



PADUA
COLLEGE

YEAR 7 & 8

2025 Curriculum Handbook

NORTH STAR

Our 'Why' at Padua College



Core Values

We welcome and affirm
We inspire growth of the whole person
We create a love of learning
We build positive relationships
We embrace diversity
We show compassion for those in need
We reconcile and forgive
We work for a just and peaceful world

Mission Statement

Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua.

In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition.

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PRINCIPAL'S WELCOME MESSAGE

Dear Parents and Students,

I would like to extend a very warm welcome to our new parents and students to Padua College. For students, this is an exciting and significant period for you in your educational journey. For many, this is your first association with Padua College and I am hopeful that it will be most enjoyable and fulfilling.

Padua College was founded by the Sisters of Mercy in 1898 and it has a long and proud history spanning 126 years. The College was originally based on Tanti Avenue, Mornington, before transferring to its current site on Oakbank Road in 1975, where it became a Catholic Regional College.

The Mornington Precinct has two distinct Campuses, The Mornington Junior Campus (Years 7 to 9) and the Mornington Senior Campus (Years 10 to 12). In 1987, classes commenced at the Rosebud Campus (which currently houses Years 7 to 9) and in 2014, the College opened its third campus at Tyabb for Years 7 to 9.

The aim of the teaching and learning and extra-curricular programs at the College are to provide opportunities for our students to reach their North Star.

The concept of the North Star has 3 essential elements relating to our students:

- (1) We want our students to recognise and utilise their unique God given talents.
- (2) We want our students to utilise these talents to be the best person they can be.
- (3) We want our students to make a positive impact on the world in which they live.

The College motto of *Omnia Perseverantia Vincit* translates to "Perseverance Conquers All" and this message permeates through all our actions and programs.

The College has a Vertical Pastoral Care House and Homeroom system (Years 7 to 9 and Years 10 to 12) which we believe assists new members of our college community in settling into their life as secondary school students and allows students and families to have the same key people looking after the wellbeing of their children for 3 continuous years.

In addition to the pastoral support, which is offered in our House groups, our Homeroom Teachers, House Coordinators, Assistant Heads of Campus and Heads of Campus at each campus will assist students in making the move to Padua College.

Our philosophy as a learning community is founded firmly on the teaching of Jesus Christ. We are committed to assisting you in developing your child's ability to take her or his place in society with a view to showing respect for all and contributing to the mission of the wider Catholic Church and community.

Padua College, through its excellent teaching and support staff, along with its fine resources, will endeavour to work with you in partnership as co-educators of your children. I ask for your commitment to support us in all we attempt to do for your child. Together we can supplement the core purpose of the College, being the education of our young people, with the equally important value of formation and growth.

It is hoped that this Information Handbook will serve as an excellent resource, providing you with the necessary information to help with your transition to Padua College. Please do not hesitate to contact the College if you have any questions.

I look forward to welcoming you as part of the Padua College Community.

Ms Kelly McGurn
PRINCIPAL



INTRODUCTION

At Padua College, our curriculum reflects our core values.

To welcome and affirm, the syllabus aligns with the House system to build positive relationships as a basis for the students' six-year journey through the College.

All Year 7 and 8 students undertake a common, integrated curriculum that provides a strong foundation, a love of learning and a sample of the array of subjects offered in the subsequent years of schooling. In addition, to scaffold the higher-order and critical thinking skills built through the primary school model, all students participate in the STEAM Cup (Science, Technology, Engineering, Arts and Maths). This encourages interdisciplinary connections while problem solving through group inquiry. Deep learning is fostered as students take their individual subject skills and apply these in unfamiliar contexts.

A comprehensive list of the units offered in Year 7 and 8, in each of the nine Key Learning Areas, is available here in the Year 7 and 8 Curriculum Overview. [Please refer to Page 7](#)

Key Date: **Subject Selections** for 2026 electives open at the end of Term 2, 2025 (Date to be advised).

Additionally, Padua Capability Units are a term-long subject that allows students to experience a range of knowledge and skills as outlined in the Victorian Curriculum. In preparation for 2026, Year 7 and 8 students are to enrol in each of the 4 Capability units on offer: Social and Emotional Learning (SEL), Information and Digital Literacy (IDL), Civics and Citizenship (C&C), and Financial Literacy (FL). Please note that these offerings may change for 2026. [Please refer to Page 19.](#)

Key Date for Year 7 2026 only: Capability Unit Subject Selections 2026 open Term 3, 2025.

Please contact Padua College if you need further information or assistance.

LEARNING & PEDAGOGY LEADERSHIP TEAM



Angelina Ranson
Vice Principal – Learning & Teaching



Andrew Ferguson
Learning & Pedagogy
Mornington Year 7-9



Chris Ryan
Learning & Pedagogy
Mornington Year 7-9



Melissa Kenyon
Learning & Pedagogy
Tyabb



Sonny Voss
Learning & Pedagogy
Rosebud

YEAR 7 & 8 CURRICULUM

Students in Years 7 & 8 at all campuses of Padua College complete a balanced curriculum with compulsory subjects covering the Victorian Curriculum key learning areas. STEAM is integrated through a range of learning areas with all students involved in a STEAM intensive project.

Students additionally complete a period of eXcel (a pastoral program) each fortnightly cycle in their homeroom with their homeroom teacher.

Each student completes a semester of Italian at Year 7; the student then selects one language to complete for a full year at Year 8.

CORE LEARNING AREAS (completed for the whole year)

Religious Education	English	Mathematics	Science	Health & Physical Education
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CORE LEARNING AREAS (one semester of each)

Humanities: Geography	Humanities: History	Languages: Italian
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ADDITIONAL LEARNING AREAS 1 (completed for a semester in Year 7 and Year 8)

Textiles	Engineering & Digital Technologies	Food Technology	Wood Technology
Year 7 Visual Arts: VAD	Year 8 Visual Arts: VAD	Year 7 Drama	Year 8 Music

YEAR 7 CAMP

Camps and excursions are regarded as an essential part of the school program as they are considered to be of great education and social benefit. Students are expected to attend all camps and excursions throughout their six years at Padua College.

EXCEL PROGRAM

The **eXcel program**, which stands for **Enable, Connect, Engage & Learn**, serves as the central pillar in fostering student well-being at Padua College. Through open conversations during these sessions, students address stress management, emotional well-being, and social connections to build resilience. eXcel provides a valuable opportunity for students to connect with their homeroom peers and teachers, creating a supportive environment. Drawing from elements of the Respectful Relationships program, Positive Education, and Social and Emotional Literacy, eXcel empowers students to be their best selves. Additionally, each year level participates in targeted programs that enhance their understanding of respectful relationships and social-emotional awareness, ensuring holistic growth.

CORE SUBJECTS

RELIGIOUS EDUCATION

Year 7

Students study engaging topics designed to foster hope, understanding, and a deeper connection to their faith and will explore the following thought-provoking themes:

Term 1. What is Religion?

Students will explore the fundamental concepts of religion, including its definitions, expressions, and roles in various cultures and societies. This topic will help students understand the purpose and significance of religion in human life.

Term 2. Easter - Holy Week

This unit delves into the significance of Holy Week, focusing on the events leading up to Easter Sunday. Students will learn about the Last Supper, Good Friday, and the Resurrection, examining how these events are commemorated in the Catholic tradition.

Term 3. Creation

Students will study the Catholic understanding of creation, reflecting on the biblical creation stories and their meanings. This topic encourages students to appreciate the wonder of the natural world and understand their responsibility in caring for God's creation.

Term 4. What Are Some of the Big Questions in Life?

This unit encourages students to ponder profound questions about existence, purpose, suffering, and morality. Through guided discussions and reflections, students will explore how faith provides answers and guidance to these universal questions.

Aligned with the scope and sequence guidelines recommended by MACS (Melbourne Archdiocese Catholic Schools), our Religious Education curriculum emphasises the exploration of our world through the lens of gospel values. By engaging with these topics, students will not only deepen their understanding of their faith but also develop valuable skills for navigating their lives with compassion, integrity, and purpose.

Year 8

Students study engaging topics designed to foster hope, understanding, and a deeper connection to their faith and will explore the following thought-provoking themes:

Term 1. Principles of Catholic Social Teaching

Students will explore the core principles of Catholic Social Teaching, including the dignity of the human person, justice and the common good. These principles will guide discussions on how to live out faith in everyday life and address social justice issues.

Term 2. Life of Jesus - Sacraments

This topic delves into the life and teachings of Jesus Christ, with a particular focus on the sacraments as vital expressions of faith. Students will learn about the significance of each sacrament and how they serve as a means of grace and a way to encounter Christ in the Church.

Term 3. St Paul and the Eastern Church

Students will study the life and missionary journeys of St. Paul, understanding his pivotal role in the early Church's expansion. Additionally, the curriculum will cover the traditions and theological contributions of the Eastern Church, highlighting its rich heritage and influence on Christianity.

Term 4. Parables

The parables of Jesus are timeless stories that convey profound spiritual truths. In this topic, students will examine several parables, interpreting their meanings and discussing their relevance to contemporary life. Emphasis will be placed on how these stories teach about the Kingdom of God and moral decision-making.

Aligned with the scope and sequence guidelines recommended by MACS (Melbourne Archdiocese Catholic Schools), our Religious Education curriculum emphasises the exploration of our world through the lens of gospel values. By engaging with these topics, students will not only deepen their understanding of their faith but also develop valuable skills for navigating their lives with compassion, integrity, and purpose.

ENGLISH

Year 7

Students listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of texts including digital texts, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience as well as conventions of genre. Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres. Students engage with a fortnightly wide-reading program, where they select a novel to read for pleasure. Students express their understanding through their own creative analytical, persuasive and reflective responses. Students are introduced to 'The Writing Revolution' - a program which provides insight and understanding into the mechanics of language and how to write effectively and with purpose.

Year 8

Students in the Year 8 English course engage with a range of text types including persuasive, informative, fictional prose and visual texts. They analyse these texts for their own understanding, and explore the concepts conveyed by these texts, with particular reference to how composers use language to convey meaning to the responder. Students learn about how context - local, national and global, can influence how a text is composed and received. Students use a wide variety of language forms and features in their own creative, persuasive and analytical compositions to express their understanding of the 'big ideas' of the texts set for study. Students continue to read widely for entertainment and pleasure - this is supported by fortnightly wide-reading lessons in the Library. Students continue their journey through 'The Writing Revolution' - building upon the foundational skills developed in Year 7.

MATHEMATICS

Year 7

At Padua College, we have designed and implemented an instructional model that focuses on evidence-based teaching strategies to provide students with optimal learning opportunities. Along with the differentiated learning that takes place within the mathematics classes, students are challenged through problem solving tasks, thinking games, tests, review checklists and collaborative tasks, all of which build upon mathematical skills with a focus on literacy.

Students complete testing, such as PATM and NAPLAN which provides staff with student learning levels, allowing them to personalise and differentiate tasks suitable to each student's ability. Students study Mathematics across 6 strands: Number, Algebra, Measurement, Space, Statistics and Probability.

Content covered:

- Whole Numbers and building on their previous knowledge of all four operations
- Integers and understanding the relationship between numbers
- Fractions and how to work mathematically with parts of a whole
- Decimals, Percentage and Ratio and how to move freely between them
- Algebra as a means of expressing general rules and mathematical patterns
- Measurement and investigating which unit is best for a diversity of situations
- Linear Equations to enable us to make informed and accurate decisions
- Angles and Shapes and how to classify them
- Statistics and Probability to make sense of figures we see and hear so often

Assessment:

- Problem solving and application tasks
- Collaborative tasks
- Review Checklists
- Tests
- Classroom learning tasks with a focus on differentiation across our curriculum
- End of year examination

Enrichment Mathematics

Students are selected for this course based on work ethic, effort and prior achievement in Mathematics. Students are extended in Algebra and undertake more open ended problem solving tasks in preparation for the higher level Mathematics required on the VCE pathway.

Year 8

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As in Year 7, students in Year 8 complete Progressive Achievement testing, such as PATM which provides a detailed insight into student capabilities, allowing teachers to differentiate tasks for students. Students study Mathematics across 6 strands: Number, Algebra, Measurement, Space, Statistics and Probability.

Content covered:

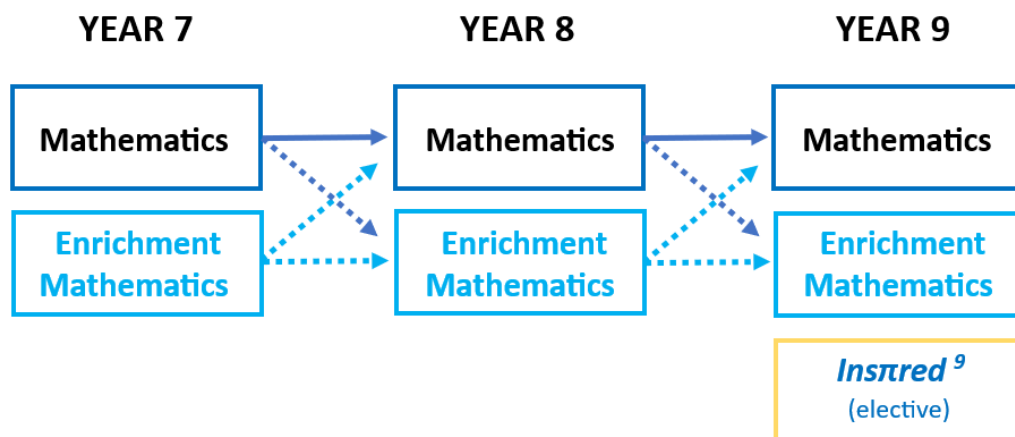
- *Whole Numbers as both positive and negative integers including index notation*
- *Fractions, Decimals, Percentages and Ratios and linking them to real life situations involving deeper thinking for solving problems*
- *Algebra as a means of expressing general rules and mathematical patterns while also building on their ability to simplify and expand expressions*
- *Measurement calculations of the area and perimeter of composite shapes and circles, including the volume of 3D shapes*
- *How to solve linear equations and graphs, plotting points on a Cartesian plane and drawing linear equations that represent a mathematical pattern*
- *Angles and Shape properties through the use of technology based programs such as GeoGebra while exploring the idea around congruency*
- *Statistics and Probability to analyse and interpret data sets through the use of technology*

Assessment:

- Problem solving and application tasks
- Collaborative tasks
- Review Checklists
- Tests
- Classroom learning tasks with a focus on differentiation across our curriculum
- End of year examination

Enrichment Mathematics

Students are selected for this course based on work ethic, effort and prior achievement in Mathematics. Students are extended in Algebra and undertake more open-ended problem-solving tasks in preparation for the higher level Mathematics required on the VCE pathway.

**SCIENCE****Year 7**

Experiments in the Science laboratories are a key feature of this course. Using Bunsen burners, experimenting with chemicals, making and separating mixtures, investigating simple machines and growing plants are just some of the interesting experiences in which students participate.

Students study four topics during the year: Introduction to Science skills, ecosystems & food webs, matter & mixtures, and Ecosystems & Food webs. Incorporated into each unit of work are components of Science Inquiry Skills and Science as a Human Endeavour where an emphasis is placed on developing an investigative approach where students plan their own method, conduct experiments, process data, and evaluate their findings.

FEEDBACK AND REPORTING

Feedback is given on topic tests, practical tasks and research investigations.

Year 8

Students explore and develop their scientific understandings further throughout this course. The use of microscopes to view cells, understanding how tissues and organs are organised into body systems, studying elements, observing chemical reactions and investigating energy types and transformations are just some of the interesting experiences in which students participate.

The science areas of Biology, Chemistry, and Physics form the basis of the program. Incorporated into each unit of work are components of Science Inquiry Skills and Science as a Human Endeavour. We aim to have students develop an investigative approach where they plan their own method, conduct experiments, process data and evaluate their findings.

FEEDBACK AND REPORTING

Feedback is given on topic tests, practical tasks and research investigations.

HEALTH & PHYSICAL EDUCATION

Year 7

In Health classes, students learn about physical, emotional, and social changes during adolescence. They explore family and community expectations, evaluate risk-taking behaviours, and discover health resources and support within our community. Additionally, they understand nutritional needs for growth and activity and explore the importance of a balanced and healthy diet. The 3 major Health units in Year 7 are Sun & Water Safety, Nutrition and Growth & Development.

In Practical Physical Education classes, students focus on complex movement skills, fitness measurement, motivation, regular participation, self-reflection, and skill integration. They combine motor skills, strategy, and teamwork to enhance performance. The Year 7 Practical PE program involves a variety of sports & recreational activities to enhance all of the above. This includes minor games, soccer, Handball, Basketball, AFL, Netball and Athletics. In addition, students will also complete units of work in Aquatics, Gymnastics and Orienteering to further enhance their movement skills.

Year 8

In Health Classes, students will continue to develop their understanding of the social, emotional and physical development that occurs during adolescence. They will explore how the body responds to physical activity including the importance of maintaining a active lifestyle and the benefits this provides to our muscular and skeletal health. In addition, students will investigate the harms and side effects of smoking and vaping in our communities and the importance of maintaining cardiovascular health in the early years of life.

In Practical Physical Education classes, students delve into intricate movement skills, assess fitness levels, find motivation, participate consistently, reflect on their progress, and integrate skills. They synergize motor abilities, strategic thinking, and teamwork to elevate performance. The Year 8 PE program encompasses diverse sports and recreational activities, such as Touch Football, Netball, Volleyball, AFL, Futsal, Tennis, Korfbal, and Baseball. Additionally, students engage in Fitness and a Bike Education and Safety Unit to refine & enhance their movement abilities.

SEMESTER BASED CORE SUBJECTS

HUMANITIES – HISTORY

Year 7

In semester two Year 7 students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The Ancient period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Greece and China.

In this band, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

60 000 BC (BCE) – c.650 AD (CE)

Aboriginal and Torres Strait Islander peoples and cultures

Europe and the Mediterranean world – Greece

The Asia-Pacific world - China

Year 8

In **semester one** Year 8 students study history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. The period from the end of the ancient period to the beginning of the modern history was when major civilisations around the world encountered each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

In this band, students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

Middle Ages and early exploration

Europe and the Mediterranean world - The Vikings (c.790 – c.1066)

The Asia-Pacific world

Japan under the Shoguns (c.794 – 1867)

Expanding Contacts: Discovery and Exploration

The Spanish Conquest of the Americas (c.1492 – c.1572)

HUMANITIES - GEOGRAPHY

Year 7

In **semester one** students study geography examining the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection. Students' conceptual thinking is developed through studying two sub-strands of Geography:

Water in the world

Water in the world focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards.

Place and liveability

Place and liveability focus on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Year 8

In **semester two** students study geography examining the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection. Students' conceptual thinking is developed through studying two sub-strands of Geography:

Students' conceptual thinking is developed through four sub-strands:

Landforms and landscapes

Landforms and landscapes focus on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Changing nations

Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas. Students complete a local fieldwork examining the impacts of urbanisation in their local area.

LANGUAGES – ITALIAN

In learning Italian, students will develop their

- Capacity to communicate, strengthen understanding of the nature of language, of culture, and of the processes of communication
- Intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity

Studying Italian strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking. Students will use a variety of resources such as Education Perfect, Languages on Line and Ecco Uno.

ADDITIONAL LEARNING AREAS – SEMESTER BASED

DESIGN TECHNOLOGIES – TEXTILES

In Design Technology Textiles, students are introduced to the basic skills of sewing. They learn to prepare and maintain the work area and equipment. Students learn to interpret instructions and use the correct procedures for fabric construction. They engage in elementary taking of measurements and basic construction techniques for joining fabric. They are asked to enhance their work using specified decorative techniques. A research assignment accompanies their practical work based on the topic of Fibres and recent innovations in Textiles materials. Students investigate natural and man-made fibres and their roles in clothing and the effects on the environment. A series of samples of classwork is to be completed to show competency in using the sewing machine. This includes safety in textiles and the use of equipment in the textile's environment.

DESIGN TECHNOLOGY – WOOD

Year 8

Students complete two projects in the Semester. The first project, the 'Laminated Bread Board' project emphasizes material awareness and sustainability by exploring timbers with low environmental impact. Students learn about the characteristics and properties of different woods, considering their suitability for culinary use and end-user preferences.

Laser cutting technology is employed for detailing the boards, ensuring functional and visually appealing results. This project not only develops woodworking skills but also instils an understanding of sustainable material choices for creating eco-friendly and user-friendly products.

The second project for the term will involve designing and manufacturing a 'Bespoke Jewellery Box' project focuses on practical skills such as joinery and timber finishing. Students learn techniques for crafting sturdy and aesthetically pleasing joints while mastering timber finishing methods.

Introduction to marquetry and veneers enhances design possibilities, allowing students to create intricate patterns and decorative surfaces. This project integrates woodworking fundamentals with artistic expression, fostering creativity and craftsmanship in the creation of personalized jewellery storage solutions.

DRAMA

In Year 7, students develop knowledge, understanding, and skills about Drama as an art form through improvisation, rehearsal, and performance. They devise and perform drama focussing on the development and awareness of expressive and performance skills. Students explore and combine the conventions of melodrama as theatrical styles in performance. Students perform group-devised and scripted drama developing performance, expressive and stagecraft skills. Students respond to their own, their peers' and others' drama works. They discuss their observations about features of their own and others' drama works and performances and develop an awareness of cultural, social, and ethical contexts for drama.

ENGINEERING AND DIGITAL TECHNOLOGIES

Year 7

Students undertake two projects. The first, 'Dragster Project' encompasses a comprehensive journey through engineering and design. They will learn practical skills like soldering and assembling electronic components such as motors and batteries which will power the dragster. Vacuum forming techniques enable the creation of lightweight, aerodynamic body shells, optimizing speed and stability on the track.

Finally, students race their dragsters, applying engineering principles learned throughout the project. The Dragster project not only educates in STEM disciplines but also inspires innovation and a passion for engineering.

The second project to complete is the 'Pico mood Light' which introduces students to a structured design process involving concept development and prototyping. They consolidate their understanding of soldering and basic circuitry through hands-on assembly of electronic components. Basic design principles are applied in creating a design folio, while coding and programming skills are utilized to control the Pico mood Light's functionality. Introduction to materials includes working with plastics and utilizing laser cutting and engraving for precision in manufacturing components.

FOOD TECHNOLOGY

This course is designed to allow students to explore the fabulous world of food and to make them aware of the value of investigating, designing, producing and evaluating creative food products. This enables them to develop basic skills in food preparation, health, safety and hygiene. Students also research aspects of nutritious food for daily consumption and for special occasions. They undertake practical work thereby gaining knowledge of procedures and processes used in the kitchen. Students will be tested on their understanding of measurement, food safety, hygiene, safe and hygienic use of equipment, cookery terms and recipe reading skills. Students will analyse and evaluate kitchen management and cookery skills for their practical work.

MUSIC

In Year 8 students implemented a variety of theoretical and practical skills in order to perform and compose a variety of musical works. They used both traditional instruments and technology-based methods to create, perform and explore sound and rhythmic patterns. They experienced and expressed ideas and feelings through listening and critical analysis in order to gain an understanding of music within a cultural and historical context. Students began to develop knowledge and training in music theory and aural skills.

VISUAL ARTS

In Levels 7 and 8, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles, such as Printmaking, Painting and Ceramics. Students develop an informed opinion about artists' and their artworks. They examine their own culture and the culture of the first nations people to develop a deeper understanding of their practices as an artist.

FEEDBACK AND REPORTING- Students receive formative and summative feedback on class projects.

Assessment tasks A- E

Rubrics based on the following strands: Exploring, Developing Practices, Creating and Presenting.

ADDITIONAL LEARNING AREAS – TERM BASED

Capability Units

The Padua Capability Units are a term-long subject that allows students to experience a range of knowledge and skills as outlined in the Victorian Curriculum. In preparation for 2025, Year 7 and 8 students are to enrol in each of the 4 Capability units on offer: Social and Emotional Learning (SEL), Information and Digital Literacy (IDL), Civics and Citizenship (C&C), and Financial Literacy (FL). From 202 onwards, students will have an increased selection of offerings to choose from:

- Finding Your North Star (SEL)
- Liverpool Football Club (SEL)
- Your Future You (SEL)
- Digital Technology and Manufacturing (IDL)
- Digital Detectives (IDL)
- The Art of Mathematics (IDL)
- Be a Politician (C&C)
- The Law and You (C&C)
- Think Like an Entrepreneur (FL)
- Choconomics (FL)

You will be asked to select 4 of these units to enrol in for 2025. You are **required to pick one from each of the four capability areas**. Every effort will be made to ensure that you receive as many of your preferences as possible. A description regarding each of the offerings can be found below.

RESPECTFUL RELATIONSHIPS – KNOWING ME AND KNOWING YOU

A program uniquely designed for Year 7 and 8 students, as they step into the pivotal years of adolescence, this program offers a nurturing space to cultivate self-awareness and foster meaningful connections. Through interactive sessions and reflective activities, students will lay a strong foundation for social emotional learning and respectful

relationships. This unit is not just a program; it's a community where every student is both a learner and a teacher. By actively building connections with peers, students will discover the power of empathy, the strength in kindness, and the value of diverse perspectives. Together, they will learn to navigate the complexities of emotions and relationships, equipping them with the tools to thrive in school and beyond.

LIVERPOOL FOOTBALL CLUB (SEL)

Fuelled by a shared passion for excellence, integrity and community, Padua College in partnership with Liverpool FC International Academy offers an internationally recognised program that develops not only the technical, tactical, and physical skills required for football, but also the social and psychological aspects necessary for the development of players both on and off the pitch.

The coaching model of instruction not only enhances academic achievement but also fosters the development of essential life skills such as critical thinking, communication, collaboration, and self-regulation. Moreover, incorporating sports into educational settings is not just about winning games; it's about building character, nurturing potential, and empowering students to thrive academically, socially, and emotionally.

YOUR FUTURE YOU (SEL)

In this unit, you will identify your own skills and interests, investigate how others see you and the strengths they can see in you. You will then explore what sorts or careers require these sorts of skills, what opportunities there might be for you in the future and careers you might be interested in.

The focus will be on you as an individual and how you can add extra tools to your toolkit, to tackle challenges that arise, or to maximise your employability and opportunities in the future.

DIGITAL TECHNOLOGY AND MANUFACTURING (IDL)

This is a STEM (Science, Technology, Engineering and Maths) subject which will introduce you to CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing). In this unit, you will be given the opportunity to learn new CAD software and design a product using CAD and manufacture their product using a 3D printer to create a small artefact.

The second project for the term will involve developing key STEM skills such as teamwork, problem solving and initiative. In small teams, you will be set a challenge and will need to collaborate to design and manufacture a solution to a challenge set. This challenge will introduce you to the Design Process steps and stages. Your chosen solution will be realised by 3D printing or another emerging technology. The solution will be tested and evaluated to see if your team's solution is successful.

DIGITAL DETECTIVES (IDL)

In this unit, you will become a Digital Detective, where you create a fun school-based game whilst diving deep into important skills about digital and information literacy. You will work in small groups to design and create challenges and puzzles focused on using the digital creation tools you have learnt throughout the unit. The unit empowers you with the knowledge and skills necessary to navigate the digital world safely and responsibly. Designed to be both instructive and entertaining, the escape room incorporates crucial elements of digital literacy, such as internet safety, copyright awareness, and ethical digital conduct, all while fostering teamwork, creative problem-solving, and analytical thinking.

THE ART OF MATHEMATICS (IDL)

In this unit, you will explore how mathematics and art intersect in our world in amazing ways. Many mathematicians draw upon art and many artists draw upon mathematics. When mathematics and art come together, some stunning designs can be inspired and both mathematics and art are shown as creative subjects.

Imagine a class where Mathematics and Art join forces to create something totally awesome! This elective explores the incredible Art you can make when you look at things from a Mathematical point of view. When Mathematics and Art come together, some stunning designs are inspired and amazing Art and design can be created, Mandalas are a wonderful example of how Mathematics and Art come together to create stunning designs. Mandalas are intricate and symmetrical patterns that often have a circular or radial symmetry. They are found in many cultures and have been used for spiritual, meditative, and artistic purposes. In this unit you will develop your Mathematical skills to create your own personal mandala Artwork.

BE A POLITICIAN (C&C)

In this unit, you will learn all about being a politician and how you can shape the future of Australia. This unit will focus on your active participation as a citizen, seeing you engage with a range of politicians on issues that matter to you. You will become well versed on the features of Australia's democracy and the values that underpin Australian society. This unit will also give you an opportunity to examine relevant elements of global politics.

THE LAW AND YOU (C&C)

In this unit, you will be learning about law and justice. You will examine famous court cases and learn about key skills that lawyers and judges develop to ensure that justice is delivered. This unit will culminate with students solving a crime and seeing if they can bring justice through the court system.

THINK LIKE AN ENTREPREUR (FL)

In this unit, you will explore the characteristics of entrepreneurs, successful businesses, and business ideas. You will explain the role of enterprising behaviours and capabilities by considering the characteristics of a successful entrepreneur and use segments from the television show 'Shark Tank' as small case studies.

CHOCONOMICS (FL)

In this unit, you will investigate the implications of a globalised economy, with a specific focus on the international trade in cocoa beans and the production of chocolate. You will research how cocoa beans are grown and sold internationally, as well as the production of chocolate bars. The concept of price mechanism is practically applied in relation to the market for chocolate, and the interdependence of consumers and producers is examined. You will also consider the roles and lives of workers within the chocolate industry, as well as ethical and social responsibility issues associated with international trade. You will consider the rights and responsibilities of both producers and consumers in light of these issues, and the contribution of workers to the economy and society is also examined.

IMPORTANT SUBJECT SELECTION CONSIDERATIONS

1. Whilst the College intends to offer all courses listed in this guide for 2025, the provision of courses and programs is subject to viable student numbers and timetabling constraints. Please note that there is a **MINIMUM CLASS SIZE** required for a class to be run.
2. It cannot be assumed that all students will receive all their requested selections. Given timetabling constraints, in some instances student subject combinations may not be viable. In these cases, students and their parent/guardians will be advised and given a chance to reassess their selections.
3. Subject preferences for 2026 will be open for submissions in Term 2 (date to be advised). Student's will receive an email outlining how to access the subject selection platform. Students who do not submit their preferences by the due date may not receive their preferences.

Version date: 7 November 2024



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