

Year 7

2018



St Luke's
Catholic College

Teachers

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Learning Coach

Pathways Leader

Inquiry Leader

Inquiry Leader

Inquiry Leader

Teacher

Teacher



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Inquiry Cycle



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Make/Create

Draft
Construct
Share
Present

Understand

Open
Question
Immerse
Criteria for
Success

Reflect



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Information Gathering

Skills and Capabilities
Identify-Explore-Gather
Knowledge Acquisition

Science and Technology Sample Project

Rube Goldberg machine
design (chain reactions)

Based on Forces and Motion
outcomes from Science

And

Design process and
Engineering outcomes from
Technology Mandatory



Success Criteria

The success criteria is co-constructed with students and linked to the Six Pillars and to Syllabus Outcomes


Outcomes for this unit of work	You do this when you.... (these are just examples, you may select a range of different pieces of evidence)	This may also link to the pillar of....
SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations 4.4.1 explains the impact of innovation and emerging technologies on society and the environment	<ul style="list-style-type: none">• Provide links between components of your machine design and components of machines that assist impoverished / disadvantaged groups of people• Evaluate your design, explaining how the tools and equipment have affected how you have made it.	Manage Recognise personal qualities and achievements
WS8 selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems 4.5.1 applies management processes to successfully complete design projects	<ul style="list-style-type: none">• Use of cause and effect language to explain how your machine operates• Evaluate how effectively your machine worked• Complete a working Rube Goldberg machine	Communicate and Collaborate Work collaboratively

Common Grade Scale and SeeSaw

All content is assessed using the Common Grade scale where knowledge development moves from surface \Rightarrow deep \Rightarrow transfer.

Students' portfolio of assessment will be available on SeeSaw (student and parent access)

All content is assessed under the **Common Grade Scale**

				
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
Surface		Deep	Transfer	

Challenge

A different approach to learning

Be prepared for the uncomfortable ...

“That feeling
of math being hard is
the feeling of your brain
growing.”



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Pathways

What's is all about?

- Video to be emailed

We need your help.

- Parent Questionnaire in email (Google Form)

Insight into the program so far



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SO HOW WAS YOUR DAY?



STUCK OR UNSURE OF DIRECTION



SO WHAT SHOULD WE DO?

- A) Keep going and ignore it
- B) Go faster and hope it works out
- C) STOP



C) STOP

THE STOP PRINCIPLE

“STOP is:

Step back,

Think,

Organise your thoughts,

before **P**roceeding.

Tim Gallwey, The Inner Game of Stress