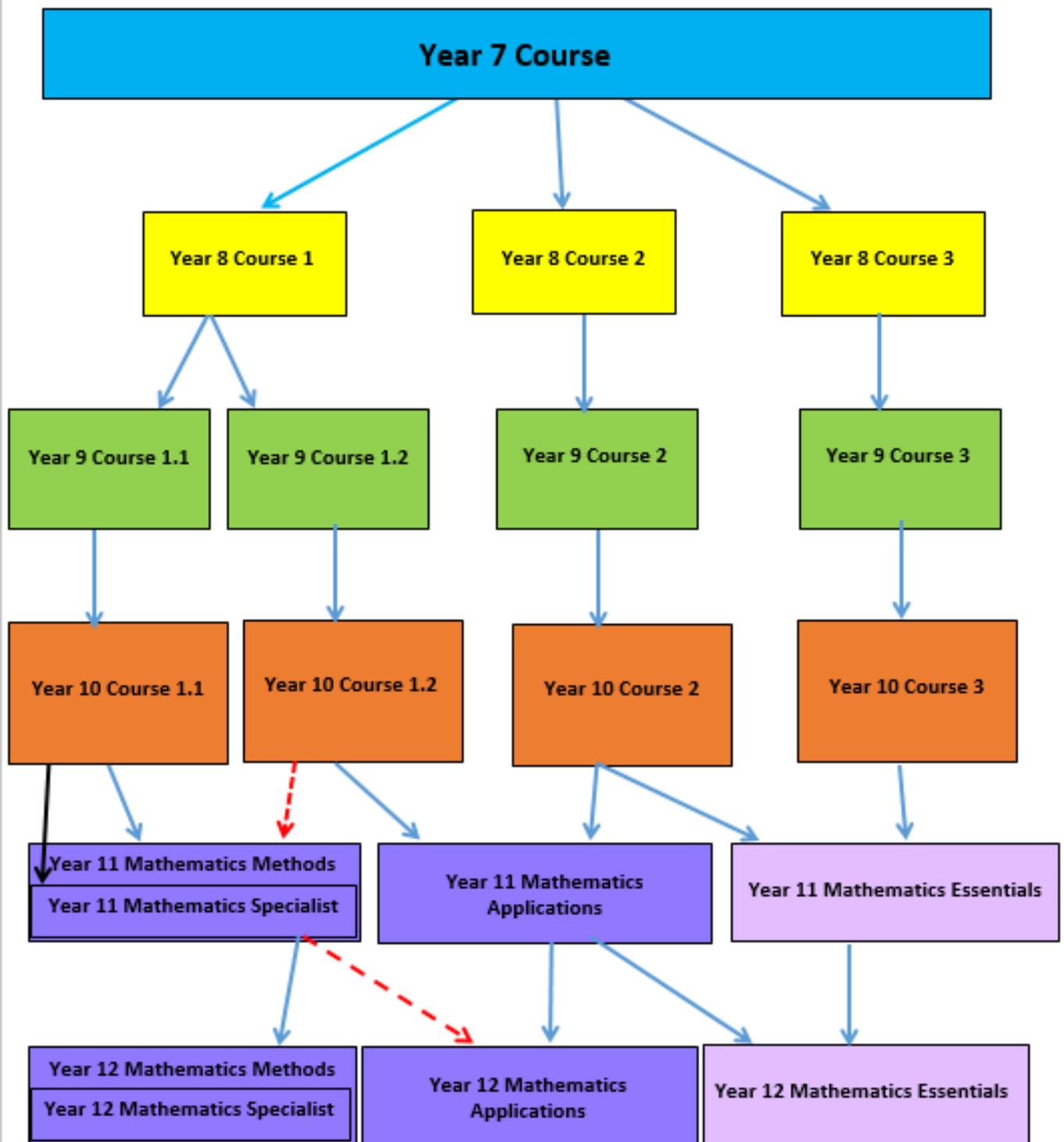
In Year 8 Mathematics students are grouped according to the individual achievement reached by the end of Year 7. Course 1 provides a foundation so that a student can pursue the highest level of Mathematics learning in the future. Course 2 still allows a pathway through to the ATAR Mathematics course in Year 11. Course 3 emphasises basic numerical skills and mathematics in everyday life situations.

Students are placed in classes by the Head of Mathematics, in consultation with the expertise of the teachers and review of prior achievements. Whatever their particular needs or abilities it is our intention to ensure that a student is learning Mathematics in a way that is personally challenging and stretches their capabilities.

Year 9

In Year 9 Mathematics students are grouped according to the individual achievement reached by the end of Year 8. Four courses are on offer: Course 1.1, Course 1.2, Course 2 and Course 3. Course 1.1 is designed to cater for our strongest mathematicians, aiming to pursue the highest level of mathematical studies. It provides necessary background for ATAR Mathematics Specialist and Mathematical Methods in Year 11. Course 1.2 is also for our strong mathematicians, providing the background for Mathematical Methods course or Mathematics Applications in Year 11. Course 2 also provides a pathway into an ATAR Mathematics course, that of Mathematical Applications Mathematics. Course 3 has a strong numeracy focus and complements an ACCESS pathway as it provides the background for Mathematics Essentials in Year 11.

Students are placed in classes by the Head of Mathematics, in consultation with the expertise of the teachers and review of prior achievements. Whatever their particular needs or abilities it is our intention to ensure that a student is learning Mathematics in a way that is personally challenging and stretches their capabilities.



Please note that these are our suggested pathways. There may be the possibility of movement between courses pending student's ability, performance and teacher recommendation.

Assessment

Students in Years 7, 8 and 9 are assessed internally, both formally and informally. The types of assessment may include quizzes, tests, assignments and investigations. Mathematics and numeracy skills will be assessed through investigations and tests both with and without a calculator.

Subject	Music – Performing Arts		Elective
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

This elective is designed to extend the skills and understanding of musical students and to give them the opportunity to develop their theoretical comprehension and to gain confidence through practical performance. This course is an important preparatory step towards Senior School music.

Year 7 – Music A and Music B

Overall Structure

- Full year course, designed in two units – 7A (Semester 1) and 7B (Semester 2).
- Students have the option to either study one of the units in Semester 1 or 2 or to enroll for both units and so study music for the full year.

Course Outline and Content Overview

Rationale

- To provide a vibrant classroom environment in which gifted music students have the opportunity to reach their potential.
- To give students the opportunity to participate in ensemble and choral activities with students of similar abilities.
- To foster an enthusiastic attitude and sense of enjoyment towards music performance and studies and the pursuit of excellence.

Assessment

Students will be evaluated in the following areas:

- Aural and Theory
- Composing and Arranging
- History and Analysis
- Performance

Unit Structure

Music 7A	<ul style="list-style-type: none"> • Emphasis on developing the ensemble and choral skills of the class as a whole. • Ensuring rudimentary theoretical knowledge is secure. • Encouraging confidence and enjoyment through solo and group performances. • Fostering a positive and enthusiastic attitude. • Introducing elements of composition and arrangement. • Expanding upon genres of musical appreciation.
Music 7B	<ul style="list-style-type: none"> • Emphasis on expanding and consolidating theoretical, ensemble and practical skills. • A focus on exploring a wide range of musical genres and styles.

Entry to the Course

Prerequisites

- An instrumental or vocal background is advised but not essential.
- Students should display a positive attitude and be open to participation in the College Co-curricular program.

Year 8 Music A and Music B

Overall Structure

- Full year course, designed in two units – 8A (Semester 1) and 8B (Semester 2).
- Students have the option to either study one of the units in Semester 1 or 2 or to enroll for both units and so study music for the full year.

Course Outline and Content Overview

Rationale

- To provide committed and focused students with the opportunity to study music at a challenging level.
- To provide a vibrant classroom environment in which all students have the opportunity to reach their musical potential.
- To give students the opportunity to participate in a wide range of ensemble and choral activities.
- To foster an enthusiastic attitude and sense of enjoyment towards music performance and the pursuit of excellence.

Assessment Structure

Students will be evaluated in the following areas:

- Aural and Theory
- Composing and Arranging
- History and Analysis
- Performance

Unit Structure

Music 8A	<ul style="list-style-type: none">• Emphasis on developing the ensemble and choral skills.• A focus on the consolidation of theoretical and aural concepts.• Encouraging confidence in solo performance, through regular classroom opportunities.• Developing a positive and enthusiastic group attitude.• Developing and exploring elements of composition and arrangement.• Expanding upon genres of musical appreciation.
Music 8B	<ul style="list-style-type: none">• Emphasis on expanding and consolidating historical, theoretical and aural concepts.• Encouraging creativity and an interest in musical technology through challenging compositional tasks.• The ongoing encouragement and development of solo performance.• The introduction of contemporary ensemble activities aimed at preparation for future band performances such as <i>Rock Ya Socks Off</i>.

Entry to the Course

Prerequisites

- **Students should be having a weekly lesson on an instrument or voice.**
- Students should display a positive attitude and be prepared to commit to the College Co-curricular program.

Year 9

This course offers an extensive structure to introduce students to musical styles from the past through to the present. There is a strong emphasis on practical and creative skills, encouraging the development of performance confidence.

Course Description

Students will:

- Study and perform selected works from various musical periods related to Rock, Pop and Western Art Music.
- Study various musical forms and apply them through composition.
- Research concepts associated with chosen works, composers and musical structures.
- Participate in vocal and ensemble activities.
- Revise and extend their knowledge and practical understanding of aural, theoretical and notational language.
- Develop their practical abilities through instrumental activities and solo performance.
- Perform at the annual "Rock Ya Socks Off" arena event.

Assessment Structure

Students will be evaluated in the following areas:

- Aural and Theory
- Composing and Arranging
- History and Analysis
- Performance

Prerequisite Skills

- It is essential students selecting music are studying an instrument or voice on an ongoing basis.
- It is advisable but not essential for students to have completed the Year 8 Elective in order to study Music in Year 9.
- Any questions regarding prerequisites should be directed to the Head of Music.

Subject	Recreational Studies		ELECTIVE
Year	7	8	9 ✓

Aim of the Course

This course aims to introduce students to concepts of Outdoor Education.

Course Description

The students will participate in various activities throughout the year, based around outdoor pursuits. Examples include:

- Camp cooking
- Climbing and roping
- Canoeing
- Snorkeling
- Bushwalking and navigation
- Outdoor injury and illness management
- Developing leadership and teamwork skills
- Gaining an understanding of the impact we have on the environment.

Requirements

Students must be prepared to commit fully to all aspects of the course, including attendance and participation on any excursions and/or expeditions. In some instances, students may be expected to arrive at school early or stay late, to allow for time lost in transportation to activities conducted outside the College grounds. All students must make sure that they are able to make their way to or from school, allowing for these possible time variations.

As this unit involves water-based activities, it is essential students are both proficient and confident swimmers.

Assessment

The students will be assessed on both practical and theory aspects, although the major focus for the subject is developing practical skills. These include:

- Skills for Safe Participation in Outdoor Environments: camp cooking, climbing, roping, canoeing and snorkeling.
- Knowledge & Understanding: snorkeling, cooking, outdoor injury, illness and team building.
- Self Management Skills: snorkeling, canoeing, team building and camp cooking.
- Interpersonal Skills: canoeing, camp cooking and team building.

New activities may be added to the subject in 2020 – any interested students should see Miss Barter for further information.

Subject	Robotics & Coding – Digital Technologies		ELECTIVE
Year	7 ✓	8 ✓	9

Aims of the Course

This subject is a fun and interactive course that enables students to develop their confidence and creativity using technology with a focus on robotics and coding.

In Year 7, the course covers the requirements of the Western Australian Digital Technologies curriculum. Students can choose to do either Creative Media or Robotics & Coding in 2020, with the option to choose both.

In Year 8 students continue the skills learned in Year 7 (although the subject is not a pre-requisite for success). Students learn about how emerging technologies enhance their understanding of technology and how it contributes to work and life. The course covers the requirements of the Western Australian Digital Technologies curriculum. Students can choose to do either Creative Media or Robotics & Coding (a continuation of Games & Animation) in 2020, with the option to choose both.

Course Description

YEAR 7

Students create a series of projects using code to program robots. They develop their own code for a Makey Makey computer in groups to build interactive musical instruments, and use Javascript code to draw their own artwork. Students explain how their code works and what obstacles they needed to overcome along the way. These projects are immersive and students will be able to demonstrate resilience, creativity and flexibility in their thinking. Skills can then be applied to projects in other subjects. As part of the course, students undertake a technical photography project and enhance their work using software skills, and also gain an understanding of how computers and the internet work.

YEAR 8

Students learn how to code on small Micro:Bit computers, creating a small game, chat bot or interactive conversation program. This project enables student choice and direction, while allowing them to be supported in their learning through online modules. Students develop a basic app for a smartphone and create buttons, sounds and responses to a user as they design a digital interface. Extending their ability to develop digital solutions, students will be working with programming languages such as Python to create an interactive game. The thinking skills developed in this task can then be applied to projects in other subjects. As part of the course, students learn more advanced programming features and how to solve problems with technology.

Students undertake a series of creative software-based projects that can include animation programming, game design, app design and artificial intelligence. They enhance their work using their software skills, and further develop their understanding of how computers and the internet work.

Assessment

Assessment is based on a project model. Students will design, create and evaluate a series of immersive projects throughout the course. Other assessment types include quizzes and peer feedback.

Subject	Science		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aim of the Course

Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life. In the Science Learning Area, students learn to investigate, understand and communicate about the physical, biological and technological world, and to value the processes that support life on our planet.

Course Description

Years 7 - 9 Science courses provide a hands-on approach to science, drawing on the student's own experiences and developing their understanding of scientific concepts based on these. One of the main objectives is to encourage our students to be inquisitive and to question how things work, while building their knowledge and skills in science.

Students will be exposed to considerable breadth in the curriculum, covering many aspects of scientific knowledge and processes. The curriculum is developed around the following strands of the Australian Curriculum in Years 7, 8 and 9.

Year 7

STRAND		CONTENT
	Sub-strand	
Science Understanding	Biology	Classifying living things Eco systems
	Chemistry	Separating mixtures Investigating mixtures
	Earth and Space Sciences	Earth, Moon and Sun Sustainable Earth
	Physics	Forces
Science as Human Endeavour		The nature and development of Science Use and Influence of Science
Science Inquiry Skills		Introduction to the lab Working scientifically Questioning and predicting Planning and conducting Processing & analysing data and information Evaluating and Communicating

Year 8

STRAND		CONTENT
Science Understanding	Sub-strand	
	Biology	Cells The Human Body and Reproduction
	Chemistry	Solids, Liquids & Gases Elements and Compounds Chemical Reactions
	Earth and Space Sciences	Geology
	Physics	Introducing Energy Heat Energy
Science as Human Endeavour		The nature and development of Science Use and Influence of Science
Science Enquiry Skills		The Scientific Method Questioning and predicting Planning and conducting Processing & analysing data and information Evaluating and Communicating

Year 9

STRAND		CONTENT
Science Understanding	Sub-strand	
	Biology	Human Biology – Body in Balance Energy in Eco Systems
	Chemistry	Inside the Atom Everyday Reactions
	Earth and Space Sciences	Dynamic Earth
	Physics	Light and Colour Electricity – Introducing Electric Circuits
Science as Human Endeavour		The nature and development of Science Use and Influence of Science
Science Enquiry Skills		Science is investigating Questioning and predicting Planning and conducting Processing & analysing data and information Evaluating and Communicating

Assessment

Years 7 - 9 Science Assessments will take the form of tasks such as:

- Investigations
- Research projects and presentations
- Practical and laboratory reports
- In-class written responses and
- Topic tests

From these tasks, students will be allocated a semester and final mark and grade.

Subject	Science Quest – Design Technologies		ELECTIVE
Year	7	8 ✓	9

Aims of the Course

This exciting elective is designed to give students who love Science, opportunities to explore the scientific world they live in. Science Quest will take Science to another level by encouraging students to engage in hands-on programs to extend their science understanding, while having fun at the same time. Through this elective, students will develop skills which will help them to find solutions to the challenges of today's world.

Course Description

Students who have demonstrated themselves to be capable Science students in Year 7 will be encouraged to select this elective.

This course will provide opportunities to develop problem solving and investigation skills as students design and conduct a range of scientific investigations, particularly into areas of personal interest. Through this elective, students will develop skills in researching, planning and carrying out experiments to investigate real-world issues. Some suggested focus area may include:

- Solutions to environmental issues.
- Aquaponics maintenance and testing.
- Minimising rubbish through the use of biodegradable materials

Student projects will be presented to various audiences and may also be entered into local and national competitions, such as the STAWA Science Talent Search. Connections will be made with external agencies such as Engineers Australia, CSIRO and SciTech. Depending on the area of study selected by students, various incursions, excursions and external speakers will be included as part of this elective program.

Assessment

Assessment is based on the research process of individual projects and enables each student to harness their strengths when determining the methods for documenting this process.

Subject	Sportsfun		ELECTIVE
Year	7 ✓	8	9

Aims of the Course

Sportsfun is an elective subject for Year 7 students designed to expose students to a number of different and exciting sports and outdoor skills.

Course Description

Students have the opportunity to participate in a fun-filled, skills-based unit, enjoying sports including:

- Yoga, Meditation
- Water Sports
- Bocce, Croquet, Quoits
- Tabloid Sports
- Volleyball, Cricket, Indoor Hockey
- Invasion Games
- International Games/Cultural Games
- Problem Solving and Group Cooperation Games

The emphasis is on participation, leadership, teamwork, cooperation, fitness and fun. This unit is designed for students of all skill and ability levels who enjoy being active, learning new skills and interacting with their peers.

The Sportsfun unit is a fantastic choice for students who are interested in participating in Wide World of Sport in Year 8, Recreational Studies in Year 9, or Outdoor Education or Physical Education Studies in Year 10 and beyond.

Subject	STEngineers – Design Technologies		ELECTIVE
Year	7 ✓	8	9

Aims of the Course

Do you love a challenge? Are you good at finding solutions to problems or would like to develop these skills? If so, STEngineers is a great elective for you.

This elective aims to develop students' ability to solve problems, to be creative and to think critically. Students will use the design process to tackle a wide range of problems and determine solutions to these problems. They will be encouraged to design, create, test, evaluate and improve solutions, documenting the process and presenting their findings using various forms of media.

Course description

The course will provide exciting opportunities for innovative, creative students, or those who want to develop these skills. Problems will provide a wide range of opportunities and will encourage the students to conduct research and to 'think outside the box'. Most importantly students will be encouraged to have a go, learn from their mistakes and develop resilience, adapt and modify solutions. Students will work collaboratively with each other, their teacher and where appropriate, with mentors.

This course offers a cross-curricular STEAM based elective that integrates the students understanding of Science and Design Technology in a range of contexts, such as engineering.

Possible problem-solving activities could include:

- Developing solutions to different problems such as rubbish, transport, social injustice, housing sustainability etc.
- Identifying and defining problems, developing solutions.
- Building structures, working out issues in continued systems.
- Integrating technology into problem solving.
- Combining engineering with artistic projects to build and sculpt out of recycled materials.

These activities will include Design Thinking strategies such as brainstorming, planning, researching, building prototypes and models and demonstrating and evaluating solutions.

Ideally students will possess enthusiasm, an open mind, perseverance and a willingness to participate and adapt to improve their ideas and understanding.

Assessment

Assessment is based on the process used for solving problems and enables each student to consider their strengths when determining the methods for documenting this process. Other tasks may also include a 'showcase presentation' of their final project and / or external competitions that occur (WA Innovation etc).

Subject	Visual Arts		ELECTIVE
Year	7	8	9 ✓

Aim of the Course

Year 8

Visual Arts offers students an exciting opportunity to develop their artistic and art appreciation skills. It is a one semester course offering an introduction to drawing, painting, printmaking, textiles, sculpture and ceramics. The course promotes logical, critical and creative thought and practice. It incorporates a wide range of exciting tasks which will challenge students at all levels. Student artwork will be featured in the College Art Exhibition and Fashion Parade. Students will have a multitude of opportunities, which could lead to improved drawing skills, the creation of an amazing fashion accessory, perhaps some manipulation of building materials to construct a sculpture or even create a magnificent self-portrait! They will also have the opportunity to work with the 2018 Artist in Resident.

Year 9

This year-long course offers students in Year 9 an exciting opportunity to continue developing their artistic, analytical and technical skills, formulated in Year 8 Visual Arts. This is an exciting course, which promotes logical, critical and creative thought and practice. Students have the opportunity to create sophisticated paintings, develop their fashion illustration skills, create innovative garments and construct amazing sculptures. Students will continue to develop greater awareness in drawing, painting, printmaking, installation, textiles, sculpture and ceramics. The wide range of tasks on offer will challenge students in the inquiry, design and production stages in four substantial projects throughout the year. Student artwork will be showcased in the College Art Exhibition and Fashion Parade. Year 9 Visual Arts is an important prerequisite for Year 10 Visual Arts. They will also have the opportunity to work with the 2018 Artist in Resident.

Course Description

Art Making

- Inquiry- development and personal exploration of ideas for chosen art discipline, through drawing, documentation and research.
- Art practice- materials techniques and technologies manipulated to develop a resolved artwork. Disciplines include drawing/illustration, sculpture, textiles, painting, ceramics and/or printmaking.
- Presentation- decision making in the presentation of resolved artwork and participation in the annual Visual Arts Exhibition & Fashion parade.

Art Responding

- Analysis-critical analysis frameworks are used to analyse a wide range of both contemporary/traditional artists.
- Social, cultural and historical contexts- artists from different cultures will be studied
- Interpretation/response- evaluation of own resolved artworks through written responses and peer review.

Subject	Wide World of Sport		ELECTIVE
Year	7	8 ✓	9

Aims of the Course

Wide World of Sport is an elective subject for Year 8 students that is designed to expose students to a number of different and exciting sports and outdoor skills.

Course Description

Students have the opportunity to participate in a fun-filled, skills-based unit, enjoying sports including:

- Team games
- Field Sports eg Touch Football, Gaelic, Soccer, AFL, Modcrosse, Ultimate Frisbee, Cricket
- Bushwalking/Navigation
- Racquet Sports (Tennis, Badminton, Table Tennis)
- Tabloid sports
- Geocaching
- Handball
- Dancing
- Problem Solving and Group Cooperation Games
- Gymnastics

The emphasis is on participation, leadership, teamwork, cooperation, fitness and fun. In this subject, students are encouraged to critique rules of games. They then devise new rules and strategies to enhance the game play. This is an important skill in all sporting activities. This unit is designed for students of all skill and ability levels who enjoy being active, learning new skills and interacting with their peers.

Wide World of Sports is a fantastic choice for students who are interested in participating in Recreational Studies in Year 9, or Outdoor Education or Physical Education Studies in Year 10 and beyond.

STAFF CONTACTS

If you have further inquiries you can contact the following members of staff on 6330 0200 or by email

Please note that the list below is current at the time of printing. Changes may occur due to staff movements.

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