



St Martins Lutheran College



Middle School Curriculum

Year 7, 8 and 9
2024

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Middle School Philosophy

Middle School at St Martins Lutheran College encompasses Years 7, 8 and 9. Studies in Middle School form a bridge between the guided learning experiences in junior school, and the demands and joys of senior schooling, further study and the workforce. As such, these crucial years need to provide students with opportunities which take them out of their comfort zone, expand their horizons, challenge their assumptions, and allow them to develop academically, physically, emotionally and spiritually. All of this needs to occur in an environment which is supportive, which allows them to make mistakes and learn from them, and which emphasises people's right to learn in an environment which treasures integrity, dignity, respect and care for one another.

At St Martins, students are supported to achieve their full potential through a wide range of programs and strategies. Apart from the academic programme, a key part of the growth of students during these years is built around the wellbeing and pastoral care programme, which culminates in the Rite Journey programme in Year 9. Students are challenged to strive within a caring Christian community. Staff work to meet the needs of all learners, providing engaging learning opportunities and assessing students in ways that allow for success for all.

We aim for students to complete their middle schooling:

- Committed to continuing their journey as lifelong learners
- Aware of their strengths, interests, challenges, and possible future directions
- Critical thinkers who are able to analyse and solve problems
- Collaborative workers who work with others in a caring, compassionate fashion
- Knowing they are a precious, loved child of God
- Prepared for the next stage of their education in Senior School

During the Middle School years, we aim to provide an environment which is:

- Supportive of individual learners and their needs
- Rigorous in setting high, attainable standards for each learner
- Engaging, motivating and interesting
- Innovative and creative
- Valuing of student voice and agency

Key Contacts

This booklet provides information about the subjects offered at St Martins Lutheran College and where you can find more information. Future Planning involves a lot of conversations. The following staff are available to discuss subject selection with you.

Mr Jason Plunkett	Head of Teaching and Learning	jplunkett@stmartins.sa.edu.au
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Although SACE studies are still a couple of years away, some discussions about possible future pathways and career directions are worth starting during the middle school years. Some of the resources below may be useful during these discussions.

Useful Websites

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
University of Adelaide	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
Tabor College	www.tabor.edu.au

joboutlook.gov.au - Australian Government information about the labor market including future predictions.

australiancareersservice.com.au/resources - Links to Good Universities Guide, Good Career Guide, Studies in Australia and the Good Schools Guide. This website also contains archived occupation descriptions from the old Job Guide (no longer published).

www.myskills.gov.au - A directory of vocational education and training in Australia.

www.skills.sa.gov.au - Information about the South Australian Government's programmes and funding for Vocational Education and Training (VET).

www.satac.edu.au/satac-publications - the Tertiary Entrance 2021, 2022, 2023 booklet is essential reading if your child is considering University after Year 12.

www.australianapprenticeships.gov.au - Information about Apprenticeships and Traineeships.

Teaching and Learning Principles

Quality Teaching

Teachers demonstrate best practice by providing engaging, relevant and differentiated learning opportunities for all students.



Empowered Learning

Learners form partnerships with staff and their peers, having ownership of and taking responsibility for their learning.



Collaborative Practice

At St Martins we pride ourselves on being a welcoming, collaborative community, focused on positive student outcomes.



Strong Foundations

A strong foundation enables our students to be successful in learning, life and work.

St Martins Lutheran College provides a positive learning environment in a vibrant community. We are a caring Christian school and our community embraces the following values:



Respect

We treat everyone with fairness and offer acceptance to all with genuine concern for the rights and well-being of the community

*So in everything, do to others what you would have them do to you. **Matthew 7:12***



Faith

We share the love and grace of God with everyone in everything we do. Our community is nurtured spiritually to create an awareness of the strength we have in Christ.

*Trust in the Lord with all your heart. Do not depend on your own understanding. **Proverbs 3:5 (NIV)***



Compassion

The St Martins community demonstrates kindness and service to others. We are open and responsive to the needs of others, reaching out and actively caring for those in need.

*Be kind and compassionate to one another, forgiving each other, just as Christ God forgave you. **Ephesians 4:32***



Growth

We value development in learning and wisdom by encouraging students and staff to be curious and inquisitive about the world around them, motivating them to build on their strengths.

*But grow in the grace and knowledge of our Lord and Saviour Jesus Christ. **2 Peter 3:18***



Encouragement

We are guided to be our best and to look for the best in others.

*Therefore encourage one another and build each other up. **1 Thessalonians 5:11a***



Hope

We are inspired to view the world with optimism. We treat challenges as opportunities to build resilience. Our aim is to build a positive mindset that is open to learning. Those who hope in the Lord will renew their strength.

*May the God of hope fill you with all joy and peace as you trust in Him, so that you may overflow with hope by the power of the Holy Spirit. **Romans 15:13***

Pastoral Care

At St Martins Lutheran College, staff are committed to caring for the personal and social well-being of our students, through the provision of targeted pastoral care programs and activities. We understand that a school community, where students feel connected and valued and have positive relationships with staff, is linked to improved social and emotional well-being for students and ultimately leads to better academic performance. We believe that communication between caregivers and the school is in the best interest of students, and we strive to do our very best to keep caregivers informed of their child's progress at school.

Extended Homeroom

Middle and Senior school students meet in homeroom groups each morning with extended homeroom sessions held on Mondays & Thursdays. The purpose of the extended homeroom is to allow students to get to know one another better, as well as to develop better relationships with their homeroom teacher, so that they might feel more able to seek support from this person should they require it. It is also intended that teachers utilise this time to engage in activities which focus on wellbeing and pastoral care.

Year level camps

Each year level through the middle school participates in one camp per year. The camps are focused on teamwork, growth and building and strengthening relationships with peers. In the past, the camps have been;

Year 7 - Canberra

Year 8 - Strathalbyn

Year 9 - Halls Gap

Restorative Practice

Restorative Practice is a whole school approach that actively encourages students to speak about their actions, consider their effects on others and to help decide the best way of repairing any harm done to relationships. It is a problem-solving approach, which supports students in their efforts to build personal relationships, as a means of overcoming social conflict.

Restorative Practices is authoritative and re-integrative; it stresses high support for students and high personal control. Teachers using restorative practices develop in their students social problem-solving skills and empathy. Restorative practice reflects an approach to behaviour that aims to mentor and guide students, rather than punish them. The Restorative Practice model can be applied in a number of ways, depending on the severity of the incident. These can range from informal discussions, through to Restorative Conferences, and give students a clear voice to help and be helped.

Devotions

Home classes start each day with a devotion. Junior, Middle and Senior year levels also hold a devotion time once per week. Staff also participate in a morning devotion each day prior to the school day beginning. These devotion times are a wonderful opportunity for staff and students to get together, to consider our Christian values and interactions with others as well as to give thanks to God for our blessings.

Sport

All students in Years 7, 8 and 9 participate in compulsory Physical Education lessons. In addition, students are encouraged to compete in interschool and club sport. St Martins Lutheran College can facilitate contact between the relevant community club and students who express interest or reveal a talent in a particular area. Club notices and opportunities are promoted to students as the school becomes aware of them.

Secondary inter-school sport in Mount Gambier is organised and governed by the South East Secondary School Sports Association, acting on behalf of the Secondary School Sports Association of South Australia. Throughout the year, there are a wide variety of extra-curricular sport opportunities available to Middle School Students. These opportunities are typically communicated in the daily notices, asking students to express their interest in participating. Depending on numbers of students interested, from here there will generally be tryouts, followed by practices and typically a one-day carnival against other schools. If the team is successful, they can progress onto further rounds in the Statewide competitions.

Co-Curricular Activities

In addition to house and school-based activities, the following list provides information about co-curricular activities available to various students in the secondary school.

Inter-School Sport

- Swimming (Yr 7-12)
- Athletics (Yr 7-12)
- Touch Football (Yr 8-12)
- Snooker (Yr 10)
- Netball (Yr 7-12)
- Golf (Yr 7-12)
- College Swimming Carnival (Yr 7-12)
- College Athletics (Yr 7-12)
- 9-a-side Football (Yr 7-12)
- 5-a-side Soccer (Yr 7-9)
- Festival of Sports (Yr 7-10)
- Cross Country (Yr 7-12)
- Hockey (Yr 7-12)

Clubs, Cultural and other activities

- Meals on Wheels community service (Yr 10)
- Theme days
- SA Lutheran Colleges Interschool public speaking competition in Adelaide (Yr 8)
- Eisteddfod Debating
- Peer Tutoring
- Art Show
- Instrumental and Choral Ensembles
- Worship Band
- Generations in Jazz Choir
- Generations in Jazz Band
- Lions Youth of the Year
- Rotary Public Speaking
- Rostrum Voice of Youth Public Speaking Competition
- Human Powered Vehicle (HPV) Murray Bridge, Mount Gambier and Tailem Bend
- Secondary Musical - every second year
- House Performing Arts - every second year
- Act for Peace Ration Challenge

Year Level Camps

Year 7 Camp

Historically, in Term 4, Year 7 students participate in a 5 night / 6 day camp to Canberra. Highlights include both Parliament Houses, the National Gallery of Australia, the High Court of Australia, the Australian War Memorial, Questacon, the Australian Institute of Sport and the National Museum of Australia, amongst others.

Year 8 Camp

Historically, the Year 8 Camp has an outdoor, physical activity and team and relationship building focus and is based at the Cape Bridgewater Coastal Camp. Students are away for 3 days (2 nights). Throughout the camp, students participate in a range of activities which may include surfing, seal tours, snorkelling, abseiling, caving and sandboarding. The camp is held in Term 1 each year.

Year 9 Camp - Rite Journey

The Rite Journey is a pastoral care and wellbeing programme which aims to support Year 9 students in their growth from children, to healthy young adults.

It is built on the premise that our society has changed dramatically over the last few decades. While people in societies and cultures all around the world previously had defined rites of passage that made it clear to young people that they were no longer children, but were now adults, we have largely lost this in our modern society. This then leads to young people not developing appropriately into healthy and successful adults.

Students are grouped into single sex classes where they work through a variety of topics. They reflect on their identity, participate in discussions and activities about building healthy and respectful relationships, consider purpose and their hopes for the future, and finally work out what they have to give as they become adult members of our society.

The programme is structured around the classic hero's journey and incorporates various events, ceremonies and celebrations throughout the year. It starts with the Call to Adventure. Students then depart on their journey towards adulthood. Throughout the year the students are guided by a number of supportive adults including teachers, parents/carers and mentors. They encounter challenges throughout the year which aim to strengthen their resilience. Students encounter situations which are described as the abyss, where they are taken out of their comfort zone to help them learn about themselves. The year concludes with the return and the homecoming where they reflect on what they have learned and experienced, the gifts and skills they will take with them into adulthood, before they are celebrated and honoured at a final ceremony involving teachers, parents/carers and mentors.

As part of the Rite Journey, students participate in a camp to Halls Gap in Term 1. In addition to the usual relationship building of a camp, students are presented a number of challenges including High Ropes activities, hiking and kayaking.

The Rite Journey is a wonderful preparation for entering into the Senior School in Year 10.

SMLCGolf

The St Martins Specialist Golf Program (SMLCGolf) provides a comprehensive golf program of the highest quality. It caters for Years 6 to 12 students who are genuinely interested in becoming better golfers. SMLCGolf is designed for students capable of self-discipline and respect for self, others and the environment. Conveniently located just a short drive from the picturesque Mount Gambier Golf Course at Attamurra, the program is dedicated to providing opportunities for promising golfers whilst complementing their overall academic education.

The program runs each week on Wednesdays on a three-week rotating roster, so that students are off campus at a different time each week. There are four groups—based on ability level of the participants from beginner to experienced.

St Martins pay for the students' junior memberships and the professional tuition. Students travel to and from Mount Gambier Golf Club on St Martins Lutheran College buses.

Specialist Instruction

The SMLCGOLF students work under the coaching guidance of Mr Duncan Savage (Level 1 Coach and Mount Gambier Golf Club member). Students will also benefit from the support of Golf SA through its development team assistance in delivering the program.

The Facilities

SMLCGOLF students receive full Junior Membership at the Mount Gambier Golf Club for the entire time they are in the program.

Students in the program have full use of the Mount Gambier Golf Club's excellent playing and practicing facilities. As well as having one of the state's finest 18 hole championship courses, the Mount Gambier Golf Club has a practice fairway, short iron approach and chipping green, and a practice putting green.

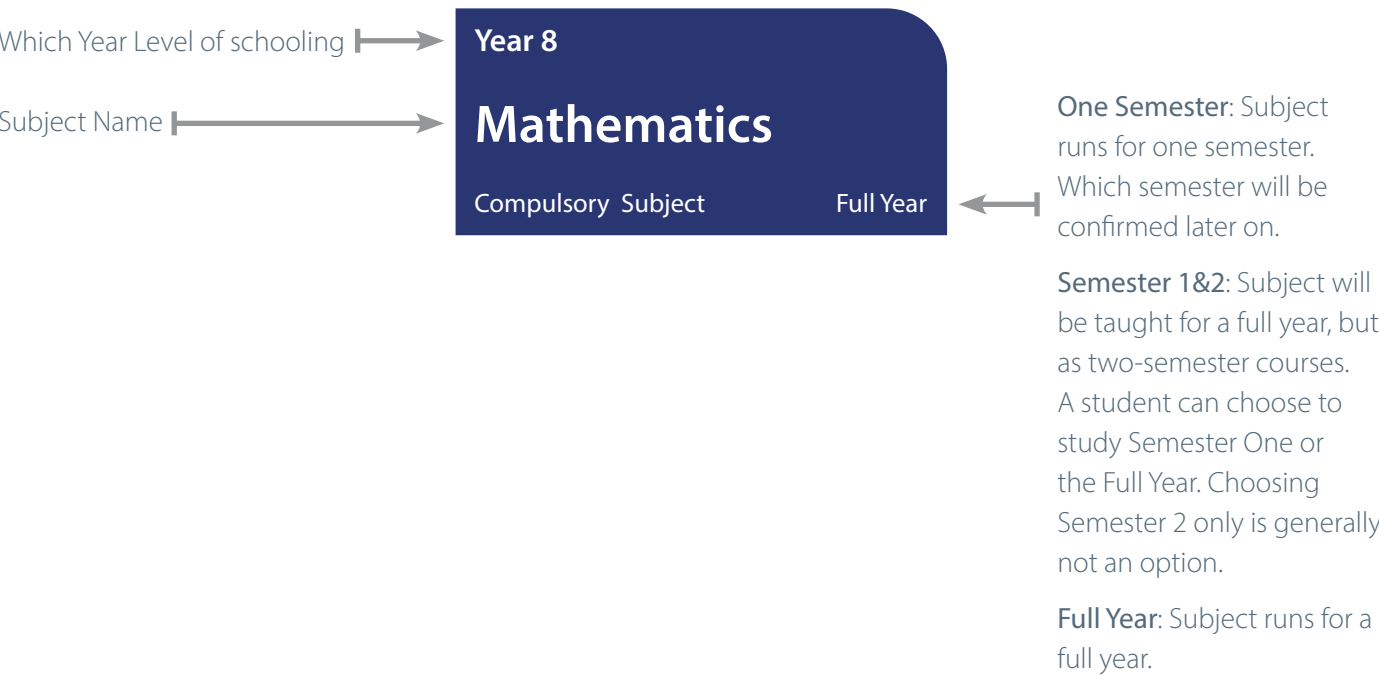
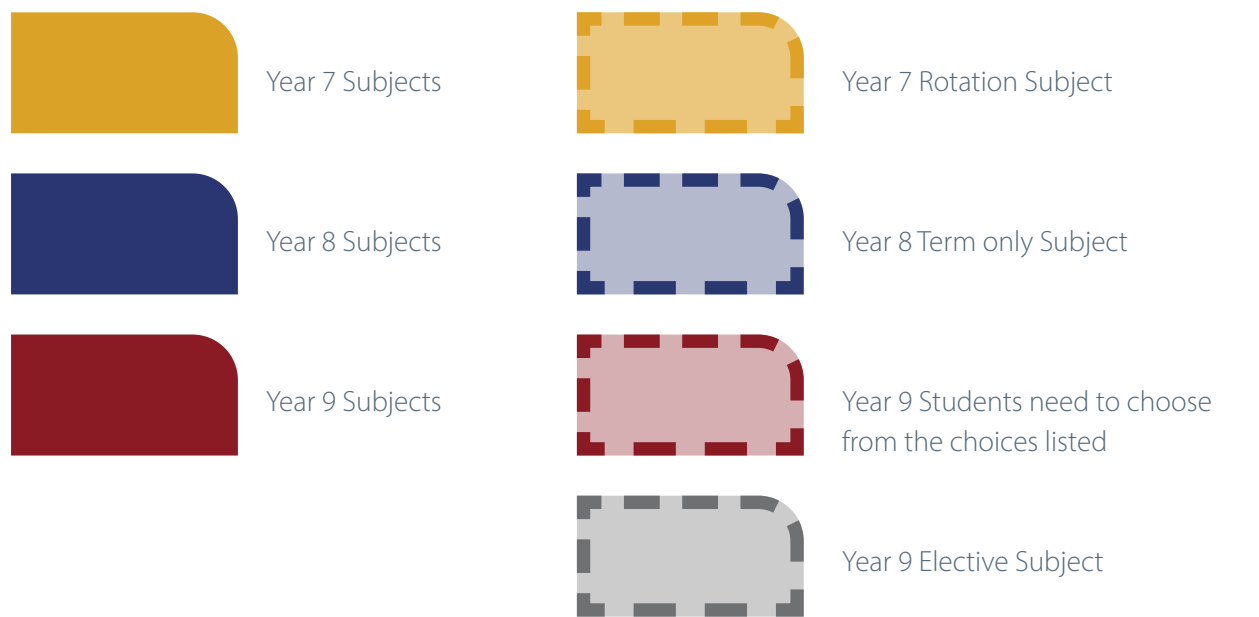


St Martins Lutheran College is a welcoming, caring, Christ-centred learning community where students grow, flourish and are inspired to make a difference.



How to use this guide

To assist you in locating the subjects you require, they have been arranged by subject area and then by year level. Yellow boxes are Year 7 offerings, blue boxes are Year 8, while red boxes are Year 9 offerings.



Year 7 Subject Structure (Page 16)

Christian Studies

English

Physical Education

Humanities

Mathematics

Science

Year 7 Rotation Subjects

Visual Art
(term)

Drama
(term)

Music
(term)

Food Tech
(term)

Design Tech
(term)

Chinese
(semester)

German
(semester)

Year 8 Subject Structure (page 24)

Christian Studies

English

Physical Education

Humanities

Mathematics

Science

Chinese or German

Year 8 Term Subjects

**Digital
Tech**

**Design
Tech**

Drama

**Food
Tech**

Health

Music

**Personal
Project**

**Visual
Art**

Year 9 Subject Structure (page 33)

Christian Studies

English

**Health & Physical
Education**

**Health & Physical
Education (choice)**

Humanities

Mathematics

Science

Rite Journey

Year 9 Elective Subjects

Elective 1

Elective 2

Elective 3

Elective 4



Year 7

Year 7

Christian Studies

Compulsory Subject

Full Year

Subject Description

Christian Studies is about the fascinating worlds of religion and spirituality, which are part of the fabric of all cultures. The aim of this compulsory subject is twofold: to inspire students in their learning about Christianity and to give students the Biblical literacy and inquiry skills to reflect on their own spiritual journey.

In Christian Studies, students are encouraged to choose freely how they will respond to the ideas and concepts they meet.

Concepts

- Christian Beliefs – Students analyse Christian beliefs about the ways God reveals himself as one God: Father, Son and Holy Spirit
- Christian Church – Students develop skills to examine scripture and analyse its cultural and historical contexts.
- Christian Living – Students draw conclusions about the influence of the other on self identity in light of Christian beliefs about the worth of the individual
- Christianity in the World – Students compare ideas and beliefs about God and the nature of human beings in monotheistic religions.

Year 7

English

Compulsory Subject

Full Year

Subject Description

The aims of the English curriculum are to instill an appreciation and enjoyment of reading, and to give students control as creators, users and consumers of language. The English program is designed to maximise students' opportunities to develop their listening, speaking, reading, writing and viewing skills. To meet these challenges, the course offers students a wide range of reading and viewing, writing, speaking and listening experiences; a structured approach to the building of literacy skills such as analytic essay writing; and lots of writing practice.

Concepts

- Regular literacy tasks
- Narratives
- Procedures
- Independent and class novel studies
- Poetry
- Film and visual text analysis
- Persuasive writing

Year 7

Physical Education

Compulsory Subject

Full Year

Subject Description

The Health and Physical Education curriculum supports students to refine a range of specialised knowledge and skills related to movement. Students are taught specific skills in relation to athletics at the beginning of the year, in preparation for the College's Athletics Carnival.

Throughout the remainder of the year, students are taught a variety of sports, with an emphasis on fair play and encouragement, as well as game modification. Students design their own games, considering fun and inclusivity. In class, students are required to investigate practices that enhance their own and others health, safety and wellbeing.

Concepts

- Athletics
- Modified games
- Net/Wall games
- Invasion games
- Striking/Fielding games
- Target games
- Growth and development
- Mental and emotional health and wellbeing
- Food choices and advertising
- Legal and illicit drugs

Year 7

Humanities

Compulsory Subject

Full Year

Subject Description

Humanities has four main components: History, Geography, Civics and Citizenship, and Business and Enterprise. Students learn about primary and secondary sources when investigating the Ancient World. They also focus on the skill of researching, particularly as they answer inquiry questions. In Geography, students consider the use of water as a resource and the environment in which we live. A major component of Humanities is Civics and Citizenship, which includes a trip to Canberra to help consolidate.

Concepts

- Overview of the Ancient World
- Investigating ancient civilisations
- Water in the world
- Place and liveability
- Government and democracy
- Citizenship and Australian identity

Year 7

Mathematics

Compulsory Subject

Full Year

Subject Description

In Year 7 Mathematics, students will consolidate and build on their number, measurement and space understanding. Students also build on patterning and are introduced to algebra through an understanding of the concepts of variables, patterning, symbols and representation.

Concepts

- Whole numbers and number properties and patterns
- Fractions and percentages
- Geometry
- Algebra
- Negative numbers
- Measurement
- Equations
- Statistics and probability

Year 7

Science

Compulsory Subject

Full Year

Subject Description

Science involves learning about the physical, chemical and biological world around us. Students learn to work scientifically, developing skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating.

A range of practical skills are developed in a laboratory setting using a variety of scientific apparatus.

Concepts

- Laboratory skills and experiment design
- Physical and chemical properties
- Earth's resources
- Mixtures
- Forces
- Machines
- Earth in space



Subject Description

Students explore artists and their art making. Students plan and develop their skills, techniques and processes to create and develop their artworks and knowledge. Students are introduced to visual conventions, techniques and processes to communicate meaning in their work. Students plan their art making in response to exploration of techniques used in their own and others' artworks. They demonstrate visual conventions, techniques and processes to communicate meaning in their artwork.

Concepts

- Painting and drawing Skills
- Colour theory
- Printmaking
- Perspective
- Digital manipulation
- Australian art focus



Subject Description

In Year 7, students will engage in drama through voice and body, exploring real and imagined worlds. Students create meaning through Drama as they enjoy and analyse their own work and the work of others.

Year 7 Drama begins with a focus on mime and then students are encouraged to use their creative skills in the study of improvisation.

Students will have the opportunity to create their own plays in small groups and present them to the class for performance.

Concepts

- Mime
- Tableau
- Collaborative skills
- Improvisation
- Monologues
- Play building

Year 7

Music

Choice

Term Subject

Subject Description

The aim of Music in Year 7 is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening to music.

The emphasis is on developing students' practical music making skills and will use a selection of repertoire that will be varied and reflect students' needs, experiences, expectations, backgrounds and levels of musical development. Students will use a variety of classroom instruments, such as keyboard, xylophones and drums to create performances and compose music.

The course provides the foundation for students to confidently undertake elective music in Year 8.

Concepts

- Creating and performing music
- Ear Training
- Musicianship
- Music appreciation (listening)
- Factual information about music
- Music technology

Year 7

Food Technology

Choice

Term Subject

Subject Description

Food Technology introduces students to food through learning and experiences that focus on nutrition, health and well-being. Students undertake a variety of theoretical and practical tasks that emphasise nutrition basics and the importance of making good food choices. Practical food preparation tasks are focused on preparing and serving food safely and hygienically, learning basic skills and techniques and developing personal competence in the kitchen.

Concepts

- Safe food preparation
- Understanding and interpreting recipes
- Measurement and equipment
- Nutrition and food selection models

Year 7

Design Technology

Choice

Term Subject

Subject Description

Year 7 Design Technology gives students the chance to develop skills, particularly working with wood. A small project is constructed using wood which allows students to use hand tools and appropriate machines.

Complementing practical work is the learning of design software that allows students to create images that can be used to produce engraved items and cut using a laser cutter.

Through Year 7 Design Technology, students develop their confidence in working with timber and in working with design software.

Concepts

- Recognise some common timbers
- Measure, mark and cut timber by hand
- Mark and drill timber
- Glue and fasten timber
- Timber fruit bowl project
- Use Turbo CAD software tools
- Design and produce small CNC projects
- Timber production theory work

Year 7

Chinese

Compulsory Subject

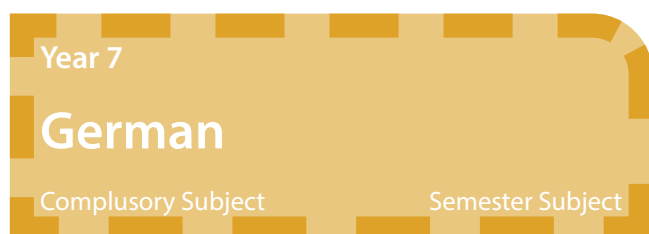
Semester Subject

Subject Description

Year 7 Chinese (Mandarin) is aimed at enhancing both students' understanding and communicating in Chinese. It will enable students to ask both open questions and "who, what, where, why" questions in Chinese, based on topics involving pets, sports, food and drinks, family members, locations, jobs and hobbies.

Concepts

- Vocabulary
- Creating "who, what, when, where, why" questions
- Stating likes and dislikes
- Presenting ideas in Chinese
- Interviews
- Creating short written texts in Chinese characters
- Experiencing Chinese culture through research and cooking lessons



Subject Description

Year 7 German involves learning basic skills to begin communicating through listening, speaking, reading and writing in German. Students will study a range of aspects of German culture, including learning about the role of German cultural heritage in Australia, while developing their range of vocabulary, pronunciation, and grammar.

Concepts

- Vocabulary: Greetings, classroom objects, numbers, colours
- Vocabulary: Body parts, feelings, verbs, calendar
- Pronunciation
- Grammar: word order, gender, verb conjugation
- Culture: celebrations, geography, history, daily life, food



Year 8

Year 8

Christian Studies

Compulsory Subject

Full Year

Subject Description

Christian Studies is about the fascinating worlds of religion and spirituality, which are part of the fabric of all cultures. The aim of this core subject is twofold: to inspire students in their learning about Christianity and to give students the Biblical literacy and inquiry skills to reflect on their own spiritual journey.

In Christian Studies students are encouraged to choose freely how they will respond to the ideas and concepts they meet.

Concepts

- Christian Beliefs – Students investigate and evaluate the significance of Jesus the Christ, his life, death and resurrection for Christians.
- Christian Church – Students examine the development of Christian communities to compare how beliefs and practices of these communities reflect their social and historical contexts
- Christian Living – Students analyse the concept of Christian love and service as a response to faith.
- Christianity in the World – Students examine people's need for spirituality and identify how Australians seek to fulfill it.

Year 8

English

Compulsory Subject

Full Year

Subject Description

English focuses on language, literature and literacy. Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Students learn to appreciate and develop proficiency in reading and writing through the study of a range of texts and genres, both classic and contemporary in perspective. Students learn to communicate effectively, work collaboratively, and critically and creatively produce their own texts.

Concepts

- Novel study
- Narrative writing
- Film study
- Oral presentations
- Poetry
- Introduction to Shakespeare

Year 8

Physical Education

Compulsory Subject

Full Year

Subject Description

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement, composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students are also supported to take positive action to enhance their own and others' health, safety and wellbeing.

Concepts

- Functional movement skills
- Fitness testing
- Mental health
- Invasion games
- Relationships
- Decision making practices
- Dance

Year 8

Humanities

Compulsory Subject

Full Year

Subject Description

Students will study the concepts in Geography, History and Civics and Citizenship. The History component is a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). Students develop an understanding of the context and chronology, as well as the broad patterns of historical continuity and change over this time. Geography focuses on physical and human geography in which inquiry questions provide a framework for developing students' knowledge, understanding and skills.

Concepts

- Landforms and Landscapes: Coastal focus
- Changing Nations: Urbanisation, migration, Australia's population
- Medieval Europe
- Vikings OR The Spanish Conquest of the Americas
- Japan under the Shoguns
- Civics and Citizenship

Year 8

Mathematics

Compulsory Subject

Full Year

Subject Description

In Year 8 Mathematics, students will build on their prior learning and experiences. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding of concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Students will be encouraged to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Concepts

- Index laws
- Algebra expressions and equations
- Linear graphing
- Statistics
- Probability
- Congruence and similarities
- Integers and Rational numbers
- Measurement

Year 8

Science

Compulsory Subject

Full Year

Subject Description

Science involves learning about the physical, chemical and biological world around us. Students learn to work scientifically, developing skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating. Students develop a range of practical skills using various laboratory equipment, activities, exercises and investigations.

Concepts

One term each of the four Australian Curriculum strands

- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Earth and Space Sciences

Year 8

Chinese

Compulsory Subject

Full Year

Subject Description

Year 8 Chinese (Mandarin) is designed to enable students to develop communication skills in interpreting, creating, and exchanging meaning, as well as understanding Chinese culture. This course focuses on key Chinese cultural events, and continues to develop students' ability to ask questions and converse in Chinese.

Concepts

- Introduction to Chinese
- Chinese New Year festival celebrations
- Family members and greetings
- Expressing likes and dislikes (eg. colours, sports)
- Numbers and units
- Travelling, cities, countries
- Chinese tea, cuisine and cooking
- Time, routines, and school life

Year 8

German

Compulsory Subject

Full Year

Subject Description

Year 8 German involves learning to communicate in a range of ways and developing an understanding of, and appreciation for, German culture. Students will develop skills in speaking, reading, writing and understanding German. Developing accurate pronunciation is a key component of this course. They will also reflect on cultural influences and identity.

Concepts

- Greetings and personal information
- Family, pets, school, hobbies and sports
- Countries
- Colours, weekdays, months and seasons
- Time
- German festivals and celebrations



Subject Description

Year 8 Design Technology gives students the chance to develop skills working with metal. A project is constructed using mild steel which allows students to use hand tools and appropriate machines.

Complementing practical work, students continue to develop their design software skill, allowing students to create images that can be used to produce items engraved and cut using a laser cutter.

Through Year 8 Design Technology students develop their skills in working with metal and in working with design software.

Concepts

- Develop knowledge of steel
- Measure, mark and cut steel by hand
- Mark and drill steel
- File steel
- Project made primarily from steel
- Use Turbo CAD software tools
- Design and produce small laser cut projects
- Metal theory work



Subject Description

Digital Technology at Year 8 involves learning about data, image manipulation and programming. Data is explored and manipulated using a spreadsheet such as Google Sheets. Photo editing techniques and skills are developed using Pixlr, a freely available but powerful photo editing program. Arduino microprocessors are used in conjunction with electronic components to teach basic programming skills in a C-based language. Fundamentals of AI tools may also be explored, possibly replacing parts of the photo-editing topic.

Concepts

- Data manipulation with Google Sheets
- Image manipulation using Pixlr
- Programming skills using Arduino microprocessors



Subject Description

In Drama students use body, gesture, movement, voice and language to create roles that explore and depict real and imagined worlds. Students create meaning through Drama as they enjoy and analyse their own work and the work of others.

Like all art forms, Drama has the capacity to engage, inspire and enrich students, excite the imagination and encourage students to reach their creative and expressive potential.

Concepts

- Improvisation
- Monologues
- Play building
- Theatre sports



Subject Description

Food Technology introduces students to food through learning and experiences that focus on nutrition, health and well-being. Students undertake a variety of theoretical and practical tasks that emphasise nutrition basics and the importance of making good food choices. Practical food preparation tasks are focused on preparing and serving food safely and hygienically, learning basic skills and techniques and developing personal competence in the kitchen.

Concepts

- Safe food preparation
- Understanding and interpreting recipes
- Measurement and equipment
- Nutrition and food selection models



Subject Description

Year 8 Health tasks involve students critically dissecting their current practices which influence their overall wellbeing, in order to make informed decisions and set goals to improve their health in general.

Through constant self-reflection, and ongoing referencing to contemporary research and guidelines, students should have a better understanding of their own personal needs as a lifelong participant in health and physically active practices.

Concepts

- Individualised goal setting with a focus on health and wellbeing
- Researching health and wellbeing adolescent guidelines, such as physical activity, sleep, and screen time
- Develop plans that the broader community can make to improve adolescent health and wellbeing
- Create and analyse current practice to assess where improvements can be made in their own and others health and wellbeing



Subject Description

This course will give students a general experience in the study of music. The emphasis is on developing students' practical music making skills and will use a selection of repertoire that will be varied and reflect students' needs, experiences, expectations, backgrounds and levels of musical development. Students will use a variety of classroom instruments, such as keyboard, xylophones and drums to create performances and compose music.

The study of a broad range of music styles will provide a strong foundation for further musical development in the Music elective courses. Students will be exposed to art music as well as a range of music that reflects the diversity of Australian culture, including music of Aboriginal and Torres Strait Islander peoples.

Concepts

- Creating and performing music
- Ear training
- Musicianship
- Music appreciation (listening)
- Factual Information about music
- Music technology



Subject Description

Personal Project encourages students to consolidate prior and subject specific learning, and develop an area of personal interest. Personal Project provides a great opportunity for students to produce a personal and creative product or outcome. The nature of the project is important; it should revolve around a challenging goal that motivates and interests the individual student. Personal Project is student-centred, and enables students to engage in practical explorations through a cycle of inquiry, action and reflection.

Concepts

- SMARTAR goal setting
- Develop and present self-management skills through a process journal
- Create and present an outcome in response to an individual goal
- Evaluate and reflect on new knowledge, understanding and skills



Subject Description

Students will identify and analyse how artists use visual conventions and viewpoints to communicate ideas and they will apply this knowledge in their own art making. Students will learn how artworks are displayed to enhance their meaning.

Students plan their art making in response to exploration of techniques and processes used in their own and others' works. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artwork.

Concepts

- Painting and drawing Skills
- Digital manipulation
- Indigenous art techniques
- Nature and art
- Pop Art



Year 9

Christian Studies

Compulsory Subject

Semester 1&2

Subject Description

Christian Studies is about the fascinating worlds of religion and spirituality, which are part of the fabric of all cultures. The aim of this core subject is twofold: to inspire students in their learning about Christianity and to give students the Biblical literacy and inquiry skills to reflect on their own spiritual journey.

In Christian Studies students are encouraged to choose freely how they will respond to the ideas and concepts they meet.

Concepts

- Christian Beliefs - Students examine and reflect on the impact of sin, evil and grace in the world.
- Christian Church - Students compare and contrast the origins, intention and diversity of Christian worship practices.
- Christian Living - Students explore ways Christians interpret and act on their calling as stewards in God's world.
- Christianity in the World - Students apply decision-making processes to ethical issues and explain how and why people hold different ethical positions.

English

Compulsory Subject

Semester 1&2

Subject Description

English focuses on language, literature and literacy. Students are encouraged to appreciate and develop proficiency in reading and writing through the study of a range of texts and genres, both historical and modern in perspective. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context. Students learn to communicate effectively, work collaboratively and critically, and produce their own texts.

Concepts

- Novel study
- Narrative writing
- Film study
- Oral presentation
- Poetry
- Persuasive writing

Year 9

Physical Education

Compulsory Subject

One Semester

Subject Description

The Health & Physical Education curriculum supports students to maintain a positive outlook and evaluate behavioural expectations in different situations. Students learn to apply health and physical activity information for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity. They develop strategies to support preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills, strategies and concepts in different movement environments. They explore movement concepts and strategies to evaluate their own and others' movement performances. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Concepts

- Sustainable health
- Respectful relationships
- Social responsibility
- Safe decision making
- Health in the media
- Athletics
- Invasion games
- Striking games
- Net/Wall games
- Target games

Year 9

Humanities

Compulsory Subject

Full Year

Subject Description

Humanities is divided into History and Geography (one semester each). Time is also dedicated to exploring issues of Civics and Citizenship. Year 9 History focuses on a study of the making of the modern world from 1750 to 1918. This requires students to develop an understanding of the context and chronology of the period, the broad patterns of historical continuity and change such as European imperial expansion, the movement of peoples within and between countries, and the impact this had on the Australian continent. Geography focuses on changes in places and environments, how these can be managed now and, in the future, as well as the importance of interconnections and interdependencies.

Concepts

- Making and transforming the Australian nation (1750–1914)
- World War I (1914–1918)
- The Industrial Revolution and movement of peoples (1750–1900)
- Biomes and Food Security
- Geographies of interconnections
- The Australian legal system

Year 9

Mathematics

Compulsory Subject

Full Year

Subject Description

In Year 9 Mathematics, students will build on their prior learning and experiences. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding of concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Students will be encouraged to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Concepts

- Indices and scientific notation measurement
- Geometry – Congruence & similarity
- Pythagoras' Theorem
- Right-Angled Trigonometry
- Algebra
- Solving & graphing linear equations
- Statistics
- Money and simple interest
- Probability

Year 9

Science

Compulsory Subject

Full Year

Subject Description

Science is learning about how the physical, chemical and biological world around us works and influences us. Students learn to work scientifically, developing skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating their ideas. Students carry out a variety of practicals and investigations to develop laboratory and investigative skills.

Concepts

The four main areas of the Australian Curriculum are covered:

- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Earth and Space Sciences



Subject Description

This unit is aimed at providing students with the skills and knowledge required to promote exercise and sport in the community and the importance of nutrition and regular exercise.

Students will learn about the major systems of the body, fitness and training programs, sport participation barriers, and nutritional requirements, trends and influences.

Students will complete a project-based learning task where they will develop an understanding of the relationship between the body and physical performance as well as how to train and manipulate the body.



Subject Description

Within this unit, students are given opportunities to relate to nature in order to help them to enjoy outdoor environments and activities in a sustainable manner through gaining skills and practical knowledge. Combining theory based study and practical implementation, students will obtain knowledge in areas such as basic lightweight camping and survival, using outdoor resources, navigation, and risk assessment. As a result, students gain an understanding of the many impacts humans have on outdoor environments through the study of human, social, ecological, economic and physical impacts, while also analysing how to efficiently and sustainably navigate and engage with these environments.

Students will participate in 2 camps over a semester, selected from a range of options such as (but not limited to) bushwalking, snorkelling, surf lifesaving, canoeing, sandboarding etc.

Cost

There will be a cost for each of the camps depending on the activities and the number of students in class. There may also be additional costs for excursions and in-class activities (such as practical visits to various community businesses).

The total cost for the semester is typically around \$350.



Subject Description

In this course, students will work collaboratively to research, understand, and ultimately participate in a season in a particular sport. Students will plan and contribute to the running of a local community sporting season, which maximizes participation for all, as every student has unique responsibilities in their teams. Teams will be given creative license to organise specific team features (such as logo, uniform, team name) and competition aspects (fixturing, game-play, rules, officiating). This will involve students learning the administrative, logistical, and practical aspects of forming a sporting competition, in order for the season to run efficiently.

Students also have the choice to research influences that affect performance, including energy systems, musculoskeletal and cardiorespiratory systems, fitness components, efficiency of movement and skill acquisition, as well as psychological strategies to enhance physical performance and techniques to promote recovery.



Subject Description

In this unit, students will explore different theatrical styles in history and present, such as Ancient Greek theatre, Shakespeare and Commedia dell'Arte. Students will interpret and create an understanding of the importance that theatre has had in history and how it can still impact our world today. Different styles of theatre will be investigated through improvisation and workshops. Students will be encouraged to be creative risk takers as they experiment and explore new ways to present classic texts.

Concepts

- Ancient Greek theatre
- Shakespeare
- Commedia dell'Arte
- Performance



Subject Description

In this subject, students will form their own theatre company and work together to create an original piece of theatre or a scripted piece ready for performance. Students will create, explore, rehearse and refine their play and be responsible for many of the production decisions along the way. Students will become familiar with the process of creating a play, from an initial idea to a final script and performance. Both acting and backstage roles will be considered. Students will participate in workshops and activities to support their own learning as an artist and work collaboratively with others to create dramatic ideas. The final script will be rehearsed with the intention to perform it at Mt Gambier's Wehl Street Theatre.

Concepts

- Creating theatre
- Workshopping
- Character development
- Performance



Subject Description

In Get the Gig, students are responsible for creating and performing in their own contemporary band. The band would comprise of keyboard, guitar, bass guitar, drums, vocals, wind and electronic instruments. Students may or may not learn an instrument but must be prepared to undertake the study of one while in this course. Students set out to improve their performance and technical skills, develop a program of music and plan, promote, and perform a live concert.

Students further develop knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic, Australian Music and the study of music theory at a level appropriate to their previous knowledge.

Concepts

- Develop technical skills in solo and ensemble performance
- Develop and apply aural perception skills
- Practise, rehearse and perform repertoire
- Examine current trends in the music industry
- Compose/arrange simple songs or musical pieces
- Discussion of selected repertoire
- Critique of your performance strategies



Subject Description

This course is designed for students who are confident musicians. It intends to challenge and build upon students' existing skills in the areas of performance, both as a soloist and an ensemble performer.

The aim of this course is to enable students to:

- explore a range of musical contexts and make links to, and between, different musical practices and conventions
- acquire, develop and experiment with musical competencies through a range of musical practices both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

Students study a compulsory topic, Australian music, as well as study music theory at a level appropriate to their previous knowledge.

Recommended Prerequisite

- At least 3 years of instrumental/vocal lessons, or an AMEB theory level of Grade 2 or higher

Concepts

- Perform as instrumentalist and/ or vocalist
- Perform as a soloist and/or in an ensemble
- Practise, rehearse and perform repertoire
- Analysis to inform your own practice
- Evaluate Music to inform your own practice
- Improvise and arrange music
- Special project



Subject Description

This subject aims to expand students' knowledge of the various drawing and painting techniques. Gaining inspiration from artists throughout history, as well as current contemporary artists, the students will explore a range of different media and techniques to develop, improve, and expand on their own artistic skills.

Class practicals will focus on a range of different art movements and genres, such as Indigenous Art, Classical Art, Impressionism, Expressionism, Cubism, Abstract Art and Contemporary Art. Students will be given opportunities to experiment with a variety of media, such as acrylic paint, watercolour, oil paint, gouache, soft pastels, oil pastels, markers, charcoal, and graphite. The students can expect to do small and large projects, including the development of artworks through the designing and refining process.

Concepts

- Portraiture
- Landscapes
- Still Life
- Free Choice



Subject Description

Like Drawing and Painting A, this subject will study a range of different drawing and painting techniques, while looking at a range of different artists and artistic movements throughout history. Students can expect to create a range of different artistic projects as per the Drawing and Painting A descriptor, however, they will study different artists, movements and techniques to those covered in Semester 1, and can therefore pick both as a subject.

Concepts

- Portraiture
- Landscapes
- Still Life
- Free Choice



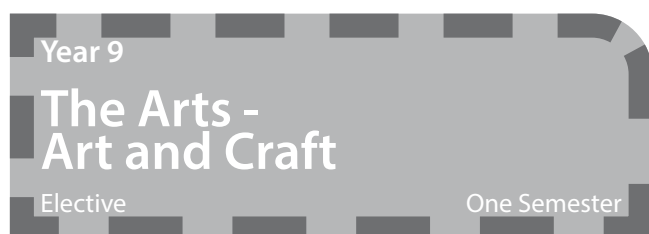
Subject Description

This subject is ideal for aspiring photographers of any skill level, by introducing and/or building upon students' prior knowledge of both taking and editing photographs. Students will be given the opportunity to use various camera equipment, such as different lights and lenses, to improve their photos and achieve desired results.

Students will analyse the works of other photographers to help gain inspiration for their own creative pieces. They will explore a range of different photographic techniques and styles to produce their own mini-portfolios. Much of the learning in Photography is practical, with students experimenting with the various settings in our DSLR and mirrorless cameras as well as learning to use Photoshop and Lightroom to improve their images and foster their creativity.

Concepts

- Composition techniques
- Photoshop skills (targeted to individual experience levels)
- Camera skills (beginner, intermediate and advanced)
- Creative tasks (approx. 3)
- Design process: investigating, designing/refining, creating and reflecting



Subject Description

This subject aims to expand students' art making skills in a range of different media and techniques, but with a broader craft based approach. Gaining inspiration from artists and cultures throughout the world and history, the students will explore a range of different art and craft styles to develop, improve and expand on their own artistic skills and abilities.

Concepts

- Mosaic
- Sculpture
- Collage
- String art
- Batik
- Paper tole
- Mask making
- Cultural crafts



Subject Description

This subject aims to look at design from a visual arts perspective, with the students using the design process to create a range of artworks that have purpose. Gaining inspiration from other artists and designers, the students will explore different design models through the brainstorming, designing, refining, creating and reflecting process.

Class practicals will focus on a range of different genres to give the students experience in designing a variety of different products. These may include (but are not limited to) logo design, branding, floor plans and elevation drawings, fashion design, clock faces, fonts, advertising, product packaging and graphic design.

Concepts

- Product design
- Logo design
- Packaging
- Advertising
- Branding

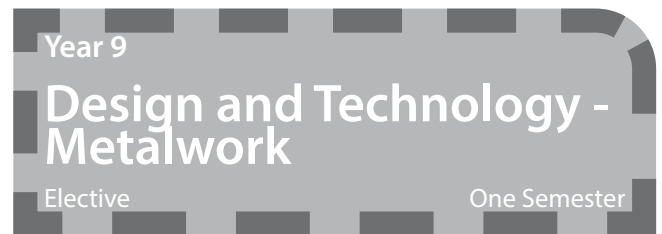


Subject Description

Students will use electronic components and circuit boards as a practical introduction to electronics. They will construct an electronic kit using soldering skills developed, with an emphasis on safety and quality. Microcontrollers will be used to expand the range of electronic devices able to be constructed and some basic programming will be taught to aid in the control of these. A final project will allow students to further develop an electronic device of their choosing.

Concepts

- Electrical components and circuits
- Soldering and kit construction
- Microcontrollers
- Project



Subject Description

This is an introductory course in the field of metalworking. This course gives students an understanding of safety procedures, tools, equipment, materials, techniques and consumption of metal products.

Five major areas of practical experience for students include electric arc welding, portable power tools, metal lathe introduction, sheet metal cutting, bending and joining, and basic fabrication techniques.



Subject Description

This is an introductory course in the field of woodworking. This course gives students an understanding of safety procedures, tools, equipment, materials, techniques and consumption of timber products.

Five major areas of practical experience for students include joining timber, portable hand and power tools, shaping techniques, thicknessing and sanding, and surface finishes. Students will use a variety of domestic and exotic hardwoods in their projects. They may also gain experience using a laser to embellish their projects.



Subject Description

Would you like to create a short film and/or animation? Learn to pilot and film from a drone? This elective will give you hands on practical experiences in film and animation.

You will learn the process and skills needed to create your own productions. This includes training in scripting, camera work, drone operation skills, editing, lighting, sound manipulation and management of your projects. The four-stage design process, investigating, devising, producing and evaluating will be applied to tasks.

Students will be given opportunity to submit work into film and animation competitions and decide on a way to showcase their work at the end of the semester.

Concepts

Topics studied may include:

- Filmmaking and animation production basics
- Drone operation skills
- Software options and skills for productions
- Entering film and animation competitions
- Planning a showcasing of films and animations



Subject Description

Year 9 Chinese (Mandarin) will take students on a virtual language and culture course around China. Students will learn to understand China by both experiencing its rich culture and history, and communicating in Chinese language, both spoken and in Chinese characters. Students will learn practical language skills, such as how to order a meal in a restaurant, book a hotel room, or write a letter of complaint.

Concepts

- Everyday conversation
- Pop culture
- Natural and historical wonders
- Inventions
- Chinese character calligraphy



Subject Description

Students further develop their ability to speak, understand and write German, while exploring deeper cultural aspects of German-speaking countries. They will obtain knowledge in areas such as travel, food, sport and health. Students will read and analyse a variety of texts, from menus to travel diaries. Students will create their own texts, make oral presentations, learn grammatical principles, and compare and contrast cultural information. They will have the opportunity to test their language skills in the biennial German Study Tour or the Barossa/Hahndorf Study Tour.

Concepts

- Investigate German tourist destinations
- German cuisine and fast foods
- Soccer and other sports
- Menus and travel diaries
- Grammatical principles



Subject Description

Students will work collaboratively to cook their way through Asia. They will plan, devise, produce and evaluate dishes from a variety of Asian countries. Students will learn about the cultural origins of Asian food and the impact of Asian food culture in Australia.

Concepts

- Induction to the kitchen, hygiene and safety
- Practicals with meat
- Practical report
- Food design task



Subject Description

In this elective, students work collaboratively to cook their way through Europe. They will learn about food choices as well as food origins within European culture.

Students will engage in research and investigation tasks to examine these concepts. In addition, students will be able to select, prepare, and design a diverse range of foods from a variety of European countries.



Subject Description

In textiles, students will develop the skills needed to safely use sewing machines and overlockers to be able to create clothes and other textile items. They will explore issues of ethics and sustainability in the textile industry. For those who come to the subject with good skills in the area, there will be the opportunity to undertake a sewing project of their own choice and also participate in the Recycled Runway Challenge.

Concepts

- Safe use of sewing machines and overlockers
- Material selection and sustainability in the textile industry project
- Basic sewing skills
- Making an item using a pattern
- Personal textile project
- Recycled Runway Challenge



Subject Description

Are you interested in animal husbandry, producing food or exploring the business of farming? Investigating Agriculture will allow students to learn about farming practices in the Agriculture landscape of the South East. Utilising practical engagement with animals in the Cows Create Careers program will be a key part of Investigating Agriculture.

Research will also be used to gain knowledge about various areas of farming including the day to day activities in farming enterprises. How is food produced? What has to happen to care for animals on a farm? Is a farming business different to other types of businesses? These are just some of the questions students could explore as they get up close with animals and get their hands dirty in Investigating Agriculture.



Subject Description

St Martins team 'Cyber Saints' have been participating in the FIRST Tech Challenge since 2019. Each year a new challenge is issued with teams needing to programme, design, and construct a robot to compete in the South Australian league. Success at this level may lead to an invitation to compete at national and international levels.

The Cyber Saints also compete in the VEX Robotics Challenge, held annually in Adelaide.

Students will develop skills in problem-solving, critical-thinking, design, fabrication and teamwork.



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