



Stage 4 Technology (Mandatory)

Bulahdelah Central School

Rationale

Bulahdelah Central School is the largest central school in NSW with a population of:

- 200 in Primary, mostly local students and
- 400 in Secondary with a large proportion of students travelling via bus.
- Aboriginal students within the school represent 4% of the overall population.

Rooming, Facilities, Teachers

- Bulahdelah Central School currently has 22 demountables on site and many of the permanent buildings are wooden.
- Bulahdelah Central School in secondary has three computer laboratories each housing approximately thirteen computers. Smaller computer banks of 6-7 computers are located in other areas such as the library. Junior classes usually have one computer between 2 or 3 students. We also have two wood and metal rooms, one textiles and design/food room and agriculture facilities.
- The TAS faculty is comprised of a Head teacher and seven classroom teachers.

School Reporting Requirements

- Semester reports are generated through a centralised database called *Markbook*.
- All reports are created from identified outcomes by individual teachers or faculties.

Whole School Initiatives, Projects

- Middle School Project. Increasingly important with the new school rebuild starting with a middle school unit.
- Literacy and numeracy focus stemming from results of mapping strategies such as BST, SNAP, ELLA etc. which provides focus for curriculum changes as necessary.
- Building program.
- Welfare initiatives such as the establishment of a discipline panel and Rock and Water.
- VET introduction and establishment.

Organisational Plan

The TAS staff at Bulahdelah Central School has expertise in areas such agriculture, industrial arts, home economics, and computers. Due to the variety of expertise and availability of specialist rooms our school has adopted the following model for implementation.

Classes

- Year 7 are split into 4 groups.
- Year 8 are split into 4 groups.

Teachers

- Teachers are timetabled to a class in Year 7 or Year 8.
- Teacher specialisations play a part in allocation to give students the widest breadth of experiences.

Timings

- It is intended Year 7 groups or Year 8 groups will run concurrently on the timetable to allow quarterly rotations of classes to occur when Technology (Mandatory) commences.
- Most design projects run for one term, however, some units are linked to go over a semester.
- Students in Year 7 and 8 will have 6 X 50 minute periods per fortnight for Technology (Mandatory).



Year 7

Unit length	Area of study	Design specialisation	Technologies	Unit title	Design brief	Significance to student learning	Outcomes for reporting
10 weeks	Built environments	Landscape design	Model making technologies Plant production technologies	Bulahdelah Blitz	Design, produce and evaluate a landscape design for an area of the school that needs improvement or beautifying. Identify suitable plants, propagate and then plant them.	<ul style="list-style-type: none"> factors affecting design (function, aesthetics, scale, environmental, cost, etc, their role as designers. creates individual design ideas and solutions. promotes interest and self-reflection in a shared space and allows students to explore and communicate their interests using landscape design principles 	4.1.1, 4.1.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1, 4.6.2
10 weeks	Built environments	Interior design	Graphics technologies	Room to improve	Design, produce and evaluate a CAD generated drawing for an identified room or building that needs improvement. Create and render a model of your room.	<ul style="list-style-type: none"> Opportunities to extend to various levels – solar, materials tech, building tech Meaning – specific to student interests Variable skills, traditional vs. non-traditional tools and techniques Can be related to cultural heritage, e.g. building types, structures 	4.1.1, 4.1.2, 4.2.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1, 4.6.2
10 weeks	Products	Accessories design	Textiles technologies	It's in the bag OR	Design, produce and evaluate a portable bag used for an identified purpose.	<ul style="list-style-type: none"> Application of the design process in a theory and practical setting. Exposure to mixed materials, and in specific, textiles technologies. Use of OHS and safety procedures/principals within the TAS area. Research into the materials suitable for the identified purpose. Experimentation and testing of materials in relation to the identified purpose 	4.1.1, 4.1.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1, 4.2.2, 4.3.1



Unit length	Area of study	Design specialisation	Technologies	Unit title	Design brief	Significance to student learning	Outcomes for reporting
				Fun in the sun	Design, produce and evaluate a sun safe product	<ul style="list-style-type: none"> Application of the design process in a theory and practical setting. Exposure to mixed materials, and in specific, textiles technologies. Build upon existing knowledge of the sun safe policy within the school. 	
10 weeks	Information and communications	Promotional design	Media technologies	Lets get together	Design a range of advertising materials and invitations that could be used to promote the upcoming school social. Once created, the promotional designs should be submitted to the SRC for approval.	<ul style="list-style-type: none"> Application of the design process in a theory and practical setting. Exposure and to DTP principals and applications. Skills and experience in creating and electronic solution to a problem, meeting client needs and applying print media design principals. 	4.1.1, 4.1.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.1.3, 4.4.1

Year 8

Unit Length	Areas of study	Design specialisation	Technologies	Unit title	Design brief	Significance to students learning	Outcomes for reporting
20 weeks	Products	Industrial design	Mixed media technologies	Toys, toys, toys	Design, produce and evaluate a mechanical toy with wheels, levers and pulleys using Tri-CAD and traditional graphics technologies.	<ul style="list-style-type: none"> Application of the design process in a theory and practical setting. Exposure to a variety of technologies and processes in the development of a singular product. Safety and OHS considerations of electrical equipment. 	4.1.1, 4.1.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1, 4.3.1
10 weeks	Products	Food design	Food technologies	The Bulahdelah Cafe	Design, produce and evaluate a menu that could	<ul style="list-style-type: none"> Application of the design process in a theory and practical setting. Consideration of healthy eating plans 	4.1.1, 4.1.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1,



Unit Length	Areas of study	Design specialisation	Technologies	Unit title	Design brief	Significance to students learning	Outcomes for reporting
					be used at <i>The Bulahdelah café</i> . It should cater for customers with a variety of dietary needs. Prepare a meal for café customers.	and food pyramids in the production of consumer foods. <ul style="list-style-type: none"> Knowledge and acceptance of consumer needs in regards to food products. Safety in the workshop with materials. E.g. Hygiene. 	4.2.2
10 weeks	Built environments	Environmental design	Mixed materials technologies	Recycling	Design, produce and evaluate a system that will allow recycling of food waste at Bulahdelah Central School.	<ul style="list-style-type: none"> Application of the design process in a theory and practical setting. Introduction of safe farming practices in accordance with OHS legislation and EPA practices. Introduction to environmentally friendly farming techniques. Create links between waste and recycling practices. Encourage the exploration of advertising. 	4.1.1, 4.1.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1, 4.2.2, 4.3.1
			Animal production technologies	Egg hatching	Design, produce and evaluate a method of safely incubating and hatching chook eggs.	OR <ul style="list-style-type: none"> Application of the design process in a theory and practical setting. Introduction of safe farming practices in accordance with OHS legislation and EPA practices. Introduction to animal production technologies and the factors that affect them. The design tasks must engage students into researching, testing and evaluating to understand all the constraints placed upon them and to successfully choose the right materials for the task. 	4.1.1, 4.1.2, 4.3.2, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.3.1



Rotation matrix

Class	Term 1	Term 2	Term 3	Term4
71	Built environments Landscape design Model making technologies Plant production technologies	Built environments Interior design Graphic technologies	Products Accessories design Textiles technologies	Information and communications Promotional design Media technologies
72	Built environments Interior design Graphic technologies	Built environments Landscape design Model making technologies Plant production technologies	Information and communications Promotional design Media technologies	Products Accessories design Textiles technologies
73	Products Accessories design Textiles technologies	Information and communications Promotional design Media technologies	Built environments Landscape design Model making technologies Plant production technologies	Built environments Interior design Graphic technologies
74	Information and communications Promotional design Media technologies	Products Accessories design Textiles technologies	Built environments Interior design Graphic technologies	Built environments Landscape design Model making technologies Plant production technologies
81	Products Industrial design Mixed materials technologies		Products Food design Food technologies	Built environments Environmental design Mixed materials or animal production technologies
82			Built environments Environmental design Mixed materials or animal production technologies	Products Food design Food technologies
83	Products Food design Food technologies	Built environments Environmental design Mixed materials or animal production technologies	Products Industrial design Mixed materials technologies	
84	Built environments Environmental design Mixed materials or animal production technologies	Products Food design Food technologies		