



Curriculum Overview MIDDLE SCHOOL

Information for Parents & Students

2024



FAIRHOLME COLLEGE
TOOWOOMBA

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INTRODUCTION

Dear Parents and Students,

Our purpose at Fairholme College is to create an engaging and nurturing learning environment where our girls' feel supported to grow and challenge themselves academically. It is our aim to prepare our students with the skills and knowledge to reach their full potential, and to be young women of integrity, compassion, and confidence.

The Middle School at Fairholme College is a platform which allows our teachers to create an exciting new curriculum that caters for the specific learning needs of this unique group of students – girls aged between 11 and 14 years.

The principles that underpin the best learning in the Middle School years include creating a curriculum that is:

- Focused on literacy and numeracy
- Relevant to their lives
- Authentic, not contrived
- Challenging at every level
- Intellectually engaging.

Furthermore, evidence-based research demonstrates that the Middle School offers a unique experience which lays the foundation for success in senior years. This is achieved through ensuring:

- Students have a small number of teachers with whom they interact and develop positive and trusting relationships
- The amount of assessment is reduced, yet the quality of the assessment allows for greater depth of learning and skill building
- The students are offered choice in subjects (increasing from Year 7 to Year 9)
- The curriculum encourages negotiation and student agency to ensure that students focus on areas of personal interest, as well as developing interest in diverse and unexplored areas.

At Fairholme College, our Middle School teachers enjoy teaching middle school-aged girls and understand and appreciate their specific social, emotional, physical and intellectual wellbeing needs.

Mrs Pam Stains
Head of Teaching and Learning



Fairholme Middle School is committed to providing a community that empowers, supports and develops resilient students. All students are unique learners, and each aspect of their academic, spiritual and pastoral development is valued through the provision of an inclusive culture, and an innovative, rigorous curriculum.

We understand that the years between 11 and 14 is often the stage where girls lose their enthusiasm for learning, disengage from classroom activities and make little progress. Often, the traditional high school structure does nothing to help these girls who find the challenges too daunting and who have decreasing levels of interest.

At Fairholme Middle School we have created a smaller community, within the wider Fairholme community, where girls can be known and cared for as individuals. Our educational environment can be matched to the developmental needs of students in Years 7, 8 and 9. Our contemporary curriculum is underpinned by a strong pastoral care program which allows us to support the 'whole' student and not just focus on the academic aspect of schooling.

Fairholme Middle School makes every attempt to minimise the number of teachers that work with Middle School girls. This helps to create a sense of belonging where girls feel known and supported by caring staff members. Because our Middle School is part of the wider Fairholme community, our girls also have access to a range of support services through our College Counsellor and Careers Counsellor as well as other attentive staff such as Heads of House, and Head of Department Middle School.

The Middle School community encourages close and mutually respectful relationships between staff, parents and students. The intellectual, ethical and social growth of students is nurtured and supported, allowing every student the opportunity to experience success.

Mrs Jaye Ross
Head of Middle School



MIDDLE SCHOOL SUBJECT OFFERINGS

YEAR 7

All students in Year 7 complete the following subjects for the duration of the year.

- English
- Mathematics
- Science
- Humanities
- Languages (Japanese and French are studied for one semester each)
- Health and Physical Education
- Christian Education
- Thrive

Studied for 1 Semester (4 lessons per fortnight cycle)

- Art
- Design
- Drama
- Music

Studied for 1 Semester (2 lessons per fortnight)

- Dance
- Digital Technologies

YEAR 8

All students in Year 8 complete the following subjects for the duration of the year.

- English
- Mathematics
- Science
- Humanities
- Languages (continued from Year 7 from Japanese and French and are studied for one semester each)
- Health and Physical Education
- Christian Education
- Thrive
- Financial Literacy

The following subjects are undertaken for one semester.
(4 lessons per fortnight cycle)

- Art
- Dance
- Drama
- Design (Food and Fibre)
- Music
- Performing music
- Digital Technologies

YEAR 9

All following subjects are completed for the duration of one year by all Year 9 students.

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Christian Education
- Thrive

Students choose three of the following to be studied for the entire year.

- Japanese
- German
- French
- Art
- Dance
- Drama
- Music
- Design Technologies Food and Fibre
- Business Technology
- Launch/Engineering
- Agricultural Science
- Digital Technologies



English

The Australian National Curriculum > English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian National Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are: Language, knowing about the English language; Literature, understanding, appreciating, responding to, analysing and

creating literature; Literacy, expanding the repertoire of English usage.

YEAR 7

- Narrative
- Novel
- Poetry
- Mythology

The Years 9, 8, 7 English courses continues our focus on language, literature and literacy through a varied and innovative curriculum. Critical literacy, Creative writing and Multi-literacy are addressed through units of work that involve the students in activities that utilise –

- Technology
- Purposeful, analytical, creative writing and speaking
- Functional grammar and text construction
- Critical listening, reading and viewing.

YEAR 8

- Persuasion
- Narrative
- Novel
- Poetry

YEAR 9

- Present a Visual Arts Tour
- Write a Persuasive text
- Publish a Film Review
- Perform a Dramatic Intervention
- Write an Imaginative Text
- Write an Analytical Exposition.

Strands and sub-strands: Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are: Language, Literature and Literacy.

The potential for self-development, growth and discovery through English is vast. The world can indeed be an oyster which we will open by sharpening our intellect and preparedness to learn.

The pearls within this curriculum are not content, but cognitive and learning skills that the students will acquire through varied and real-life learning contexts.

Through different texts the vitality of cultures and communities is discovered by the students and stories are shared. This contributes to the shaping of the students' personal identities and facilitates the development of cultural understandings.

Through this exposure, the opportunity for students to experience real and imagined worlds, interact with others and create their own texts is provided.



MATHEMATICS

There is no corner of today's world that is untouched by mathematics. To be effective citizens and participants in the economy, girls should have well-developed numeracy and problem-solving skills. These are developed by active participation in the classroom and by involvement in the various Extension and Enrichment activities throughout the year. Fairholme College Mathematics is based on The Australian National Curriculum. The aims, as set out in The Australian National Curriculum Document, are as follows.

The Australian National Curriculum > Mathematics aims to ensure that 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 can 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.

There are four required proficiency standards which will form the basis of assessment across all year levels.

These are:

- Understanding
- Fluency
- Problem solving
- Reasoning.

Broad topics to be covered throughout the year include:

YEAR 7

Number and Algebra – real numbers, primes, composites, fractions, decimals, percentages, algebraic expressions, linear and non-linear relationships.

Measurement and Geometry – converting units of length and mass, perimeter, area, volume and capacity, location and transformations, angles, triangles, quadrilaterals, parallel lines and associated angles.

Statistics and Probability – graphs, mean, median, mode, range, tally tables and probability.

YEAR 8

Number and Algebra – index notation and index laws, rational and irrational numbers, percentage increase and decrease, rates and ratio, profit and loss, algebraic expressions including the use of the distributive law, algebraic and graphical solutions of equations, the Cartesian plane.

Measurement and Geometry – working with units of area and volume, areas of parallelogram, rhombus, kite and circles, volumes of prisms, time calculations, congruency of shapes and applications thereof.

Statistics and Probability – complementary events, two-way tables and Venn diagrams, means, medians and the effect of outliers.

YEAR 9

Number and Algebra – direct proportion, scientific notation, simple interest, index laws, expansion of algebraic expressions, linear graphs and functions, sketching non-linear relationships.

Measurement and Geometry – areas of composite shapes, surface area and volume of cylinders and right prisms, similar figures, ratio, scale, Pythagoras' Theorem and its applications, trigonometry and its applications.

Statistics and Probability – one- and two-step probability, tree diagrams and arrays, collecting, displaying and evaluating data, mean, median and range.

SCIENCE

The Australian National Curriculum > Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

At the core of the Fairholme College Science curriculum is a commitment to challenging, engaging and inspiring young women to see themselves as scientists in action, and as citizens who can contribute to the future development of their nation. In line with this innovative view of the Science curriculum is the understanding that our learners' worlds are profoundly linked to various technologies.

The Australian National Curriculum > Science has three interrelated strands:

- Science Understanding (SU) – the knowledge and understanding, or 'what', of Science
- Science as a Human Endeavour (SHE) –



provides contexts for linking concepts and learning experiences to applications that are meaningful to students

- Science Inquiry Skills (SIS) – describes the skills, or 'how', of Science.

Together the three strands provide the students with understanding, knowledge and skills through which they can develop a scientific view of the world.

There will be opportunities in each year level for students to engage in the Engineering Design Process to explore solutions to real world Challenges.

YEAR 7

- Biological Sciences – Habitats and interactions, classification, food chains and food webs and impacts on and management of ecosystems.
- Chemical Sciences – separating insoluble and soluble substances, mixtures and separating techniques, purifying water
- Earth and Space Sciences – non-renewable/renewable resources, energy resources, the water cycle, water management, positions of objects in space and their impact on human activities.
- Physical Sciences – balanced/unbalanced forces, gravity, magnetic and electric fields.

YEAR 8

- Biological Sciences - cells, microscopes, organs and systems
- Chemical Sciences – particle theory, elements, compounds, chemical changes and chemical properties

- Earth and Space Sciences – rocks, minerals and mining
- Physical Sciences – forms of energy, energy transformations and efficiency.

YEAR 9

- Biological Sciences – Ecosystems and human impact
- Chemical Sciences – atomic structure, radioactivity and types of chemical reactions
- Earth and Space Sciences – theory of Plate Tectonics, engineering an earthquake proof structure
- Physical Sciences - energy transfer through an electric circuit.

Assessment

Students will be asked to design and perform experiments to produce individual scientific reports and research investigations and undertake formal examinations.



Agriculture

Agriculture is a dynamic field of science that deals with plant agronomy, animal husbandry and the sustainable management of agricultural production systems to produce food and fibre. Interdisciplinary in nature, the subject, Agricultural Science is suited to students interested in applying science in a real-world context.

This course enables inquiry-based learning and collaboration, as students conduct practical and research-based investigations in small teams. By comparing research results and agricultural industry standards, students simulate the work of agricultural scientists, managers and producers who attempt to meet and exceed industry standards. Ag Industry Tours during the year allow students to learn more about local industries and the variety of careers in Agriculture and Agribusiness.

Projects/Topics include: Hermitage Research Facility - Schools Plant Science Competition (topic varies), Paddock to Plate - using the market garden, camembert in the classroom, UQ Sunflower Competition and Meat and Livestock Australia - the Aussie Hamburger.

Assessment

Students will maintain a portfolio of their investigations throughout the year. They will submit one summative assessment project for grading each semester.



HUMANITIES

Years 7, 8 and 9

The Key Learning Area of Humanities aims to develop an understanding of a world that is constantly changing. Students develop their knowledge about the complex interactions between people, and between people and their environments, to investigate social, political, economic, environmental and cultural ideas and issues.

Through an inquiry approach to learning, students will clarify their personal values and acknowledge others' values and world views in a range of contexts and settings. It is also fundamental to the course that the students develop the ability to critically reflect on their learning and investigations to make judgements about different values and perspectives.

It is also hoped that students will develop their capacity for effective community participation and meaningful responses to social and environmental issues. Our aim is to promote dynamic, globally aware students who can respond to any issue in enterprising and creative ways. Assessment

tasks will cover a range of genre and assessment types.

Topics to be covered throughout the year include:

Year 7

- Ancient Egypt
- Ancient China
- Water in our World
- Place and liveability

Year 8

- Medieval Europe
- Medieval Japan
- Landforms and Landscapes
- Changing Nations

Year 9

- Making a Nation
- World War 1
- Geographies of Interconnections
- Biomes and Food Securities

HISTORY

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination.

Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. As part of the Australian Curriculum: History, the Year 9 History program deals with the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914 – 1918, the 'war to end all wars'.

GEOGRAPHY

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment. A study of geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments.

Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures. As part of the Australian Curriculum: Geography, the Year 9 Geography program explores biomes, food security and navigating global connections. The units examine the personal and global patterns of food production and consumption, the impact of food production on the natural environment and the potential impacts which related environmental issues have on food security. They will also explore the connectedness of Australia with its region and the world. The ability of a student to act locally, but with a regional and global view of the consequences, is investigated.



BUSINESS

YEAR 9

'While children are earning and saving money much earlier than their parents did, the virtualisation of money is making it harder for children to learn its value.'

*Commonwealth Bank Survey of 1000 parents
Media Release 3 February 2014*

One semester will focus on Financial Literacy and aims to provide students with the necessary information and skills to make wise financial decisions.

The business world is fast paced and evolving, and there are always new things to learn. Knowing how to manage personal finances is one of the most important and challenging features of everyday life. It is a core skill in today's world. It affects quality of life, the opportunities individuals and families can pursue, their sense of security and the overall economic health of Australian society.

Financial literacy knowledge and skills will be investigated through the study of topics such as goal setting, income, budgeting, insurance, credit, taxation, banking, investing, financial planning, mobile phones, scams and online shopping. One term will focus on Earning and Saving, before moving onto Spending and

Investing in the next term.

The ability to adapt, be resilient and to be innovative are key skills for the next generation. The fundamentals of entrepreneurship delivered in this subject aims to facilitate the building of these necessary attributes. Therefore, the other semester focuses on running small business ventures and applying the knowledge, practices and dispositions needed for successful enterprise and ventures. Students generate enterprising ideas, develop business proposals, undertake ventures, and evaluate the outcomes.





DIGITAL TECHNOLOGIES

Year 7, 8 and 9

The short courses in Years 7, 8 and 9 encourage students to develop their knowledge of computer science and digital design through curiosity and innovation.

These courses of study aligns with the “Australian Curriculum Version 9: Digital Technologies” learning area and objectives from the Australian Curriculum Version 9 “Digital Literacy general capability”. Learning in the Year 7 – 9 Digital Technology courses focuses on developing general digital literacy, IT skills and engaging students with specialised learning in preparation for other Middle School subjects, vocational training or learning in the senior secondary years.

Year 7, 8 and 9 Digital Technology courses will combine practical investigations, projects and theory selected from the following units of study:

Assessment:

Assessment is through a folio of work. Folios are developed over a period of time and may include work from in-class exercises, investigations, projects and examinations.

Unit	Content Description
Digital Systems	Computer Networks Data Security File Management Hardware, Software, Operating Systems Online Systems Project Management
Data Representation	Binary System Data Compression Data Encryption File Formats Representing Data
Privacy and Security	Cyber Safety Social and Ethical Practice in IT
Coding	Algorithms and problem solving Block coding (Scratch, Blockly) Game Design History of coding Programming control structures Programming Languages Programming Methodology Python Text based coding (Python, Javascript)
Modelling and Simulation	Modelling and Simulation Software Spreadsheets
Data Analysis and Visualisation	Database Spreadsheets SQL Queries
Mechatronics	Arduino C Embedded Systems
Digital Design	3D Modelling Animation Audio Production Document Design Document Design Theory Graphic Design Presentation Design Web Design (HTML Coding)

LANGUAGES

The languages program designed for the Middle School aims to develop students' language and intercultural competencies. By learning to use real language in real situations, students develop their ability to communicate meaningfully and productively. At the same time, the course incorporates cultural awareness and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

Learning a language is an important aspect of becoming both a lifelong learner and a good global citizen.

We are fortunate at Fairholme College to be able to offer languages to students in both the Middle and Senior School. The languages offered are French, German and Japanese.

Over many years, we have developed programs and acquired resources that allow us to provide our students with a diverse range of teaching and learning experiences. Our exchange and sister-school programs enhance these experiences by providing opportunities for students to host visiting students and live overseas for a period of time during their senior years of schooling.

YEAR 7 and Year 8

In Year 7 students study both French and Japanese and study each languages for a semester. This is a program for both first-time and continuing learners.

Students study the same 2 languages in Year 8 and cover different topics.

Studying the same 2 languages over 2 years gives the girls a strong grounding in both languages and prepares them well for further study.

The target languages are used extensively in class and students are encouraged to use the language as much as possible.

Topics covered during the two year course include:

- Descriptions
- Family
- Classroom
- Leisure activities
- Routine



In Year 9 students generally choose one language on which to focus, although it is possible for students to continue with two languages. The language will be studied for the two semesters of Year 9 and should be continued in Year 10 in preparation for Senior Studies.

The work in Year 9 further develops students' language skills and covers various topics. Students use computers and interactive technology in lessons. The internet provides students with a variety of resources to enhance cultural understanding, as well as providing language-specific websites. It is another example of how students are using real language for real purposes.

Students are assessed on their ability to analyse texts, create texts and exchange ideas and information in the target language. Most assessment is done under exam conditions; however, some assessment is done in the students' own time. By the conclusion of the course, students should be able to know and use the target language features and understand familiar spoken, written and visual texts. They should also be able to create spoken and written language and respond in situations relevant to their communication needs. Their ability to reason and respond to attitudes, purposes and cultural meanings will also be developed.

Students of French, German and Japanese study a range of topics during Year 9. These may include:

- Daily routine and family life
- Shopping and leisure
- In and about town
- School routine

THE ARTS

Dance (Years 7/8 and 9 ONLY)



Dance is a human activity of ancient tradition and an evolving form of expression that is fundamental to the human condition. Dance is a universal language that has the power to communicate and convey ideas and images using the human body as a medium across different cultures. Dance fulfils numerous functions socially, culturally and artistically.

The Middle School Dance course exposes students to a wide range of dance styles. The study of dance is enriched by experiences in choreography, performance and responding: choreography – the creative process of making dance; performance – the dancer’s demonstration of dance skills; and responding – the communication of a student’s individual response to dance.

Students will learn how to work both individually and collaboratively, and will have the opportunity to perform publicly at the Dance Showcase Event (Year 9).

Year 7

Throughout the Year 7 Dance course, that dance is a human activity of ancient tradition, and a fundamental and evolving form of expression. Experiences in Dance allow students to develop as increasingly collaborative and independent learners. They will explore the way in which dance can be used to communicate ideas, themes, emotions, stories, and events.

The focus is on exposing students to dance in a classroom setting. Students will have the opportunity to participate in the creation of a dance performance. They will work collaboratively, in small groups, to choreograph a dance in their preferred style; learn a teacher-devised dance that will allow them to experience the rehearsal process; and research and respond to other forms of movements to evaluate their placement under the umbrella of dance styles.

Year 8

Throughout the Year 8 Dance course, students will discover that whilst dance is a universal language, it is also a method of personal expression. They will explore the way in which dance can be used to communicate ideas, themes, emotions, stories, and events.

The focus is on exposing students to dance in a classroom setting. Students will have the opportunity to participate in the creation of a dance performance. They will work collaboratively, in small groups, to choreograph a dance in their preferred style; learn a teacher-devised dance that will allow them to experience the rehearsal process; and research and respond to other forms of movements to evaluate their placement under the umbrella of dance styles.

Year 9

The units in Year 9 Dance are structured in such a way that students progressively develop their skills in Making (Performance and Choreography) and Responding to dance. They will undertake a study of a diverse range of styles including dance around the world, jazz, funk, hip-hop, and contemporary dance. This serves as a strong basis for future studies in Dance.

A variety of creative and inclusive assessment instruments are implemented in the Middle School Dance course. These instruments are able to cater for the individual needs and abilities of each student. Students’ learning is assessed via practical performances, presentations of choreography and written or oral communication.

DRAMA

Year 7 Drama

Year 7 students enjoy one semester of Performance in a predominantly practical, collaborative approach to learning where their performance skills are developed. Additionally, literacy, critical and creative thinking, and personal and social capabilities are enriched. Students identify the purposes of drama, building on their understanding through experiencing the roles both of performer and audience. Presentation skills which have broad application are practised as students plan, structure and rehearse drama, exploring ways to create and communicate dramatic action.

Through improvisation, students are challenged to maintain commitment to role when performing for an audience. Regular opportunities are offered to establish dramatised situations, requiring the manipulation of voice, movement and tension to establish situation, space and time. They develop skills of characterisation, use relevant vocabulary in the creation of performance, and refine Presenting skills in order to share their ideas meaningfully for an audience of their peers.

Students experience drama which explores a range of cultures, times and locations. They are required to explore viewpoints with empathy, and to consider social, cultural and historical influences of drama. In the first term of work, they create an imaginary culture and community to enact and respond to, and in the second unit they convey story and develop ideas and themes through investigation of the Stolen Generations. Students devise and rehearse scenes consistent with the situations examined, to communicate ideas and convey status, relationships and intentions for an audience.

Year 8 Drama

The course is predominantly practical in nature and aims to develop and refine creativity, spontaneity and self-expression. Students explore improvisation and the elements of drama and develop knowledge and understanding of a range of dramatic conventions.

They are introduced to theatre making through participation in role play, process drama, and exploration of text. Working individually and in small groups, students use improvised and scripted dramatic action to devise scenework. They learn to manipulate focus and develop tension to present dramatically interesting presentations in a diversity of forms and styles.



Analysis of a scripted playtext and exploration of its form and themes develops skills in characterisation and staging conventions, including Realism, Non-Realism and the use of digital technology. Through playmaking, a performance vocabulary is built, and communication, teamwork skills and performance confidence are fostered.

Broad dramatic styles and their general characteristics are investigated, utilising dialogue, movement and theatricality. Performance opportunities exist for students to devise and share dramatic action for an audience of their peers.

Year 9 Drama

Through making and responding to dramatic performance, this year-long course aims to provide students with the opportunity to understand their role as artist and refine their own creative abilities. Predominantly practical in approach, content allows exploration of increasingly complex theatre forms and styles from a range of traditions and movements. Individually and in small groups, students experiment with innovative and hybrid forms and performance styles to examine different techniques and approaches.

Students develop understanding of the process of theatre production and appreciation of theatre as a collaborative art form, both by devising original dramatic action and through the exploration of scripted forms. Examination is made of a variety of expressive forms suited to specific audiences, to understand their characteristics and conventions.

Playmaking and performing skills are developed with emphasis on physical skills, ritual and characterisation. Symbols, mood, irony and multiple subtexts are examined in writing, directing and production, and understandings shared through performance and play analysis presentation. Skills are developed in interpreting, staging and performing to create Dramatic Meaning for an audience.

Students undertake the study of an Australian play and its development, form and dramatic meaning. The role of symbol, metaphor and analogy in conveying meaning is explored further. They investigate the development of design and scenography skills and develop knowledge and understanding of theatrical aspects of technical theatre: its characteristics and dramatic functions.

Participation in the Scene Project enables students to create, share and reflect on a theatrical performance facilitated by Queensland Theatre. The process involves planning, rehearsing and presenting drama through practical experimentation, workshopping of text, research, and devising scenework based on a newly commissioned script in a form of their own choice. The outcome is the opportunity to perform live for an audience in a professional space. In Drama, students are involved both in Making drama and Responding to drama, shaping and reflecting on the creative process both in and out of role. Through exploring and expressing their individual and social identities, students begin to develop and articulate a personal framework for critical study of their own and others' values.

MUSIC

Year 7

Year Seven Music course will be structured as two classes a week for one Semester only. For this purpose, the music program will refer to Term A and Term B.

Students will build an understanding of fundamental musical elements, through singing, listening, composing and performing, through study of the orchestra, some famous works for orchestra, choir, and chamber ensembles, and music written especially for film.

Term A: The Elements, The Instruments of the Orchestra and Rounds.

Throughout Term A students should:

- acquire knowledge of the concepts of pitch, time, volume and timbre;
- acquire knowledge of the instruments of the orchestra and how an orchestra functions;
- develop listening and performance skills through the study of vocal rounds and performing their own compositions, and
- develop basic skills in notation of pitch, rhythm and dynamics through their own simple compositions.

Term B: Film Music and Famous Compositions. Throughout Term B, students should:

- acquire knowledge of the elements through listening and score reading
- develop performance skills while learning to play famous
- melodies
- develop music literacy by studying different performance
- ensembles
- acquire knowledge and understanding of the development of themes for particular characters

Year 8

In Year 8 Music, a more thorough exploration of the basic elements of music will be undertaken. Initially, students will establish familiarisation with rhythmic and melodic notation, concepts of organisation of scales and chords, and the performance of these skills on classroom percussion instruments as well as guitar and keyboard.

Classroom ensemble performance will provide an opportunity to realise these skills in a practical way. Students will be given the tools to create original compositions using computer software on their laptops.



Broad learning areas include:

- Beat and Rhythmic Notation
- Pitch, Harmony and Melodic Notation
- Timbre & Mood
- Ensemble and Solo Performance
- Rhythmic Composition
- Melodic Structure
- Melodic Composition.

Year 8 Performance Music

Year 8 Performance Music is for students who have obtained a high standard of skill in either vocal or instrumental music and a sound understanding of reading music notation in Year 7. Year 8 Performance Music provides the opportunity for students with identified ability in performance to develop their individual potential beyond the scope of the Year 8 Music program. The course of study is at a more challenging and exacting level than that offered in the core Year 8 Music course. Students will aim for excellence in their performance of music and strive for cognitive, affective and psychomotor skills of a high order. Year 8 Performance Music operates for those students who have chosen to have individual lessons with a Specialist Teacher in their principal instrument of study (e.g. trumpet, singing and piano) and to participate in a co-curricular music activity at the College. These two components are assessed as a part of the course, and whilst performance opportunities are provided, and skill refinement is taught in class, the teacher of Year 8 Performance Music acts as a facilitator between the student's Specialist Teacher and Ensemble Director. Other areas covered in the course include performance

techniques and refinement, topics associated with performance (e.g. anxiety and etiquette), the study of theory, music analysis, aural skill development and composition.

Towards the end of Year 7, interested students who have obtained an approximate performance standard of Third Grade AMEB (or equivalent) may apply for a place in this specially structured class which will extend their musical talents through music performance and music-related studies. These students will have one period of Music Performance a week and the course is studied for both semesters of Year 8.

The musical insights and technical expertise gained through this study may act as a catalyst for further involvement with music within the school environment. It is therefore hoped that most of these students would continue their music studies by choosing the elective subject Music in Year 9.



Year 9 Music

Music pervades all cultures and evokes a wide range of human responses. As one of the Arts, it makes a profound contribution to personal, social and cultural identity. It forms a unique means of expression and of communicating experiences. Music offers its own language, using predominantly our sense of hearing.

Music contributes to learning through the development of memory, co-ordination, concentration and inventiveness. It develops skills such as logical and critical thinking, decision-making and formation of concepts. Music enhances our celebration of life by enlightening, inspiring, relaxing, entertaining and enriching our lives. Music has the capacity to cross national borders and assist cross-cultural understanding.

The Year 9 Music course consists of the following four topic areas:

- Brief History of Western Music
- The Musical
- Music's Greatest Hits
- World Music.

Each semester unit is assessed in a variety of ways. Every unit contains a formal examination that includes analysing music that students have studied in class either aurally or visually. Aural musicianship is assessed via an aural skills test similar to those given in Year 8 Music or Performance Music. Students learn to compose their own music and these pieces are examined twice each year. Finally, students are assessed, individually and in groups, on singing and playing instruments.

Music, or indeed any of the performing arts, is the ideal subject to encourage and develop confidence in individual or group situations.

If Music is correctly termed, 'The Universal Language', then it should encourage tolerance and appreciation of many cultures and their means of artistic expression.



VISUAL ART

Visual Arts in the Middle School focuses on students making, displaying, reflecting on and appraising images and objects with a focus on skills development. Students develop an understanding of visual language, and perception is nurtured, enabling them to be visually literate in the visual communication of cultures and societies, past and present. They will engage in a variety of Art experiences that will encourage them to develop personal expression and aesthetic awareness, as well as gain a sense of satisfaction and enjoyment from making artworks.

Students will be given the opportunity to engage in the making of images and objects by designing and creating two-dimensional and three-dimensional forms using a variety of materials, processes and techniques. They will learn and apply knowledge of visual art and design elements and concepts in order to construct meaning through problem solving, and will communicate their ideas, feelings, experiences and observations about the world. The suggested learning experiences that students will make and appraise will be selected from a variety of two-dimensional and three-dimensional forms.

Broad topic areas include:

- Drawing and Design
- Painting and Printmaking
- Sculpture and Ceramics
- Installation and Performance Art
- Fibre Art
- Time-based Media and Digital Photography.

Year 7

The Year 7 Art course explores the Elements of Design through a selection of expressive art experiences.

Units of study (sample):

- Design – Exploring the Elements
- Drawing – Stylisation of Form

Sculpture and Installation

- Mixed Media – manipulation and 3D Artworks
- Art Appreciation – Looking into the Past (Sculptors and Installation Artists)

Learning experiences:

- Create, present and reflect on art works with confidence, skill, enjoyment and aesthetic awareness.
- Express, present and communicate ideas, feelings and experiences through forms and processes of Visual Art.
- Understand and critically appreciate the impact of art works and how they construct meaning.

Assessment:

- Visual Process Diary containing preliminary work and documentation of practical activities and exercises.
- Major Work.

Year 8

Offered for one semester, the Year 8 Visual Arts subject provides an introduction to Visual Art.

Units of study (sample):

- Design – Logos, layout & presentation
- Drawing – Realism to Abstraction
- Colour Theory
- Painting – Major Task.

Learning experiences:

- Create, present and reflect on art works with confidence, skill, enjoyment and aesthetic awareness.
- Express, present and communicate ideas, feelings and experiences through forms and processes of Visual Art.
- Understand and critically appreciate the impact of art works and how they construct meaning.

Assessment:

- Visual Process Diary containing resolved exercises, design tasks and practical activities
- Major Painting
- Theory test

Year 9 Visual Arts

The Year 9 Visual Arts Course is an elective subject that develops students' skills in understanding the visual world by making and appreciating images and objects. Emphasis is placed on experimentation, skill development and enjoyment of the art-making process.

Units of study (sample):

- Drawing – Pastel Portraiture
- Sculptural ceramics – Themed Teapot/ Shoe Design
- Painting – Reflecting Life
- Printmaking – Intaglio Etching.

Learning experiences:

- Create, present and reflect on art works that incorporate Visual Art techniques, technologies, processes and language.
- Understand and use the elements and principles of Art and Design in formal and informal contexts.
- Critically appreciate and evaluate art works in appraising and theory classes.

Assessment:

- Visual Process Diary containing preliminary work and documentation of practical activities and exercises.
- Making folios of Resolved Work
- Appraising tasks including Written Research Assignments, Oral Presentations or Theory examinations





DESIGN TECHNOLOGIES

Year 7 Design Technologies

Year 7 Design Technologies builds on concepts, skills and processes developed in earlier years, revisiting, strengthening and extending these as needed. Students will have the opportunity to create designed solutions in response to a design brief using a range of symbols and technical skills to produce annotated concept sketches, drawings and final product. By the end of Unit 2 students will have the acquired the skills to identify the sequences and steps involved and develop plans to manage and work through a design task independently.

Design

Students in Year 7 undertake one semester of design within the context of Fashion (Fibre).

Unit 1

Year 7 Fashion introduces students to basic design solutions in response to a specified brief. Students investigate how shape, space, line, pattern, texture and properties of fabrics and technologies impact the design solution. They become familiar with specialised machinery, establishing safety procedures that minimise risk with safety and efficiency in mind when making designed solutions. This Unit aims to develop greater autonomy and criteria for success wherein students are able to apply and implement learnt skills confidently and independently within the next unit of study.

Unit 2

Unit 2 builds on concepts acquired, they respond to feedback from others and evaluate design processes used and designed solutions for preferred futures in response to a specified brief that highlights the needs of the client.

They trial different materials including sustainable considerations and techniques in the process of determining the most suitable design solution for the brief. Students evaluate the advantages and disadvantages of their design ideas and the technologies used.

Assessment

Term 1

Unit 1 – *Formative*

Design Project Folio: with Styling Board and annotated steps applied, followed developed in class.

'Aesthetic and Functional Designed Elements'

Term 2

Unit 2 - *Summative*

Design Project Folio: with a Written Response 100-400 words

'Aesthetic and Functional Apron'

Years 8 & 9 Design Technologies

Year 8 & 9 Design Technologies is split into two focus areas of study namely Food and Fibre. Within these focus areas students develop their design thinking skills to generate and produce creative designed solutions for authentic needs and opportunities. Year 8 & 9 are important years as many of the fundamental skills and techniques are reinforced and new key concepts are introduced and developed.

Yr8 Food and Fibre (Fashion)

Students in Year 8 undertake in one term Food and one term of Fibre within the context of Fashion.

Food

Unit 1

Year 8 Food explores healthy eating and healthy living and provides students with the basic skills associated with food preparation and production. It aims to give students a basic range of skills that will inspire them to continue to cook simple, healthy meals for their friends and families.

Fibre (Fashion)

Unit 2

Year 8 Fibre introduces students to fundamental design solutions in response to a specified brief that highlights the needs of the client. Students investigate how shape, space, line, textures, pattern and properties of fabrics impact the design solution. They trial different hand sewing techniques in the process of determining the most suitable design solution for the brief. This Unit aims to develop greater autonomy and criteria for success wherein students are able to apply, evaluate and implement learnt skills confidently and independently.

Assessment

Food

Unit 1 – *Formative*

Multimodal Presentation

3 - 4 mins

Supervised Written: Summative

45 - 60 mins

up to 350 words

Fibre (Fashion)

Unit 2 - *Formative*

Design Project Folio: with a Written Response 100 - 400 words

Year 9 Food and Fibre (Fashion)

Students in Year 9 undertake in one semester Food and one semester of Fibre within the context of Fashion.

Food

Unit 1

Year 9 Food Technology aims to stimulate students to think about their food choices, examine basic theory about nutritional quality and the importance of variety. Students will examine sustainability and ethics and how the food we buy and produce impacts on the globe. They will look into processes of food production and have the opportunity to explore food marketing and advertising and the impact this has on consumers.

Unit 2

In Term 2 students examine in detail fast food options and how to make healthy selections for preferred futures. They look more closely at how consumers can be aware of their choices and how outside influences have strong impacts on food choices. Students cooking skills are further enhanced and the concept of altering recipes for healthy choices is introduced.

Fibre (Fashion)

Unit 3

In this unit students make ethical judgements about their design solutions in response to a specified brief that highlights the needs of the client. Students investigate how the characteristics and properties of fabrics impact the design solution. They gather and trial different fabric samples and techniques in the process of determining the most suitable design solution for the brief.

Unit 4

In this unit students continue to develop and add to their design thinking skills, through the specialisations of combined technologies in the design process and production stage.



They look more closely at the drafting and styling process, making judgement from the specifications developed to determine the most suitable production outcomes. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their designed solutions and process.

Assessment

Food

Unit 1 – *Formative*

Supervised Written

45-90 mins up to 400 words

Unit 2 – *Summative*

Design Project Folio and Multimodal

Presentation: Oral and Written Response

3 - 5 mins 200 - 800 words

Fibre (Fashion)

Unit 3 - *Formative*

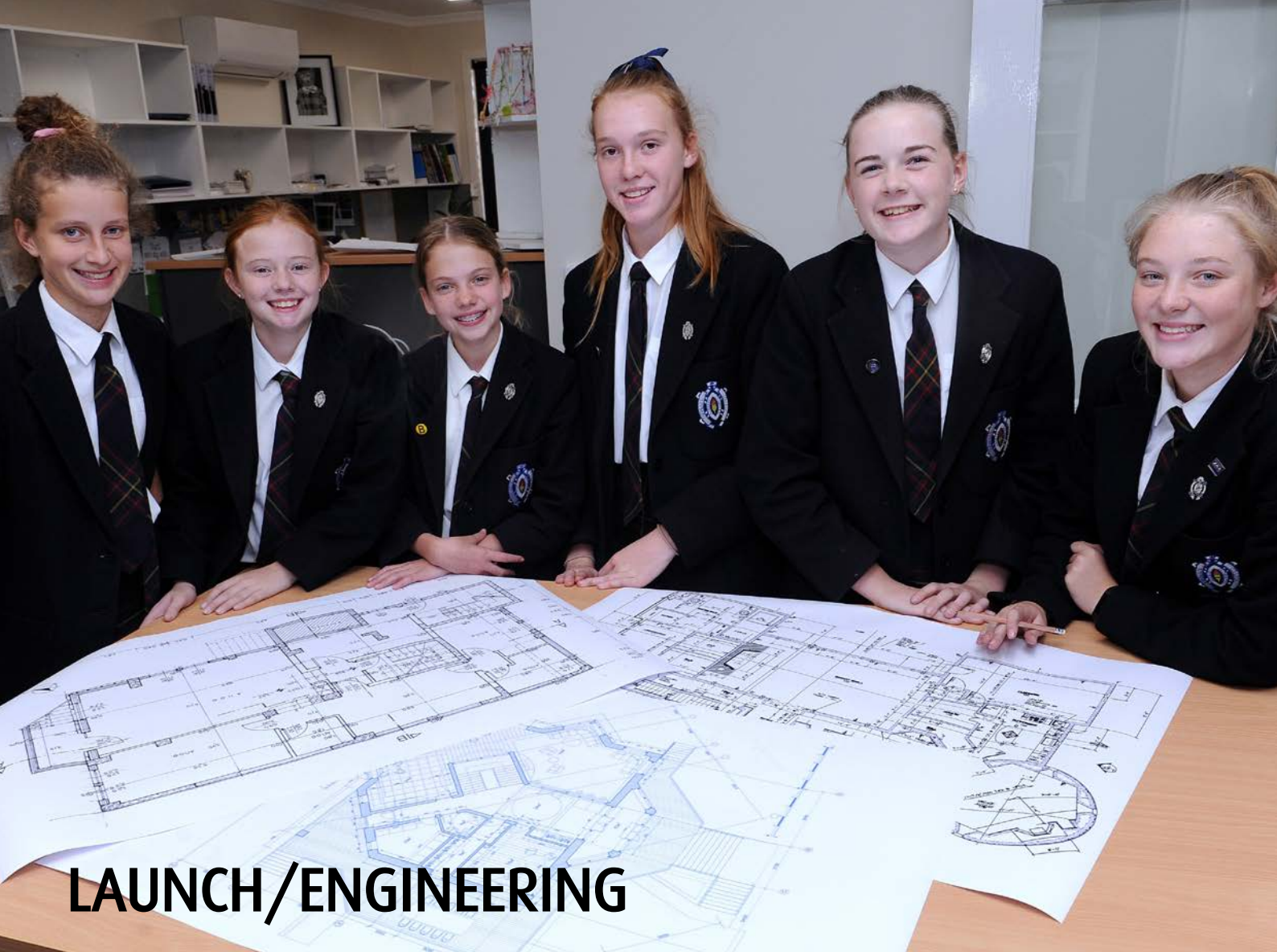
Design Project Folio: with a Written Response

200 - 800 words

Unit 4 – *Summative*

Design Project Folio: with a Written Response

200 - 800 words



LAUNCH/ENGINEERING

Year 9

Launch/Engineering is a design-thinking subject that will introduce students to a methodology for solving problems. Students will have the opportunity to design solutions for real-world issues, spaces and to create and enhance products. It is designed to develop creative abilities in all levels and build student efficacy in transforming difficult challenges into exciting opportunities.

The focus will be on human-centred design, which requires students to empathise with the needs and wants of end-users and ensure their proposed design solutions will meet these design requirements. Students will learn tools and techniques to be able to work through the design thinking process, which includes identifying a problem, collecting empirical data, brainstorming, prototyping, testing and communicating to achieve a design solution. Some knowledge and skills learnt include sketching, visual communication, using digital technologies and low-fidelity methods to create prototypes, critical thinking, creativity, lateral thinking and visual, written and oral communication.

It's collaborative and the views of multiple perspectives informs the process, with peers working together to bolster each other's creativity. Hence, students will have the opportunity to collaborate on projects and build teamwork skills.

It's experimental and allows for iterations of failure and subsequent success. Students are encouraged to learn from their mistakes.

It's optimistic because it's based on the fundamental belief that we all can create change—no matter how big a problem, how little time or how small a budget.

It turns out that creativity isn't some rare gift to be enjoyed by the lucky few – it's a natural part of human thinking and behaviour. In too many of us it gets blocked. But it can be unblocked. And unblocking the creative spark can have far-reaching implications for yourself ... and your community. T & D Kelley, Creative Confidence.

Assessment

Assessment will be project based (no examinations) which may have a combination of visual, written and oral presentation

components. Students will work individually and in teams to design for problems relevant to Year 9 Fairholme girls and will be required to access ICT technologies.



HEALTH and PHYSICAL EDUCATION

Health and Physical Education reflects the dynamic and diverse nature of health and recognises the significance of physical activity in the lives of individuals and groups in Australian society. This subject offers students the opportunity to develop the knowledge, processes, skills and attitude necessary for making informed decisions about their health. Students will experience the challenge and fun of physical activity while developing skills necessary for lifelong participation.

Year 7

Students in Year 7 have five HPE lessons each fortnight. Of their five HPE lessons, four will be of a practical nature and one lesson will cover the theory topic for the semester. Practical units covered will include: Swimming and swimming technique, Athletics, Traditional and Indigenous Games, and New Games. The Health component of Year 7 HPE focuses on the development of knowledge and understanding of personal, social and community health.

Year 8

Year 8 students have four HPE lessons per fortnight. Of their four HPE lessons, three will be of a practical nature and one lesson will cover the theory topic for the semester. Practical lessons include: Swim and Survive, Athletics, Gymnastics and Touch. Knowledge gained through theory units focuses on body systems and health issues. Theory units of work will be studied for a semester and practical units for a term.

Year 9

Students in Year 9 have five HPE lessons per fortnight. Of their five HPE lessons, four will be of a practical nature and one lesson will cover the theory topic for the semester. Theory units for Year 9 run for a semester and two practical activities per semester will be covered. Practical lessons will include: Badminton, Lifesaving, Rhythmic Gymnastics and Volleyball. Theory topics include: Sports Medicine Awareness Course (SMAC) Lifesaving, and Components of fitness.

In the assessment program in all three year levels, practical elements have a mixture of performance tests and subjective assessment. Theory units are assessed by short examinations and assignments. Years 7, 8 and 9: 65% practical results and 35% theory result.

CHRISTIAN EDUCATION

Christian Education in the Middle School endeavors to give students a basic understanding of the Christian faith. The information and concepts communicated at this time are foundational for subsequent years of study in Christian Education. Broad topic areas include:

Year 7

- Introduction to the Bible – How and why it has been put together and how to use it effectively.
- Overview of the story of the Bible, the 'Big Picture' from beginning to end.

Year 8

- Gaining a deeper understanding of the Life of Jesus and how His teachings can apply to a student's everyday life.
- The story of the Christian Church – different denominations doing 'church' different ways.
- Christian Celebrations

Year 9

- The compilation of Christian Scriptures – different types of literature and historicity of the Bible narrative
- Students become more familiar with using the Bible / locating passages / knowing where to find different teachings
- Students engage in the regular practise of personal Bible reading during lessons.



THRIVE

Thankful **H**opeful **R**esilient **I**nspired **V**alued **E**mpowered

Students in Years 7, 8 and 9 are timetabled to attend Life Skills lessons once every two weeks. (Year 7's for semester one only.)

The underpinning philosophy behind the THRIVE Program, which is a holistic program, is to equip students with the knowledge and skills to make healthy lifestyle decisions in a rapidly changing and complex world.

Through Thrive we aim to promote a strong self-concept that will empower each student to take up the challenges of living a fulfilling life based on their personal beliefs and aspirations.

During Thrive they will be encouraged to explore complex decision making in real life situations and look at risk taking behaviour and its implications on the individual, family, local and global communities. Students are encouraged to speak openly about their thoughts, ideas and feelings, in a supportive environment. Questions and comments are answered and discussed frankly, with consideration of up-to-date and age-appropriate information. The program will remain flexible and adapt as required to meet the needs of the College community.



The GRETA Centre

The the Greta Centre at Fairholme is a dynamic learning environment which empowers students and supports 21st century learning. It is not just a place for reading in, it is also a place for thinking, exploring, creating and collaborating... which means it is rarely silent.

GOD, RESPECT, ENJOYMENT, TEAMWORK, ASPIRATION

ENVIRONMENT

The Greta Centre is a welcoming and stimulating environment in which students and staff can interact with resources, ideas, and with each other, as they share positive and enriching learning experiences. A multiplicity of zones enables individuals to work according to their needs. They may engage in private study or work collaboratively in small groups.

Accessing Resources

The Fairholme catalogue is available on myFairholme. A search in the catalogue retrieves print and non-print library resources from both the Greta Centre collections and digital resources stored on the College network, as well as articles and eBooks from World Book, EBSCO databases, Weblinks and other online databases.

Extensive and Diverse Collections

The Greta Centre contains numerous well-resourced collections covering a wide range of formats, including print, multimedia and digital resources. Resources are selected on the basis of content and quality. With an increase in the need for quality digital information resources, students and staff are provided with access to a wide range of online databases via myFairholme and our online catalogue.

Opening Hours – Monday to Friday
8am to 4.30pm

Students are also encouraged to use our online facilities via myFairholme.