

# ST BRIGID'S COLLEGE

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YEARS SEVEN TO NINE  
2022 CURRICULUM HANDBOOK



ST. BRIGID'S  
COLLEGE

# PRINCIPAL'S WELCOME

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Dear Parents and Students,

I am delighted to present our Years Seven to Nine Curriculum Handbook for 2022.

I encourage our students to reflect on their strengths and interests as they choose subjects to not only further their educational learning, but to develop the gifts and talents that God has given them.

In Catherine McAuley's words:

*"You should remember that not to advance is to go back".*

We encourage our students to develop their skills and motivation, preparing to take their place as future leaders in our society.

God Bless,

**CARMEN COX**  
**PRINCIPAL**



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## Section 1 – Learning at St Brigid’s College

### 1.1 Reaching High – How to Achieve Success

At St Brigid’s College we strive to;

*... nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.*

#### **Life Long learning**

No matter which pathway that you choose to pursue, you will never stop learning, the ‘where’ you learn may change, from ‘whom’ you learn from may change, the ‘what’ you learn will also change but there is nothing more exciting than adding something new to our mind!

#### **Attendance**

It is impossible to achieve success within the school or workplace community without a firm commitment to attendance. If you are away from class, it is your responsibility to approach your teacher for the work completed in your absence or to arrange additional assistance to ‘catch up’ on key concepts.

*... develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.*

**Set high standards** for yourself but be realistic. Achievable goal setting is crucial to your success and can be a combination of short and long-term goals.

**Regular home study/learning** is an integral part of your programme to achieve success in Year Ten. In Year Ten you should be completing approximately twelve to fifteen hours of study per week. This is time actually spent working, not time spent getting organised. Develop a solid work ethic. You will be rewarded for your hard work. Home study can be divided into the following areas:

- Work set by teachers to be completed and submitted by a set date
- Preparation of new topics either set by the teacher or through your own initiative
- Ongoing revision of past work for tests and examinations

*... use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*

## **Learning to Learn**

We all learn differently so finding out how each of us best learns and what skills you need to learn are crucial to your success academically. Find out what skills you need and work on developing them.

*... express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.*

## **Ask questions**

Across the year you will hear a lot of information presented to you about your future options always ask questions. There will always be someone who can point you in the right direction. This is especially important in the classroom, be confident and share your viewpoint and respect the viewpoint that is held by others.

*... act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*

**Monitor your own progress.** Ultimately you are responsible for your progress in each of the learning areas. Staff will contact parents (and parents are encouraged to contact staff) where concerns arise but you should always approach your teachers for additional assistance where needed and also seek clarification of areas where required. Be honest with yourself regarding your progress; celebrate the successes and reflect always on your progress.

*... critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.*

## **Take Time**

Take time to learn about the rapidly changing world around you. Look at how problems and challenges are faced and overcome around the world; for example, sometimes this will help put into perspective our own challenges. Remember that one person can make a difference.

## **CARING**

*We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.*

## **Community Service**

There are a variety of ways available at St Brigid's College and the wider community in which you are able to make a difference; one way is through MIA MAD. Look to the local community but also remember that we are part of a global community and

each person is able to make an impact. Ask yourself ‘how much do I know about the world around me?’

*... approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.*

### **Seek career advice.**

You should begin to consider and develop the career pathway that you may wish to pursue after graduation (which isn’t that far away). Upon entering Year Ten, you should begin to consider whether you wish to follow a university, TAFE or a workplace directed pathway. Most importantly you will be searching for the pathway which allows you to reach your full individual potential.

*... understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.*

### **Lead a balanced lifestyle**

Balance assists in alleviating stress. Balance applies to both school and outside of school related activities. It is important that you continue to be involved in sporting, religious and cultural pursuits plus your studies. However, personal and family time is also equally essential!

*... thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.*

### **Organisation is vital!**

Try to make a start on assignments upon receiving them. Divide them into manageable sections and decide on regular and effective times to work on them. Leaving assignments to the last minute creates a stressful environment and does not allow adequate time for asking for assistance from teachers.

### **Set limits**

It is important that you take responsibility for your learning in the coming years – limits are a core part of this process. For example, limiting time spent on the telephone or use of the internet.

### **Reflect**

Become an informed learner. Always take time to read comments written on work and discuss the areas of strength and weakness in tasks completed. Seek feedback about your work from a variety of sources – your parents, housemother, teacher or even friends.

## Section 2 - Areas of Study

At each level of the programme students must study a subject from each of the nine Learning Areas.

At St Brigid's College these are –

AREAS OF STUDY
Religious Education
English
Mathematics
Science
Humanities and Social Sciences
Languages (Italian)
Health and Physical Education
Technologies
The Arts

### 2.1 Home Learning Requirements

The staff, at St Brigid's College, believe that regular home learning assists in the personal and academic development of students. A successful home learning programme depends on close communication between teacher and parent. Our mutual aim should be to encourage students to take a greater responsibility for learning, should aid this development and should as far as possible, involve parents in their child's learning. At no stage should this be a frustrating experience. Parents are in the best situation to assess their child's ability to complete tasks/assignments at home. If a child is unable to complete a home learning commitment after reasonable effort, staff should be informed, through a note in the College Organiser or an email to the relevant staff member.

The Purpose of Home Learning -

- To encourage student self-discipline
- To reinforce studies carried out during the day
- To involve parents in the learning programme of their child
- To encourage student initiative and creativity
- To enable teachers to assess the level of mastery of work taught in class
- To prepare students for the demands of further studies at senior secondary and tertiary level

## The Role of Parents -

- To provide an appropriate place at home for the student to complete tasks set
- To consult the organiser to monitor the amount of homework set each night
- To encourage and assist the child to complete tasks set but not to do the work set

## 2.2 Home Learning Time Allocation

Year Seven	Approximately	7 hours per week
Year Eight	Approximately	9 hours per week
Year Nine	Approximately	12 hours per week

At all Year levels students should be encouraged to revise work set, to read widely or to continue with an assignment when specific work has not been set by a teacher on a particular night.

## 2.3 Parents as Partners

**Provide** a quiet, well-lit location for your daughter to complete her home learning tasks and assignments. This area should contain a desk or table (cleared) and a suitable chair.

**Monitor** the progress of your daughter, by asking to see the College Organiser on a daily basis where possible and signing it each week. This allows you to quickly identify whether this important organisational tool is being used and further allows you to be involved in the learning process.

**Ask** to see assessments when they have been completed and marked by the learning area teacher - this is invaluable feedback. Please ask questions about your daughter's achievement.

**Contact** the respective teacher if you have a concern or query. Teachers are very approachable and encourage open lines of communication. An appointment time can be arranged with relevant staff members.

**Attendance** at school is essential. It is impossible to achieve success within the school or workplace community without a firm commitment to attendance. If your daughter

is absent, they should approach the class teacher for the work completed or arrange additional assistance to 'catch up' on key concepts.

**Support** your daughter throughout their years at the College. Listen, be patient and most importantly, be there when they need you.

**Involvement** in the educational progress is essential - parent volunteers are always welcome.

**Enjoy** these formative years! The middle years are an energetic and amazing time for students, parents and staff. Persistence is often the key, especially if 'hiccups' occur along the way.

## Section 3 - Assessment Guidelines

### 3.1 The Setting of Assessments

The setting of assignments and homework is an important part of the learning process and provides students with the opportunity to research issues in-depth and respond creatively to aspects of the topic being studied. Staff have adopted a set of guidelines with regard to the late submission of work set (please refer to the College Assessment Policy). The purpose of deadlines is to assist students with their own planning in the development of good organisational skills. It is also unfair to those who meet deadlines to have others being granted additional time without a good reason. The guidelines for students in Years Seven to Nine are as follows –

- Deadlines will be set for assignments and homework tasks. Students are required to enter the due date in their personal method of recording, for example laptops and the College Organiser
- Parents and students will receive an Assessment Outline each term via SEQTA for each subject, outlining proposed deadlines for assessments (this may alter as the term progresses and students are advised accordingly)
- Deadlines will be realistic and take into account other events in the College Calendar located on the College website
- In cases of genuine illness, compassionate situations or long-term absence (notes provided by parents to the satisfaction of staff) students are expected to negotiate an extended deadline
- In cases where students are absent and work has been missed it is the student's responsibility to approach the teacher to identify what has to be done to catch up

We also strongly recommend that you have a careful read of St Brigid's College procedures which can be found at <https://sbcl.wa.edu.au/about/policies/>

In particular:

- Assessment Procedure
- Academic Honesty Procedure
- Academic Management Procedure
- Extended Leave Procedure

## Section 4 Subjects Offered in Years Seven to Nine

### Religious Education Years Seven – Nine

The aim of St Brigid's College Middle Years Religious Education Curriculum is to provide the students with the opportunity to develop a personal relationship with Jesus Christ and to grow in the appreciation of Christ's message. The Religious Education programme will include exploring increasingly complex religious and social issues. Students gain the necessary skills to critically evaluate the various sources of information with which they are confronted and they will have the opportunity to present, interpret and discuss ideas as they search to find the meaning of what it means to be a Christian. Students look at different religious perspectives and explore alternative viewpoints in order to come to an understanding that differing cultural and religious experiences can be expressed in many different ways.

St Brigid's College follows the Perth Archdiocesan Religious Education Course. Each group studies one unit each term. The units studied will be -

#### Year Seven

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

#### Year Eight

- Belonging and Acceptance in Catholic Communities
- The Universal Need for God
- Creation – God's Original Plan
- Growing in the Image of God

#### Year Nine

- The Human Search for Truth
- People Grow Stronger Spiritually
- People Can Achieve Emotional Peace
- Christian Love

**For Further Information**

Caterina Dwyer

## MIA MAD Service as Action

*“...our charity must be in our hearts and from our hearts  
and a charity such as Jesus Christ practiced while on earth”*

Catherine McAuley

At St Brigid’s College we are proud of our Mercy Heritage which encourages us all to “Light the Way” to God through our actions. Living the values of our College and being involved in our MIA MAD - Service as Action programme, all students can develop more fully into Responsible Christian Learners. Mercy in Action, Making a Difference is a Service as Action programme that helps students identify and act on issues important to them and the world. It is an ongoing framework upon which students can build up a contribution to and relationship with the community. It should be a partnership between school, local government departments, businesses, charities and other organisations. It should be a journey of discovery and empowerment which focuses on common values and community issues. Students need to show their concerns and interests and work those into a community-based project. Parents are strongly encouraged to become involved and to discuss the most suitable service for their daughter. It is hoped that students will make the effort to discover areas of need for service as action in their own family or boarding community or within the school community.

**For Further Information**

Adrian Martino

## Year Seven

### Procedures for Year Seven Subject Selection

Please note that subjects included in this handbook are planned for 2022. However, it is at the discretion of St Brigid's College to determine minimum student numbers required for subjects to commence and the number of classes that shall operate.

### Year Seven Subjects Offered in 2022

All students are required to study the following subjects in Year Seven.

Religious Education	Humanities and Social Sciences
English	Health and Physical Education
Languages – Italian	The Arts
Mathematics	Technologies
Science	

Students in Year Seven will undertake a study in Arts that will consist of one semester each of a Visual Arts and a Performing Arts subject. Please note that subjects running will be dependent upon student numbers and selections.

The Arts disciplines are:

- Performing Arts          Dance and Drama
- Visual Arts                Media Arts and Visual Art

Year Seven students will choose from the following combinations:

- Dance and Media Arts
- Dance and Visual Art
- Drama and Visual Art

Students will undertake a study in Technologies that will consist of a semester each of a digital and a design technology subject.

Please note that subjects running will be dependent upon student numbers and selections.

## English

English provides students with opportunities to develop an appreciation of the nature of language and literature through immersion in a range of texts. The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year Seven, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. 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. The range of literary texts for Pre-primary to Year Ten comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Functional and critical literacy skills are foregrounded in the courses, with all English students being exposed to explicit teaching of literacy skills on a weekly basis.

Assessments facilitate the development of students' abilities to create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and students are beginning to create literary analyses and transformations of texts.

### For Further Information

Maxine Brown

## Health and Physical Education

The aim of the Health and Physical Education is to encourage the development of 'intelligent performers', and to encourage students to be active and understand the importance of a balanced and healthy lifestyle. Students will develop resilience, knowledge, critical thinking and reflection skills, and a sense of responsibility. This in turn should encourage choices that will contribute to a long-term healthy lifestyle. Year Seven Physical Education addresses a variety of skills in a range of different sports and activities. The students refine specialised movement skills and focus on tactical thinking within team and individual sports which are aimed to encourage and develop physical fitness and skills, self-esteem and interpersonal skills.

The Health Education programme focuses on a variety of components on how to take positive action to enhance individual health, safety and well-being. The Year Seven Health Education programme has a focus on puberty; understanding how the body changes through time, resilience and decision making, nutrition and safe online

practices throughout the course of the year. Through each Health unit students will develop skills to identify and promote their own and other's health, safety and well-being in different situations and across different environments, as well as identify the health and social benefits of physical activity.

**For Further Information**                      Leanne Caine

### **Humanities and Social Sciences**

The aim of Humanities and Social Sciences in Year Seven is to encourage students to gain and develop knowledge, conceptual understandings, research, analytical and communication skills. The study of Humanities encourages students to respect and understand the world around them, and to provide a skills base to facilitate further study. In Year Seven, we endeavour to meet these aims through the study of individuals, societies and environments in a wide context covering historical, contemporary, geographical, political, social, economic, religious, technological and cultural areas.

Specifically, the focus in History is the Ancient World, the period from around 60 000BC (BCE) – about 650 (CE), in which we examine the cultural practices and organisation of societies. Geography focuses on two units namely Water in the World, as a renewable environmental resource, and Place and Liveability. The latter unit examines factors that influence liveability and the idea that places provide us with services and facilities to enhance our lives. The Civics and Citizenship course continues to build on their understanding of the concepts of the Westminster system and democracy and how it is shaped through the Australian Constitution. Students will explore the interdependence of consumers and producers in the market during their studies of Economics and Business. They will investigate the characteristics of successful businesses and entrepreneurial behaviour.

**For Further Information**                      Catherine Santarelli

### **Languages - Italian**

The Year Seven Italian course exposes students to the Italian language and to the many different aspects of life in Italy. Students will explore the Italian language and culture through a variety of learning activities. Throughout the year, students will have the opportunity to look at topics such as: introduction of self, family and friends, daily routines, and traditions. The primary aim is to provide students with abilities for both language practice and use in a meaningful and stimulating environment. The language learning will also be enhanced through selected incursions.

**For Further Information**                      Maria Calabro

## Mathematics

Students have opportunities to reinforce and increase the breadth of their mathematical knowledge. The aim is to provide them with a strong grasp of the fundamental ideas of Mathematics. Students will develop computation skills, 'do' and 'talk' about Mathematics and identify and apply mathematical ideas to their everyday lives. Importance is placed on strengthening their problem-solving skills and encouraging students to consider multiple ways to approach these tasks. Students are taught using activities encompassing their many learning styles. The programme consists of open-ended tasks as well as differentiation to support and challenge students where necessary.

- Number and Algebra

Students will investigate index notation, square roots of perfect square numbers. Solve problems involving addition and subtraction of fractions. Multiply and divide fractions. Explore the use of percentages. Solve problems involving simple ratios. Introduce the concept of variables and create algebraic expressions. Plot points on the Cartesian plane and solve simple linear equations.

- Measurement and Geometry

Students will establish formulas for areas of simple shapes and use these in problem solving. Describe translations, reflections and rotations on the Cartesian plane. Explore angle properties associated with parallel lines. Classify triangles according to their side and angle properties.

- Statistics and Probability

Students will construct sample spaces for single-step experiments and calculate probabilities associated with these sample spaces. Be introduced to data displays including stem-and-leaf plots. Calculate mean, median, mode and range for sets of data. Describe and interpret data.

### For Further Information

John Cumpsty

## Science

Science aims to encourage and enable students to develop an inquiring mind and a curiosity about science and the natural world. The course has a primary focus on skill development so that students are able to work effectively as part of a team and demonstrate safe working practices in a laboratory. Students will also develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions.

During the course, students will be encouraged to think creatively and critically to solve problems, discuss arguments and make decisions in scientific and other contexts. Learning experiences are varied and offer students opportunities to work as an individual and in small groups on a variety of scientific tasks including practical, technological and open-ended problems. Students acquire both practical and

intellectual skills that will enable them to understand the main scientific ideas and the way science and scientists work. Science aids in the development of students as informed, responsible and caring individuals; this is key to their personal well-being and to their role as members of society and the wider world.

### **For Further Information**

Darren McGoran

### **Technologies**

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. Trends suggest that employment in the future will be heavily dependent upon students possessing advanced skills in STEM subjects including Technologies. Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

In Year Seven, students are required to participate in studies of both Digital Technologies and Design Technologies. St Brigid's offers one semester of Information Technologies (Digital Technologies) and one semester of Food/Textiles Technology (Design Technologies). Units are offered in the following disciplines –

#### **Information Technology (Digital Technologies)**

The overarching focus of the Year Seven Information Technology unit is cyber safety and remaining safe in an online context. All studies will refer to the overarching unit focus. Students will participate in the following activities;

- Introductory coding activities using Scratch
- Research into the impacts and possible solutions to Cyber safety issues

#### **Food/Textiles Technology (Design Technologies)**

In this course, students will study one term of Food Technology and one term of Textiles Technology.

*Food* – the course introduces students to basic cooking skills that will enable them to produce simple but delicious healthy snacks and meals while becoming familiar with the essential nutrition knowledge for wise food choices and healthy lifestyles. They apply acquired knowledge of the physical and sensory properties of food and key

elements of nutrition when selecting ingredients to create a burger that will appeal to hungry, health conscious teenagers.

*Textiles* - this course introduces students to sewing machines, how to operate them safely and correctly. They investigate Aboriginal Art techniques and symbols to create a hand painted piece of material that they then use to produce a Calico tote bag.

### **For Further Information**

Rob Hill

## **The Arts**

Learning through the Arts helps us to explore, shape and communicate our sense of identity and individuality. It is a requirement of SCSA that a student study both a Performing and a Visual Arts subject. Students in Year Seven will undertake a study in the Arts that will consist of one semester each of a Visual Arts discipline and a Performing Arts discipline.

### **Dance- Dance Story**

Dance students build on their understanding of the elements of dance and choreographic devices to create dance that communicates an idea or tell a story. They learn technical dance skills, focusing on confidence, clarity of movement and projection. As they make dance and respond to it, they reflect on the meaning, interpretations and purposes of dance. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. Some genres or styles that may be taught, but are not limited to, include contemporary, jazz, hip hop and cultural dance, for example Bollywood.

### **Drama- Clowning Around**

This Year Seven elective is a very practical and exciting way to learn the basics about Drama. Drama skills such as improvisation and mime are explored through a range of safe, fun practical workshops. Students will be given an opportunity to plan, develop and present drama to their peers during the semester. Written work focusses on reflective processes using general drama terminology and language. Drama styles that may be taught include circus, clowning and mime.

### **Media Arts – Film Goodies and Baddies**

Students are provided with opportunities to view media works within the context of the narrative. Students make and respond to media productions within film, using basic media production skills and processes. Students learn how to problem-solve, work as a team, follow timelines, and use processes and strategies to ensure safe and responsible use of media equipment. Students will begin developing an understanding of media language, the construction and analysis of representations in media texts, identifying the importance of audience in the construction of a media text and developing media production and team skills.

### **Visual Art – Spirit Animal in Clay**

This Year Seven elective provides students with the opportunity to create a ceramic Kokeshi doll inspired by their spirit animal. The project involves practical skills and introduces the students to critical analysis frameworks that they will use to analyse and discuss artwork/s using visual art terminology. The project includes drawings, designs and construction of their final ceramic doll, this will encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual arts practices, and present their artworks for display. Students are introduced to an awareness of cultural, social and historical contexts that are embodied in art, which in turn, allows them to link their own production to a given context.

**For Further Information**

Mark Sills

## Year Eight

### Procedures for Year Eight Subject Selection

Please note that subjects included in this handbook are planned for 2022. However, it is at the discretion of St Brigid's College to determine minimum student numbers required for subjects to commence and the number of classes that shall operate.

### Year Eight Subjects Offered in 2022

All students are required to study the following subjects in Year Eight.

Religious Education	Humanities and Social Sciences
English	Health and Physical Education
Languages – Italian	The Arts
Mathematics	Technologies
Science	

Students in Year Eight will undertake a study in Arts that will consist of one semester each of a Visual Arts and a Performing Arts subject. Please note that subjects running will be dependent upon student numbers and selections.

The Arts disciplines are

- Performing Arts      Dance and Drama
- Visual Arts          Media Arts and Visual Art

Year 8 will choose from the following Arts combinations -

- Dance and Media Arts
- Visual Arts and Dance
- Media Arts and Drama
- Drama and Visual Arts

Students will undertake a study in Technologies that will consist of a semester each of a digital and a design technology subject. Please note that subjects running will be dependent upon student numbers and selections.

## English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year Eight, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. 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. The range of literature comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Assessments further the development of students' abilities to create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and students continue to create literary analyses and transformations of texts.

**For Further Information**

Maxine Brown

## **Health and Physical Education**

The Year Eight Health and Physical Education learning area is designed to increase students' knowledge and understanding of the principles of human movement as well as provide students with the opportunity to further develop skills in a broad range of physical activities. The skills learned will prepare the students for a lifelong involvement in physical activity.

In addition to the development of physical skills, students will also experience activities to develop their own self-management and interpersonal skills. Students will participate in a variety of individual and team sports which will provide students with the opportunity to:

- develop physical skills in a safe environment
- practice, extend and refine skills in a variety of activities
- experience individual, cooperative and competitive team activities
- develop strategic thinking through the understanding and application of rules
- learn to provide and receive advice to improve their performance

The Health Education programme aims to encourage the development of 'critical thinkers' and to encourage students to understand the importance of a balanced and healthy lifestyle. Students inquire about the effects of smoking, responsible decision making and foster an awareness of the components of fitness and how to plan and prepare programmes that can improve their own wellbeing. Students will further develop their understanding of online safety and the importance of mental health in today's society. Throughout all Health units, students will continue to improve their health literacy skills, including the ability to distinguish between sources of health information.

### **For Further Information**

Leanne Caine

## **Humanities and Social Sciences**

Humanities emphasises the development of an understanding of contemporary society and an awareness of the forces that have shaped and are shaping the lives of people.

Students will study the nature of landscapes and the forces, process and factors which shape the landscapes, as well as people's perceptions and use of them including a specific focus on Aboriginal culture and connection to Country. They will examine how landscapes affect the ways in which people live and how they are modified and managed.

History units will study the period from the ancient to the modern world, from around 650AD (CE) to 1750. Historical understandings will be developed through the key

concepts of evidence, continuity and change, cause and effect, perspectives, empathy and significance and contestability. Skills will be developed in areas such as chronology, research, analysis, perspectives and communication.

In the Civics and Citizenship course students will consider the responsibilities and freedoms of citizens in Australia and explore the ways Australians participate in the democratic process. Additionally, this concept is explored in the Economics and Business learning strand as students study the rights and responsibilities of businesses, employers and employees.

**For Further Information**

Catherine Santarelli

### **Languages - Italian**

The Year Eight course allows students to further develop their knowledge of the Italian language and culture. It is a comprehensive course with the emphasis on communication in the everyday life of the students in realistic contexts. Over the course of the year students explore topics such as: school life; creative fashion; eating habits and food culture; free time activities and making simple plans with friends.

Students will develop an understanding and appreciation of people of different cultures as well as a better understanding of the mechanics of their own language. Cultural activities include exploring aspects of life in Italy as related to the topics and learning about the Italian presence in Australia through class activities and incursions.

**For Further Information**

Maria Calabro

### **Mathematics**

In Year Eight students will continue to extend their knowledge in the following areas. Mathematics is organised to give every student the opportunity to work at their highest mathematical capabilities.

- Number and Algebra

Solve problems involving use of percentages, fractions, decimals, rates and ratios with and without the use of technology. Use index notation. Simplify algebraic expressions using the four operations, expand brackets and factorise simple expressions. Solve and interpret linear equations using realistic contexts. Plot graphs of linear functions and use these to find solutions of equations.

- Measurement and Geometry

Explore perimeter and area of plane geometric shapes such as; rectangles, triangles and circles. Extend these ideas into volume. Explore congruence of triangles and apply this to investigate properties of quadrilaterals. Investigate two-dimensional

representations of three-dimensional objects. Solve problems involving interpreting and creating maps and plans using scales.

- **Statistics and Probability**

Determine probabilities using complementary events, be able to represent events using Venn Diagrams and two-way tables. Understand the challenges of collecting representative data and the effect on medians and means of outliers.

**For Further Information**                      John Cumpsty

### **Science**

The Year Eight Science course at St Brigid's College continues to provide the framework for future studies in Science. The course allows the students to consolidate the scientific understanding gained in Year Seven Science and further develop their knowledge and skills. Over the course of the year, students have opportunities to explore a variety of areas relevant to Science, including scientific method, cells, organs and systems, particle theory, chemical change, rock cycle and energy. They will experience a range of teaching and learning styles including group and individual work, use of technology, practical activities and open-ended problems. This will allow students of all abilities and interests to progress in their skill, knowledge and understanding development in Science.

Students will explore the Western Australian Curriculum strands of Science; Human Endeavour, Science Inquiry Skills and Science Understanding. By having a focus including, but beyond what they can recall, students are able to develop their problems solving skills, understand the processes involved in scientific research and the application of science in everyday life in both local and global situations.

**For Further Information**                      Darren McGoran

### **Technologies**

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. Trends suggest that employment in the future will be heavily dependent upon students possessing advanced skills in STEM subjects including Technologies. Technologies describes two distinct but related subjects:

- **Design and Technologies**, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities

- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

In Year Eight, students are required to participate in studies of both Digital Technologies and Design Technologies. St Brigid's offers one semester of Information Technologies (Digital Technologies) and one semester of Food/Textiles Technology (Design Technologies). Units are offered in the following disciplines –

### **Information Technology (Digital Technologies)**

In Year Eight the focus of the Information Technology unit is using Information Technology skills to communicate and deliver information to a target audience. Students will study in the following general areas -

- Extension of the Year Seven coding unit by making games using online coding resources
- Data management skills using Microsoft® Excel™

### **Food/Textiles Technology (Design Technology)**

In this course, students will study one term of Food Technology and one term of Textiles Technology.

*Food* - This course allows students to continue to develop skills acquired in previous Food courses. They explore the sensory properties of food and use the design process to create individual pies that will appeal to all the senses yet be healthy.

*Textiles* - This unit revisits the use of sewing machines and how to operate them safely and correctly. Students consider environmental issues relating to the textiles industry and use different types of textiles and techniques to create a lined zipper pouch. Students have the opportunity to use the embroidery machine or haberdashery items to embellish their zipper pouch.

**For Further Information**

Rob Hill

## **The Arts**

Learning through the Arts helps us to explore, shape and communicate our sense of identity and individuality. Students in Year Eight will undertake a study in the Arts that will consist of one semester each of a Visual Arts discipline and a Performing Arts discipline. The Arts discipline combinations are:

- Drama – Media
- Media – Dance
- Dance – Visual Arts
- Visual Arts – Drama

### **Dance – Get off the Stage**

Dance students are introduced to improvisation skills to create new movement and choreograph dances using the elements of dance and choreographic devices for a purpose. They develop their dance skills to explore the technical aspects of different dance styles. They discuss how dance can communicate meaning and how dance genres/styles differ. Suggested genres or styles that may be taught, but are not limited to, include contemporary, jazz, hip hop and cultural dance, for example Bollywood. Like all Arts subjects there are both practical and written components to the course.

### **Drama – That’s Entertainment**

How do we entertain or connect with an audience is a key question we begin to explore in Year 8 Drama. Performance skills are learnt that help the actor engage with their audience, space and design to create the impact they want. Through a range of practical workshops students will be given opportunities to plan, refine and present drama. During the course students begin to work more closely with character creation and script work. Dramatic styles explored may include children's theatre, puppetry and realism. This is a highly practical subject that encourages the taking of safe performance risks as well as developing written literacy skills.

### **Media Arts – Making a Block Buster**

Students are given further opportunities to view and explore a range of media. Students make and respond to their own media productions and those of their peers building on media production skills and processes from previous years. Students continue to learn how to problem-solve, work as a team, follow timelines and use processes and strategies to ensure safe and responsible use of media equipment. Our focus in this unit is film history. Like all Arts subjects there are both practical and written components to the course.

### **Visual Art – Female Power in Pop Art**

In Year Eight, students will create a Pop Art inspired Graphic Comic Painting, with the focus on Female Heroines. Throughout the semester students will be introduced to Pop Artist Roy Lichtenstein and Appropriation. Students will apply techniques and processes in the development of ideas and consider design alternatives and artistic conventions to produce their final painting. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Like all Arts subjects there are both practical and written components to the course.

**For Further Information**

Mark Sills

## Year Nine

### Procedures for Year Nine Subject Selection

Please note that subjects included in this handbook are planned for 2022. However, it is at the discretion of St Brigid's College to determine minimum student numbers required for subjects to commence and the number of classes that shall operate.

#### Year Nine Subjects Offered in 2022

All students are required to study the following subjects in Years Nine.

Religious Education	Humanities and Social Sciences
English	Health and Physical Education
Mathematics	Science

Students will be required to study in Year Ten:

- Religious Education
- English
- Science
- Health and Physical Education
- Mathematics
- Humanities and Social Sciences

Students are able to choose three (3) elective subjects from the following areas:

- Technologies
- The Arts
- Languages - Italian

## English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year Nine students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts. The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Year Nine as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students will learn to create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**For Further Information**

Maxine Brown

## **Health and Physical Education**

The Health and Physical Education learning area aims to empower students to understand and appreciate the value of being physically active, and develop motivation for making informed decisions and promoting positive social interaction. The Year Nine Physical Education programmes provide students with opportunities to learn and practice ways of working with others in challenging and enjoyable movement experiences, and improving their capacity to move with skill and confidence in a variety of contexts. The physical activities will include a variety of individual and team sports where the students will have the opportunity to:

- practice, extend and refine skills in a variety of activities and sports
- experience individual, cooperative and competitive team activities
- develop strategic thinking through an understanding and application of rules
- learn to provide and receive feedback to improve their performance
- umpire and officiate their peers
- choreograph and perform individual and group movement composition routines

The Health Education programme aims to encourage the students to take responsibility of their own decisions and bodies. Students inquire about the importance of decision making when learning to understand alcohol and illicit drugs in today's society. Students will also evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions.

**For Further Information**

Leanne Caine

## **Humanities and Social Sciences**

Year Nine Humanities and Social Sciences continues to develop the skills and concepts introduced in Year Eight.

The Geography unit will focus on biomes and food security. This unit examines 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. Students will investigate the capacity of the world's environments to sustainably feed the future population, with competing land uses. Students will also study the connectedness of Australia with its region in the world.

The History unit studies the making of the modern world from 1750 to 1918. Students will study industrialisation and the rapid changes it brought to people's lives, the

colonisation of Australia, the impact on Aboriginal peoples and conclude with the study of the causes and course of World War One.

For Civics and Citizenship students examine the key players in Australia's political system and investigate how Australia's court system functions as part of a democratic and just society. Trade within Australia and with other countries are examined in Economics and Business. Critical thinking, analysis and applying skills learnt throughout all strands of the learning area will have opportunities for practice and self-reflection.

### **For Further Information**

Catherine Santarelli

### **Languages - Italian**

The Year Nine course allows students to further develop their knowledge of the Italian language and culture. The topics studied throughout the year are: *Tra casa e famiglia*. In this topic students explore the role of the home and the importance of personal space. They reflect on facets of their own family life and how cultural traditions influence family lifestyle. *Quante cose da fare!* The focus of this topic is daily routine and teenage leisure time activities both in Italy and Australia. Students explore the factors that impact on daily routine and influence choices related to leisure activities.

The course introduces more of the mechanics of the language so that the students are better able to create their own texts. Students are encouraged to further their own learning of Italian through technology-based activities.

Students will gain cultural insights through a variety of learning activities and excursion as embedded in their course.

### **For Further Information – Maria Calabro**

### **Mathematics**

All students continue to develop their problem-solving skills. Mathematics is organised to give every student the opportunity to work at their highest mathematical capabilities. Students will be able to study from two courses: Course One and Course Two. Each course is designed to cater for a range of abilities, and each ability group will prepare them adequately for Year Ten and Eleven.

- Number and Algebra

Solve problems involving direct proportion, extend index laws and use scientific notation. Solve simple interest problems. Extend the expansion of brackets to include binomials. Find the distance between two points in the Cartesian plane, find the

gradient of a line segment, sketch linear graphs using technologies. Sketch non-linear relationships with and without the use of technology.

- **Measurement and Geometry**

Calculate areas of composite shapes and calculate surface areas of prisms. Investigate and use Pythagoras' theorem. Apply trigonometry to solve right triangles. Use enlargement transformations to explore similarity in triangles.

- **Statistics and Probability**

List outcomes, assign and determine probabilities for events. Construct displays and investigate the position of the mean and median and describe the shape of the distribution. Construct stem and leaf diagrams, histograms from collected data. Investigate techniques for collecting data.

**For Further Information**

John Cumpsty

### **Science**

Year Nine Science students participate in a course which emphasises active involvement in skill and concept development including communication, problem solving, hypothesising, investigating, collecting data, analysing and evaluating information. Students develop their knowledge and understandings cause and effect, within the contexts of Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Science in Year Nine provides students with a broad overview of the core scientific concepts and develops familiarisation with scientific processes and laboratory skills. This is achieved through a variety of teaching and learning strategies within relevant contexts. During the year, students will study how body systems are interdependent, ecology, atomic theory, chemical reactions, plate tectonics and how energy is transferred.

Interwoven throughout Science, are the skills of investigating, communicating, team-work and laboratory skills. This allows students to develop their problems solving skills, understand the processes involved in scientific research and the application of Science in everyday life. Students will be encouraged to develop an inquiring approach to their work and develop the skills required to be successful, independent learners and to take responsibility for their own learning. Students will also be encouraged to consider science as an evolving internationally important discipline that is influenced by many factors. Through this, they are able to participate in the strands of Science as a Human Endeavour, Science Inquiry Skills and Science Understanding. By having a focus including, but beyond what the students can recall, they are able to develop their problems solving skills, understand the processes involved in scientific research and the application of science in everyday life in both a local and global situation.

**For Further Information**

Darren McGoran

## **Technologies**

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. Trends suggest that employment in the future will be heavily dependent upon students possessing advanced skills in STEM subjects including Technologies.

Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

Units are offered in the following disciplines -

- Information Technology
- Business Technology
- Food Technology
- Textiles Technology

## **Information Technology**

Year Nine Information Technology extends on the work already completed in Year Seven and Eight. Information Technology in Year Nine develops student skills in the important and challenging areas of Information systems design, coding, data management and multimedia. A highly practical and solutions-focused course, students will complete a number of practical tasks throughout the year including

- Introductory course in computer programming
- Development of a 3D printed product using industry standard CAD/CAM tools
- Creation of a basic mobile app

Information technology skills are becoming increasingly important in our complex and interconnected society, study of Information Technology in Year Nine and Ten will prepare students to succeed in Applied Information Technology courses in Year Eleven and Twelve.

## **Business Technology**

How Money Smart Are You? Students undertaking this course will investigate issues to help teenagers understand their choices when buying products and services. We will explore the worlds of -

- Work – discovering options teens can use to find work and what we need to do when at work as an employee as well as a tax paying member of society.

- Savings and budgeting – discovering different saving options and the importance of budgeting for some big-ticket items. We will create simple budgets using Excel spreadsheet program, to help plan for future spending events.
- Spending – discovering how to determine the best spending habits to have when looking at mobile phones, fashion items and different forms of entertainment

We will also look at the effect the use technology has impacted our world via the Western Australian Technology Curriculum platform of Hardware Types, File Formations, Algorithms and Simple Coding.

### **Food Technology**

In Semester One of this course, students will investigate macro and micro nutrients and food models while cooking a variety of recipes. They explore protein foods, looking at both animal and Vegan protein options. Students design and produce a meal suitable for a Vegan that includes a Vegan protein source. In Semester Two, students explore the physical and functional properties of food and the role each ingredient plays in baked dishes. They use their knowledge and creativity to produce amazing cakes using modern decorating techniques.

### **Textiles Technology**

This course provides students with the opportunity to develop their skills in the design and textiles field. Topics covered include the use of a sewing machine and overlocker, how to care for and use fabrics and to modify a commercial pattern to construct items. In Semester One students create a simple sleepwear item like boxer shorts and a hooded jumper. In Semester Two they investigate the environmental impact of the textile industry and how recycling garments can reduce the impact we have. Students source used denim from op-shops and create an array of upcycled products of their choice.

### **For Further Information**

Rob Hill

### **The Arts**

All students will be able to select Arts subjects from the listed grid line options.

#### **Dance**

Semester 1 Ballet

Semester 2 It's a musical

Dance students are given more opportunities to choreograph using the elements of dance, choreographic devices and structures for purpose. They extend their technical

dance skills and build on their awareness of the body, and how it is used in specific dance styles. We explore further the use of the elements of dance, choreographic devices and design with the intention of creating and performing their work. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. Styles covered may include contemporary, ballet, jazz, hip hop, tap and cultural dances, like Bollywood. Like all Arts subjects there are both practical and written components to the course.

### **Drama**

Semester 1 Can't Stop Laughing  
Semester 2 Lego Drama - Build Your Own

From making an audience laugh to delivering a strong social message this course provides students with the opportunity to refine their drama knowledge and skills. Students develop dramas based on devised drama processes and appropriate published script excerpts, using a range of styles including multi-formed devised drama and the comic Commedia dell' arte. This is a highly practical subject that encourages the taking of safe performance risks for events and audiences. Like all Arts subjects there are both practical and written components to the course.

### **Media Arts**

Semester 1 Vloggers and Influencers  
Semester 2 Stars and Celebrities

Students continue to refine viewing of media works within the context of the selected focus. Students make and respond to their own media productions and those of others within the selected media type, genre or style studied, further developing their media production skills and processes. Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment. Media focus options may be either Media Fiction or Media Non-Fiction. Like all Arts subjects there are both practical and written components to the course.

### **Visual Art**

Semester 1 Bold Animal Prints  
Semester 2 2D morphing into 3D

Students experience, adapt and manipulate materials, techniques, art styles/processes when producing a bold animal lino-print and a diorama based on a famous painting. Students use visual language and artistic conventions of greater complexity during their design and production process. Students extend their knowledge and use of safe visual arts practice. Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and

the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work. Like all Arts subjects there are both practical and written components to the course.

**For Further Information**

Mark Sills

## Section 5 Appendix

### 5.1 Staff Contacts

Deputy Principal	Ms Janine Walsh <a href="mailto:walsh.janine@stbrigids.wa.edu.au">walsh.janine@stbrigids.wa.edu.au</a> 9290 4234
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