SIXTY YEARS

1965 ◆ 2025

Junior
Course Guide

St Clare's College is a Spirited Learning Community.

St Clare's is Spirited:

→ Based on the Gospel

→ Enlivened by the Spirit

→ Open to life, change and challenge

→ Valuing consultative, cooperative processes

→ Preparing students to take an active role in the community

→ Enthusiastic, hopeful and empowering

→ Committed to justice.

St Clare's is a Catholic Community:

→ Of students, parents, staff and teachers

→ Which affirms, nurtures and empowers all members

→ Committed to love, peace, joy and hope

→ Building the Kingdom of God

→ Developing young women to reach their potential

→ Open to the poor.

The Learning Program at St Clare's:

→ Is holistic

→ Offers diversity

→ Promotes high achievement

→ Is open to new educational developments

→ Values the uniqueness of each individual

→ Strives for the spiritual, physical, emotional, intellectual and aesthetic development of all students.

Contents

Principal's Message

Welcome to St Clare's College where we have provided excellence in girls education for 60 years. St Clare's College is an inclusive, caring, Catholic community where learning is valued and students are given opportunities to grow in all dimensions of their life.

St Clare's has an outstanding history of educating and empowering young women for 60 years, catering for the learning needs of a diverse range of students arriving from primary schools from across the ACT and NSW. Focussed on the life and teachings of Jesus, and inspired by the example of St Clare, our College is committed to providing a safe and empowering environment for all students. Our educational philosophy is built upon the foundational belief that every student can learn.

St Clare's comprehensive academic, pastoral and co-curricular programs provide students with ongoing opportunities to grow in all dimensions of their lives. I am very excited to provide you with detailed information about St Clare's educational offerings.

In the junior years, our school-based curriculum is developed from ACARA and follows the ACT implementation schedule for Australian Curriculum subjects. In addition to these requirements for teaching and learning, St Clare's College aims to give students breadth to their educational experiences through choice in an Electives program. Students are encouraged to become active learners and to take increasing responsibility for their own learning; experiences enhanced through our implementation of the Catholic Education Catalyst program with High Impact Teaching Practices, supported by Classroom Mastery. St Clare's teachers are highly skilled educators with expertise across the range of learning areas. Our students' experiences provide them with a sound basis for making informed academic decisions for their futures.

St Clare's College provides outstanding pastoral support to students lead by our Pastoral Care (PC) teachers and Pastoral Leaders.

The Pastoral Care Program promotes the spiritual and social development of students, as well as supporting their learning needs. In addition to knowing their cohort, students mix throughout the year levels and students are rightly proud of the 'sisterhood' at St Clare's. We have two wonderful counsellors, supporting our eight Heads of House and you, in providing the best possible care for your daughters as they journey through adolescence at St Clare's.

St Clare's College boasts modern state-of-art facilities. In mid-2022, we opened our light-filled Learning Commons precinct, encompassing flexible classrooms and innovation spaces, contemporary library facilities and senior student social and study areas.

The Student Progress Program (SPP) is a College initiative designed to support academic achievement and growth and runs after school in our amazing San Damiano Learning Commons.

SPP is resourced with academic tutors and faculty staff to assist with students' self-identified learning needs and resourcing for class study and/or assessment. The SDLC provides a retreat for those students wanting study time, quiet game play and collaborative homework sessions whenever the students are not scheduled in class.

At St Clare's, we have a wide range of co-curricular programs on offer for our students including: the SWITCH club (St Clare's Women in IT and Communication Hub), Dance Ensemble, Youth Ministry, Indigenous Support group, Defence student activities lead by our Defence School Mentor, lunchtime sports, Dungeons and Dragons and Chess clubs, to name a few!

We look forward to a long association with all our families; with your daughter's academic and emotional wellbeing at the forefront of all that we do.

Dr Ann Cleary
Principal

Educational Aims

St Clare's College is a Catholic school committed to providing a holistic education for young women. It aims to provide a supportive environment in which young women can develop into confident and capable members of the broader community.

Upon completion of their studies at St Clare's College each student will have had the opportunity to:

Grow in love and understanding of God, self and neighbour through:

→ participating in the prayer life of the College as well as in formal Religious Education courses

→ learning about and modelling Christ's teachings

→ developing empathy for people within and beyond their own community, especially those in need, through experiential learning and participating in activities with a social justice focus

→ developing understanding, appreciation of and respect for diverse cultures and traditions, including religious traditions

→ developing a reverence for life, and an understanding and appreciation of our stewardship of the natural physical environment

→ actively participating in all areas of learning and seeking to achieve success through challenges.

Develop knowledge, skills and an appreciation of learning through:

→ the experience of a rich and varied curriculum

→ gaining sound academic and study skills appropriate to their level of study

→ being in an environment that promotes a love of learning

→ being encouraged to become an independent and self-motivated learner

→ participating actively in the learning process and working collaboratively with others as well as independently

→ experiencing how learning can occur in many different environments and through the use of technologies

→ being given opportunities to develop a range of skills including aesthetic, sporting, creative, emotional, analytical as, well as literacy and numeracy skills, which form the basis of many other life skills.

Reach intellectual potential through:

→ using gifts and talents

→ being able to communicate ideas both orally and in writing

→ developing research and investigative skills

→ using current technologies to advance learning

→ taking responsibility for learning and the organisation of their studies

→ showing the ability to solve problems and deal with change effectively

→ utilising fully the teaching and resources available

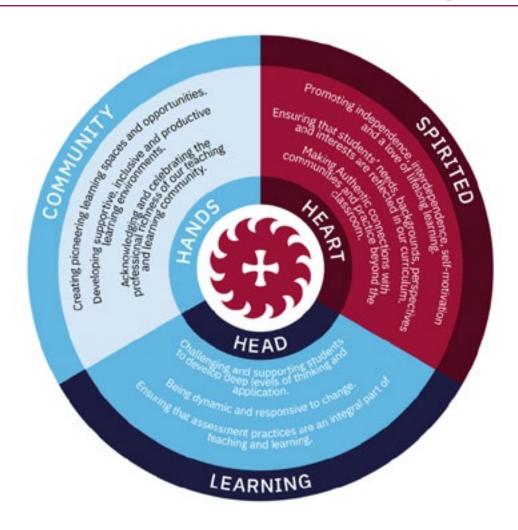→ selecting courses of interest that will suitably challenge and meet future plans.

Develop a strong sense of community and personal awareness through:

→ showing respect and courtesy to others and supporting others in times of personal need

→ employing effective interpersonal skills and an understanding, appreciation and tolerance of differences

→ utilising appropriate conflict resolution and stress management skills

→ participating in and supporting College and community activities

→ gaining essential knowledge about the interaction between people and environment

→ developing an awareness of the importance of an active and healthy lifestyle on her spiritual, emotional and physical development and well-being.

Grow in personal accountability through:

→ behaving in a manner that brings credit to herself and the College at all times

→ respecting the property of the College and others in the community

→ avoiding dangerous and unsafe practices

→ understanding their personal potential for contributing to the community

→ being honest and fair in their dealings with others.

Principles for Learning

St Clare's College is a Spirited Learning Community which engages Heart Head Hand through:

→ Promoting independence, interdependence, self-motivation and a love of lifelong learning

→ Ensuring that students' needs, backgrounds, perspectives and interests are reflected in our curriculum

→ Making authentic connections with communities and practice beyond the classroom

→ Challenging and supporting students to develop deep levels of thinking and application

→ Being dynamic and responsive to change

→ Ensuring high impact teaching, learning and assessment practices are visible and are an integral part of the learning experience

→ Creating contemporary and innovative learning spaces and opportunities

→ Creating supportive, inclusive and productive learning environments

→ Acknowledging and celebrating the professional richness of our teaching and learning community

→ Developing and applying effective habits of thinking and doing (our College learning dispositions)

→ Becoming assessment capable learners

→ Understanding how to learn through the application of learning strategies; and

→ Seeking, receiving, acting on and giving feedback.

Curriculum Focus

St Clare's College prides itself in developing and delivering an excellent curriculum catering for the learning needs of a wide range of students.

Our education programs are informed and driven by the Australian Curriculum. In Years 7-10 the curriculum supports the deepening of knowledge, understanding and skills in all nine learning areas: Religion, English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, Arts and Languages.

Curriculum programs are geared to prepare students for civic, social and economic participation and personal health and wellbeing whilst providing increased opportunities for students to make choices and specialise in learning of interest through elective study options detailed in the course guide. The curriculum is also designed to equip students for senior secondary schooling, including vocational pathways, in Years 11-12. Study is complemented by a diverse range of opportunities, allowing students to experience learning in various contexts and settings including excursions, guest speakers, use of ICT, participation in competitions and project based learning.

Defined in the Australian Curriculum, the general capabilities play a significant role in realising the essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. The general capabilities that encompass the knowledge, skills, behaviours and dispositions that assist students to live and work successfully in today and tomorrows future are embedded and addressed through the learning areas, offering opportunities to add depth and richness to student learning. Many capabilities find natural homes in specific learning areas, but are applied, adapted, strengthened and extended across all learning areas both in and outside the classroom through co-curricular programs.

A developmental model of learning, where teachers build on and scaffold existing knowledge bases for each student, is a focus. This approach is evidence based and requires students to work towards advanced ordered and deeper thinking and problem solving, along with a heightened level of reasoning and collaboration. At St Clare's, a teaching approach where different starting points, readiness for instruction, learning targets and requirements for support of the student, enable individual learning needs to be met. Informed grouping of students, acknowledging diversity and individuality amongst the students are likely outcomes from targeted and differentiated learning activities and experiences fostered at the College.

Building trusting student teacher relationships and closely matching learning experiences with students' abilities and interests, encouraging student voice or independent learning, and developing students' awareness of their own learning are key strategies that promote learning.

St Clare's College aspires to foster individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility. Students are empowered to become active learners and take greater ownership of their own learning.

Years 7 and 8

Students study: Religious Education, English, Mathematics, Science, Humanities and Social Science (HASS), Languages, and Health and Physical Education. All students have the opportunity to experience electives within the Arts and Technologies.

Years 9 and 10

Students have the opportunity to broaden their skills and knowledge in Religious Education, English, Mathematics, Science, HASS, and Health and Physical Education. Students can nominate to undertake elective study preferences from Languages, Technologies and/or the Arts. Programs are designed to equip students for senior secondary schooling, in Years 11-12 including vocational pathways.

Religious Education reflects not only the religious values of our Catholic community, but also the value of developing religious literacy in our students. Our junior Religious Education curriculum seeks to enliven students understanding in light of the Catholic tradition, encouraging students to participate critically in deepening their appreciation and depth of their own faith tradition, whilst learning to authentically engage and exchange dialogue with all people of faith. Religious Education offers opportunities to stir the imagination of students about various ways in which humans understand and express the mystery of God, including insights from the major world religions. The curriculum content is organised into four interrelated strands: Sacred Texts, Beliefs, Church and Christian Life. Each strand has its own distinctive body of knowledge, and each year students build on prior learning.

Students develop their understanding of the experience of people of faith throughout human history, some ways in which the Church has responded to the presence of good and evil, and the various sources that guide the Church's action in the world. They learn about various sources of inspiration, strength and guidance for believers today, and ways in which believers live their Christian vocation.

English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills that help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In English, the curriculum continues to provide opportunities to practise, consolidate and extend the knowledge, skills and understanding of previous years. It provides for further development of knowledge of how language works and increasingly sophisticated analysis and construction of different text types, including multimodal texts, in various genres and modes. Students learn how literature can be discussed in relation to themes, ideas, and historical and cultural contexts. Students critically analyse and evaluate texts to develop understanding of purpose and audience and how language techniques are used to position the audience.

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The Mathematics curriculum draws on previously established mathematical ideas to solve non-routine problems and develop more complex and abstract ideas. It makes connections between mathematical concepts and their application in the world. It lays the foundations for future studies, including introducing all students to the benefits of algebra and applications of geometry. The curriculum allows for more mathematically able Year 9 and 10 students to be extended with more content to enrich their mathematical study.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. The Science curriculum continues to develop understanding of important science concepts across the major science disciplines. It focuses on explaining phenomena involving science and its applications using evidence and explanation to move to more abstract models and theories of science including the nature and conservation of energy. It uses the ideas of patterns and systems to move to the complex ideas of form and function, equilibrium and interdependence in the physical and natural world.

Humanities and Social Science (HASS) includes Civics and Citizenship, Economics and Business, Geography and History. Civics and Citizenship is about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.
Economics and Business explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions. Geography provides opportunities for students to investigate, analyse and explain the characteristics of the places that make up our world. History provides opportunities for students to investigate Australian and world history. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance. The subjects of History, Geography, Civics and Citizenship and Economics and Business in the Humanities and Social Sciences learning area also provide for deeper engagement with abstract thought; students are encouraged to question established conventions, practices and values and consider possible outcomes and consequences of actions using logic. Exploration of social and environmental issues widens to local, national, regional and global contexts and a focus on investigative methods promotes the making and systematic testing of simple hypotheses about phenomena, issues and challenges. As they reflect on their own and others' actions, values and attitudes, students develop and apply ethical thinking skills to real and proposed decisions and actions.

The Arts draws together the distinct but related areas of Performing, Visual and Media Arts. All Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and

encouraging them to reach their creative and expressive potential. The Arts enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Through The Arts curriculum students pursue questions regarding intended meaning, audience understanding, cultural context and the beliefs and values reflected in artworks. There is opportunity to engage with artists' influence on society, the effect of technology on presentation and audience engagement with artwork.

Technologies draws together the distinct but related subjects of Design and Technologies, and Digital Technologies. It ensures that all students benefit from learning about, and working with, traditional, contemporary and emerging technologies that shape the world in which we live.

In creating solutions, as well as responding to the designed world, students will contribute to sustainable patterns of living for themselves and others. In Technologies, the Design and Technologies curriculum develops the knowledge, skills and understanding to design, produce and evaluate a range of designed solutions in four technologies contexts using innovative ideas and project management skills, and considering how these solutions contribute to preferred futures. In Digital Technologies, digital systems and data are considered in terms of networking, human interaction, security and data integrity. It provides opportunities to analyse complex problems and design, implement and evaluate a range of digital solutions taking into consideration ethics, legal issues and sustainability factors.

Health and Physical Education offers experiential learning that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. Students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing. In Health and Physical Education, practical learning experiences broaden to encourage life-long involvement in physical activity. Skills are developed for critical and creative appraisal, analysis and refinement of students' own and others' movement performance. Social, cultural and political factors that influence health, safety, wellbeing and physical activity participation are questioned and critically analysed to make informed judgements and ethical decisions. Strategies to positively manage change and respectful relationships, leadership and collaboration skills are developed and critically evaluated.

Languages is designed to enable all students in Australia to learn a language in addition to English. Languages recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. The organisation of the curriculum addresses learner background in the target language by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners. The Languages curricula in Years 7–10 provide opportunities for ongoing additional language study for those students who commenced in primary school as well as the opportunity to commence the study of an additional language in French, Japanese or Italian.

Literacy and Reading

Engage Students, Motivate Practice, Impact Growth

The importance of reading practice in preparing students for further study and career success is widely recognised. However, not all reading practice fosters success. Research shows effective practice requires deep engagement, active ownership of learning, and the right level of challenge.

At St Clare's we are committed to fostering a love of reading through regular engagement with the physical act of reading each day. Students are required to bring a novel to school each day of their own choosing. They are encouraged to read at the commencement of each day as well as at the beginning of each English lesson.

Students have the opportunity to access the San Damiano Learning Commons to borrow their choice of literature. The staff in the SDLC are excellent at meeting the reading requests of students and recommending texts which will provide both enjoyment and engagement in works that are progressively challenging.

Students are also encouraged to access new information about the literature available through the SDLC through the weekly blog (Reading Matters); Book Match Maker (through the portal), SDLC displays and via the advertising placed around the College with suggestions for new reading opportunities. In addition, all students are invited to access the student-lead College Book Club that meet weekly in the SDLC to discuss all things literature and to make recommendations.

Students will also be provided with a novel as part of their study in English.

College Testing

Progressive Achievement Tests in Reading

Progressive Achievement Tests in Reading (PAT-R) assess students' reading comprehension skills, vocabulary knowledge and spelling.

Comprehension assesses retrieving directly stated information, interpreting explicit information, interpreting implied information and reflecting on texts. These skills reflect comprehension skills described in the Australian National Curriculum for English and are tested annually in Years 7 to 10.

Progressive Achievement Tests in Mathematics

Progressive Achievement Tests in Mathematics (PAT-M) assess students' skill and understanding in:

→ Number

→ Algebra

→ Geometry

→ Measurement

→ Statistics

→ Probability.

The assessments also address the mathematical processes of understanding, fluency, problem solving and reasoning. The skills assessed are mapped against the Australian National Curriculum for Mathematics and are tested annually in Years 7 to 10.

Progressive Achievement Tests in Spelling

Progressive Achievement Tests in Spelling (PAT-S) assesses students' knowledge of spelling and skills in identifying and correcting spelling errors. Testing is undertaken annually in Years 7 to 10.

The College draws upon this diagnostic data to identify specific strengths and development needs that inform the teaching and learning programs. Diagnostic data is also referenced to report progress over time.

ACER General Ability Test (AGAT)

Year 10 students complete the ACER General Ability Test (AGAT) annually. This test assesses students' general reasoning skills in three areas: verbal, numerical and abstract (visual), providing a multifaceted estimate of students' general intellectual ability and aptitude.

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a point-in-time annual assessment for students in Years 3, 5, 7 and 9 that allows parents to see how their child is progressing against national standards in literacy and numeracy and over time. Teachers and the College can determine whether or not students are developing the literacy and numeracy skills that provide the critical foundation for other learning.

The tests provide an important contribution to monitoring and evaluating performance. They also provide information about how pedagogical approaches are working, the areas to be prioritised for improvement, and those requiring support in the teaching and learning of literacy and numeracy.

The results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress.

NAPLAN tests are one aspect of College assessment and reporting processes, and do not replace the extensive, ongoing assessments made by teachers about each student's performance. The assessments are undertaken nationwide, every year in March.

NAPLAN is made up of tests in the four areas (or 'domains') of:

→ reading

→ writing

→ language conventions (spelling, grammar and punctuation)

→ numeracy.

Students and parents may use individual results to discuss achievements and progress with teachers. Teachers use results to help them identify students who require greater challenges or additional support. The College uses results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.

Years 7 and 8 Courses

Core Subjects

Religious Education	English	Mathematics	Humanities and Social Sciences
			History and Civics and Citizenship (Year 7)
			Geography, Economics and Business (Year 8)
Science	Languages: French, Italian or Japanese The Wisdom Program*	Health and Physical Education	

Elective Courses

The Arts	Technologies
→ Dance	→ Design and Emerging Technology
→ Drama	→ Food Technology
→ Music	→ Design and Textiles
→ Visual Arts	→ Digital Technology

Elective courses are undertaken and rotated each semester over Years 7 and 8.

* Enrolment in this course is invitational and identified through diagnostic testing and interviews. Parents can opt for their child not to participate in this class and join the selected language of study.

The Wisdom Program

The Wisdom Program

The Wisdom Program is a literacy intervention program that is offered to students in Years 7 and 8. This program provides an opportunity for students to focus on developing their literacy skills with access to small group instruction through engagement in the MacqLit program and a Corrective Reading program over a two-year period. Students are invited to enrol in this program where participants are identified through diagnostic testing. PAT-R is designed to provide annual (at that point in time), objective, norm-referenced information to the College about students' skills and understanding in reading (comprehension skills, vocabulary knowledge and spelling).

PAT-R results are cross referenced to ensure performance is indicative of other norm-referenced testing (E.g. NAPLAN). The College administers the Wheldall Assessment of Reading Passages (WARP) as a follow up to initial PAT-R screening. This enables the College to identify low-progress readers, and to monitor reading progress over time, using a quick, simple, reliable and valid test of oral reading fluency.

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. The primary focus of MacqLit is on phonics and word identification, supported by connected text reading to ensure skills are generalised to authentic reading experiences.

Corrective Reading program provides Direct Instruction-based reading intervention. The program is divided into two components:

→ Reading decoding - improves students' ability to read accurately and fluently.

→ Reading Comprehension – improves vocabulary, background information and reasoning skills.

Students overall improvements in literacy skill and development allows them to confidently and successfully engage in their learning.

Years 9 and 10 Courses

Core Subjects

Religious Education Youth Ministry*	English	Mathematics
Humanities and Social Sciences	History	Science
Health and Physical Education		

Elective Courses

Languages (year long study)		
French	Italian	Japanese
The Arts (1 semester or year long study)		
Dance	Drama	Media Arts
Music	Visual Arts	
Technologies (semester or year long study)		
Design and Emerging Technology	Design and Textiles	Food Technology
Graphic Design	Hospitality (Year 10)	Digital Technology
Humanities and Social Sciences (1 semester study in Year 9 and Year 10)		
Civics and Citizenship	Economics and Business	Geography
History		
Inclusive Education		
Work Studies elective		

*Students have the option of replacing regular Religious Education units for Youth Ministry for one semester during Yr 10.

Choosing a Pattern of Study

Selecting Courses

In Year 9 and Year 10, students may choose two elective each semester as part of their study program.

→ The two electives can either be taken as full-year subjects (selection of the same elective for both semesters) or as semester long subjects.

→ Students wishing to study a language are required to elect their chosen language for the entire year. It is a prerequisite that students have studied their preferred language in Years 7 and 8.

HASS Elective

In Year 9 and 10, all students undertake a semester of History and a semester of a Humanties elective. Students may choose from Geography, Civics and Citizenship or Economics & Business.

Years 9 and 10 Pattern of Study

The Course Guide details the elective units of study. It is essential to note study prerequisites. Careful consideration must be made to select subjects of interest, which will provide development of knowledge and skills, depth of study and enable students to grow and be challenged in an enriching environment. Provision for changing electives will be limited and dependent on timetable restrictions.

Religious Education

Youth Ministry

St Clare's has a long-standing involvement with Catholic Schools Youth Ministry Australia. Students are encouraged to consider their faith journey through an initial 'Catch the Wave' input experience, which offers an invitation to participate in elective units in Religious Education in Years 9.
These optional units replace the regular Religious Education units offered in a semester but are assessed and reported on as distinct units within the Religious Education curriculum. Students cannot elect the Youth Ministry units in addition to their regular Religious Education course. The purpose of these units is to offer a different perspective of spirituality for those students who wish to explore their personal faith development through a mission and ministry focus. Students can only choose this elective for one semester only.

Unit Description

Introduction to Youth Ministry

Through the Introduction to Youth Ministry unit, students will learn about the relevance of Jesus in their lives today, explore the core principles of Youth Ministry, examine the concepts of Discipleship within a modern context (including the WYD phenomenon) and plan and participate in a Youth Ministry experience of their own creation.

Youth Ministry Leadership

The Youth Ministry Leadership unit offers students an opportunity to build on their understanding of what it means to be a living disciple of Jesus.

Through an exploration of the concepts of servant leadership, moral courage, and leading with integrity, students have the opportunity to deepen their understanding and appreciation of their own gifts and talents, and to apply these in service of the College community and beyond.

The Arts
Performing and Visual Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In The Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the arts. They acquire knowledge, skills and understanding specific to The Arts subjects and develop critical understanding that informs decision-making and aesthetic choices. Through The Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in The Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Arts electives for Years 9 and 10 are designed to be flexible and cater to a diverse range of student needs and interests. Students have the choice to select their elective units of study for a semester or year. There are no prerequisites for junior Arts electives, although students are encouraged to select their units in year-long blocks to allow them to fully experience what the subject has to offer and continue to develop and refine their skills for later study.

Courses	Units Studied	
Performing Arts	Year 9	Year 10
Dance	Jazz Dance	Musical Madness
	Modern Moves	It's Showtime
Drama	Physical Theatre	From Page to Stage: Realism and Stanislavski
	Production	Come Alive Theatre
Music	Rock Music	Film Music
	Musical Theatre	Eclectic Australian Music
Visual Arts	Year 9	Year 10
Media Arts	Introduction to Media Arts	Genre
	Photography and Film	Meaning, Culture and Identity
Visual Arts	Drawing Studio	Painting Studio
	Print Media Studio	Sculpture Studio

Dance

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

In Year 9 and 10 Dance, students:

→ build on their awareness of the body and how it is used in particular dance styles

→ extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions

→ extend the combinations of fundamental movement skills to include dance style-specific movement skills

→ extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection

→ draw on dances from a range of cultures, times and locations as they experience dance

→ explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

→ reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography

→ learn about sustainability through the arts and sustainability of practices in the arts

→ explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance

→ evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform

→ understand that safe dance practices underlie all experiences in the study of dance

→ perform within their own body capabilities and work safely in groups.

Unit Description

Jazz Dance

'Jazz Dance' is a dance unit designed to give students a strong foundation in the skills of jazz and basic hip-hop dance. Students will learn about the development of jazz from the 1800's to today, whilst developing the styles technique in practical classes. This is complemented with group work activities that focus on compositional processes that allow students to create their own works.

Modern Moves

'Modern Moves' is a dance unit designed to give students a strong foundation in the skills and techniques of contemporary dance. This is complemented with group work activities that focus on compositional elements, as well as the opportunity to devise their own original pieces.

Musical Madness

'Musical Madness' is a dance unit designed to give students exposure to the skills and techniques of theatrical jazz dance. Students will learn about the history and development of the musical genre whilst experiencing practical classes that explore and expose students to the repertoire of notable musicals. This is complemented with group work activities that focus on compositional elements, where students apply their new knowledge of the musical genre.

It's Showtime

In this unit, students will be involved in a choreographic project for the Youth Dance Festival. The class will compose a five-minute dance piece relating to a given theme. Students will also gain industry experience through involvement in production elements such as costume, lighting, sound, set and stage makeup. To further this industry experience, students perform at the Canberra Theatre experiencing involvement in a high quality production at a professional level. The major project is complemented with practical classes, focusing on Contemporary and Jazz techniques, compositional activities and the use of reflective skills to document process and evaluate progress.

Drama

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

In Year 9 and 10 Drama, students:

→ refine and extend their understanding and use of role, character, relationships and situation

→ extend the use of voice and movement to sustain belief in character

→ maintain focus and manipulate space and time, language, ideas and dramatic action

→ experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences

→ draw on drama from a range of cultures, times and locations as they experience drama

→ explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

→ learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies

→ learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms

→ explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama

→ evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform

→ maintain safety in drama and in interaction with other actors

→ build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Unit Description

Physical Theatre

In this unit students will explore drama as an art form through the theatrical style Physical Theatre. Here, students will refine and extend their understanding of, and skills in Improvisation, the Elements of Drama, performance skills and dramatic conventions/techniques specific to style. Students will explore ways in which Physical Theatre can be applied to both scripted and non-scripted works – informing their own choices in developing works of dramatic meaning and characters of symbolic nature.

Students will experiment with various conventions and elements to create works of their own, while also evaluating and responding to their own work and the work of others through written analysis and reflections.

Production

In this unit students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society. Students experience the above through the study of playbuilding through a variety of theatrical styles.

Production refers to a group of students collaborating to make their own piece of drama. Through playbuilding students are able to explore their own worlds, create worlds beyond their immediate environment and investigate the social/cultural context of the human experience. Students playbuild in response to a range of different stimuli and investigate a range of dramatic forms and performance styles to assist them to devise and structure their own works.

From Page to Stage: Realism and Stanislavski

This unit will provide students with the opportunity to explore Stanislavski's system of acting. Developing and performing original and existing characters, students will discover the fundamental skills of Realism and acting techniques. Students will then apply these skills to script work and devised performances to present to an audience.

Come Alive Theatre

This highly-creative unit will concentrate on contemporary issues. Students will select, research and organise material that will be used to create and perform an exciting integrated arts presentation. Students will explore performance methods through Grotowski's principles, as well as expanding on Stanislavski's techniques and incorporating documentary theatre concepts to apply to the creation of original work for a target audience either at St Clare's or in the wider community.

Music

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

In Year 9 and 10 Music, students:

→ continue to develop their aural skills as they build on their understanding and use of the elements of music

→ extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms

→ extend their use of and identification of timbre to discriminate between different instruments and different voice types

→ build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques

→ extend technical and expressive skills in performance from the previous band

→ draw on music from a range of cultures, times and locations as they experience music

→ explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region

→ learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies

→ learn that over time there has been further development of different traditional and contemporary styles as they explore music forms

→ reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music

→ explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music

→ evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform

→ maintain safety, correct posture and technique in using instruments and technologies

→ build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

Unit Description

Rock Music

Rock Music caters for the instrumentalist and the vocalist. Students learn about and develop performance skills, be it as an instrumentalist or a vocalist. Students will examine the history of rock music, develop their compositional and musicianship skills and perform in small groups and as a soloist.

Musical Theatre

This unit explores the many and varied aspects of the 'musical' from early musicals such as, Showboat through to the most recent, such as Wicked, Lion King and Hamilton. Students have the opportunity to increase their musicianship, performance and composition skills.

Eclectic Australian Music

This unit illustrates the talent, richness, and variety of the contemporary Australian music scene. It is divided into two areas: art music and popular music.

Students will study a number of different examples by leading Australian composers and performing artists of the 21st Century. Students will encounter many different musical styles that illustrate the diversity of music in Australia today.

Film Music

Film Music caters for the instrumentalist and the vocalist. Students learn about and develop performance skills, be it as an instrumentalist or a vocalist. Students will examine the function of film music, develop their compositional and musicianship skills and perform in small groups and as a soloist.

Media Arts

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

In Year 9 and 10 Media Arts, students:

→ refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions

→ extend the use of time, space, sound, movement and lighting as they use technologies

→ analyse the way in which audiences make meaning and how audiences interact with and share media artworks including photography, film, animation and others

→ draw on media arts from a range of cultures, times and locations as they experience media arts

→ explore the media arts and influences of First Nation People and of the Asia region

→ learn that First Nation People have converted oral records to other technologies

→ learn that over time there has been further development of different traditional and contemporary styles as they explore media forms including photography, film, animation and others

→ explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts as they make and respond to media artworks including photography, film, animation and others

→ consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks including photography, film, animation and others

→ evaluate the social and ethical implications of media arts

→ maintain safety in use of technologies and in interaction with others, including the use of images and works of others

→ maintain ethical practices and consider regulatory issues when using technology

→ build on their understanding from previous bands of the roles of artists and audiences as students engage with more diverse media artworks.

Unit Description

Introduction to Media Arts

In this unit students are introduced to the foundations of Media Arts practice, making and analysis. Students plan and create media artworks for a range of audiences and purposes and begin developing their technical skills using various technologies. Students also identify and implement the elements and principles of art and design used to create effective composition into their media artworks. Analysis of a range of media artworks and exploration of the history of various media forms makes up the theory component of this course.

Photography & Filmmaking

This unit focuses on building students technical understanding of a range of media forms, focusing primarily on photography and filmmaking. Students will develop and refine their photography knowledge and production skills, focusing on how these can be used to create mood and convey meaning. In filmmaking, students learn shooting and editing techniques in order to create an engaging film for a specific audience. Analysis of photography and films make up the theory component of this course.

Genre

In this unit, students explore the concept of genre as it applies to photography, film and other media arts. In film and animation, students learn to identify and analyse different genres of films and create their own media artworks applying the conventions of chosen genres.

Meaning, Culture and Identity

In this unit, students explore concepts of culture and identify and learn to analyse and make meaning in their media artworks. Through experimentation with different forms of media arts including photography, film, media and sound, students explore the representation of different groups from a range of cultures and time periods, including First Nation Australians.

Visual Arts

Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

In Year 9 and 10 Visual Arts, students:

→ build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints

→ refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience

→ identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints

→ research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints

→ adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form

→ draw on artworks from a range of cultures, times and locations as they experience visual arts

→ explore the influences of First Nation Australians and those of the Asia region

→ reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts

→ use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks

→ adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience

→ extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies

→ build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

Drawing Studio

In the development of their own practice, students analyse, interpret and evaluate a range of artworks across different cultures and historical contexts. The drawing studio focuses on exploring and manipulating materials, techniques, technologies and processes where students create their own work and reflect on their art making practices.

Print Media Studio

Students explore how ideas and viewpoints are expressed in artworks from different cultures, historical and contemporary times. Studio practice focuses on experimenting with materials techniques, technologies and processes in a range of art forms to convey ideas, concepts and themes. Students identify and connect specific features of visual art works through investigative research, analysis and reflection.

Painting Studio

Students explore the practices and styles of a variety of artists to lend inspiration as they develop a personal style, explore and express ideas, concepts and themes in artworks. Painting studio practice focuses on the art making process; manipulating materials, techniques, technologies and processes to develop and refine their own work.

Sculpture Studio

In this semester-long sculpture unit, students will explore various approaches to creating three-dimensional artwork. They will engage in both abstract and figurative work, developing skills to represent the human figure and other forms through sculpture. Through hands-on experience with ceramics and mixed media, students will learn a range of sculptural techniques with a focus on form and structure. By the end of the semester, students will have created several sculptural pieces, showcasing their understanding of form, figurative representation, and ceramic techniques.

Languages

Through learning languages, students acquire communication skills in the language being learnt. Students develop intercultural capability, an understanding of the role of language and culture in communication, and a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

→   extends the capability to communicate and extends literacy repertoires

→   strengthens understanding of the nature of language, of culture, and of the processes of communication

→   develops intercultural capability

→   develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives

→   develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity

→   strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Students who have been studying French, Italian or Japanese throughout Years 7 and 8 can continue their study in Years 9 and 10. The study of a language is a year-long elective, however, students are encouraged to enrol a language for both Years 9 and 10.

Courses | Units Studied

Courses	Year 9	Year 10
French	Chez moi et à l'extérieur! Au travail! On s'amuse!	Miam! En super forme!
Italian	Casa, Famiglia e Amici Viaggiare – che passione!	Arte e Tecnologia Gli italiani nel mondo
Japanese	おいたちとファストフード 買い物とみんなでワイワイ	とかいといなかと修学旅行 アルバイトと何になりたいですか。

French

In Year 9 and 10 French, students:

→ use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments

→ communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment)

→ approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress

→ use the passé composé tense of regular verbs with avoir and être, noticing that the participe passé form of verbs with être involves gender and number agreement

→ identify the form and function of reflexive verbs and use appropriate forms of possessive adjectives in own language production

→ locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation

→ use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes, such as entertaining or persuading

→ use French to narrate and describe, matching modes of presentation to context and intended audience

→ they create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons

→ identify differences between spoken and written forms of French, comparing these with English and other known languages

→ identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures

→ use metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning

→ identify relationships between parts of words (such as suffixes, prefixes) and stems of words

→ identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, la vie scolaire, la famille, les courses, les loisirs, la cuisine)

→ explain to others French terms and expressions that reflect cultural practices (such as bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.

Unit Description

Chez moi et à l'extérieur!

Students continue their language learning through the topics of housing in France and Australia, describing and comparing houses, discuss different types of accommodation and various types of lifestyles in France and Australia. Students also learn about the topic of house chores and daily routine including city life versus country life.

Students focus on new grammatical structures while developing their skills in reading, writing, listening and speaking the language. Through the process of observing, comparing and reflecting on their language use the students gain insights into the French culture.

Au travail! On s'amuse!

Students continue their language learning through the topics of French school life, including school reports, exchanges, and SRC elections. Students also learn about the topic of clothing and leisure activities.

Students focus on new grammatical structures while developing their skills in reading, writing, listening and speaking the language. Through the process of observing, comparing and reflecting on their language use the students gain insights into the French culture.

Miam!

Students continue their language learning through the topics of shopping, leisure and health. Students expand on their knowledge of the past tense (passé composé) and focus on new grammatical structures while developing their skills in reading, writing, listening and speaking the language. Students will use the process of observing, comparing and reflecting on their language use to gain insights into the French culture.

En super forme!

Students continue their language learning through the topics of sport, health and relationships. Students expand on their knowledge of the past tense (passé composé).They learn how to express feelings, discuss relationships and focus on new grammatical structures while developing their skills in reading, writing, listening and speaking the language. Students will use the process of observing, comparing and reflecting on their language use to gain insights into the French culture.

Italian

In Year 9 and Year 10 Italian, students

→ use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance

→ communicate thoughts and opinions; make comparisons and contrasts and offer reasons for points of view, opinions and preferences

→ express desires and plans for the future; give presentations and formulate and respond to a range of questions

→ interpret information and attitudes in a range of informational and imaginative texts

→ create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions

→ give detailed descriptions; describe and relate episodes in time and qualify statements, for example, through the use of relative clauses

→ use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives; produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives

→ use metalanguage to analyse and discuss features of language choice and use and cultural practice

→ analyse texts, identifying features such as tone, sequences and relationships of events in time

→ communicate their thoughts with awareness of different perspectives on issues or practices being discussed

→ explain how Italian language use varies according to context, purpose and mode

→ identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia

→ identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian

→ reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian

→ demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.

Unit Description

Casa, Famiglia e Amici

Students learn about how and where Italians live (different types of Italian dwellings) as well as learning to compare and contrast their home, and their school environment. Students will also learn about different types of Italian families and the impact of diverse cultural traditions on family life. Students explore the daily routines and lifestyles of Italian adolescents. Students will develop their skills in reading, writing, listening and speaking the language. Through the processes of observing, comparing and reflecting on their language use they gain an insight into Italian culture.

Viaggiare – che passione!

Students learn about young people and their daily routine, friendship, free time activities, and travel around Italy and around the world.

Students consolidate present tense knowledge and learn to form the past tense. Students develop their skills in reading, writing, listening, and speaking the language. Through the processes of observing, comparing, and reflecting on their language use they gain an insight into Italian culture.

Arte e Tecnologia

Students continue their language learning through the topic of travel to Italy and around the world as well as talking about their past holiday experiences. reasons, aspects, likes and dislikes of travelling. Students will also learn about technology, education and social media. Students will develop their skills in reading, writing, listening and speaking the language through the process of observing, comparing and reflecting on their language use and they gain insights into the Italian culture.

Gli italiani nel mondo

Students continue their language learning through the topic of Italian migration around the world as well as talking about the Italian community in Australia and multiculturalism. Students will also learn about careers, dreams and future aspirations. Students will develop their skills in reading, writing, listening and speaking the language through the process of observing, comparing and reflecting on their language use and they gain insights into the Italian culture.

Japanese

In Year 9 and Year 10 Japanese, students:

→ use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences.

→ share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture.

→ collaborate in shared tasks and activities and use set phrases and modelled language to transact and make arrangements.

→ ask and respond to questions, using spontaneous language. They provide explanations, opinions and reasons.

→ maintain and extend interactions by requesting repetition or clarification and by using the frequent interjections during a conversation that indicate the listener is paying attention or understands the speaker.

→ apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of common expressions.

→ read and write hiragana and known kanji, katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions.

→ analyse and extract information from a range of spoken and written texts and multimodal sources.

→ understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge.

→ create and present informative and imaginative texts, taking into account audience and purpose, such as using the plain form to extend grammar.

→ extend or qualify their message by using adverbs and link ideas by using conjunctions.

→ comprehend and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings.

→ describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

→ identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems.

→ apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements and recognise that kanji can be pronounced differently using on or kun readings.

→ understand the function of verb stems, and of te form and plain form verbs and conjugate a range of verb tenses and forms.

→ apply their understanding of conjugation to produce negative and past adjectives.

→ identify and use a range of case particles, to indicate purpose/by and location.

→ use metalanguage to describe and compare language features and rules of sentence construction. They choose between using polite or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary.

→ understand that languages change over time through contact with other languages and cultures and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese.

→ explain how Japanese cultural values such as the importance of community, respect, and consideration for others are embedded in language and behaviours.

Unit Description

生い立ちとファストフード

Students will continue their Japanese language learning through the topics of personal milestones and the fast-food culture of Japan. Students will begin to learn katakana and focus on new grammatical structures while developing their skills in reading, writing, listening and speaking the language. Through the process of observing, comparing and reflecting on their language they gain insights into the Japanese culture.

買い物とみんなでワイワイ

Students continue their Japanese language learning through the topics of leisure activities and making social arrangements to meet up, shopping and the fast-food culture of Japan. Students continue to learn katakana and focus on new grammatical structures while developing their skills in reading, writing, listening and speaking the language. Students use the processes of observing, comparing and reflecting on their language use to gain insights into the Japanese culture.

とかいといなかと修学旅行

Students will continue their Japanese learning through the topics of comparing city and rural life in Japan and Australia; describing neighbourhoods and giving directions. Students will focus on more advanced grammatical structures, while developing their skills in reading, writing, listening and speaking the language.

Through the process of observing, comparing and reflecting on their language they gain insights into the Japanese culture.

アルバイトを何になりたいですか。

Students continue their Japanese language learning through the topics of part times jobs and how teenagers spend their money in Australia and Japan, their future and the experience of hosting or being an exchange student.

Students continue to learn kanji and focus on new grammatical structures while developing their skills in reading, writing, listening and speaking the language. Students use the processes of observing, comparing and reflecting on their language use to gain insights into the Japanese culture.

Humanities and Social Sciences

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Year 9 and 10 students study History for one semester in Year 9 and one semester in Year 10. They also choose one Humanities and Social Sciences elective from Civics and Citizenship, Economics and Business, or Geography.

Courses / Units Studied

Courses	Year 9	Year 10
Civics and Citizenship	Australia's federal system of government	Compare Australia's federal system of government and another government in a country of Asia
Economics and Business	International Trade and interdependence	Productivity, growth and living standards
Geography	Biomes and Food Security Geographies of Interconnections	Geographies of Human Wellbeing Environmental Change and Management

Civics and Citizenship

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations and the role of citizens today, both within Australian and in an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Australia's federal system of government

Australia's federal system of government, studied in Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes.

They investigate the features and principles of Australia's court system, including its role in applying and interpreting the constitution and Australian law.

Students also examine global connectedness and how this is shaping contemporary Australian society.

Compare Australia's federal system of government and another government in a country of Asia

Compare Australia's federal system of government and another government in a country of Asia, unit studied in The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The Civics and Citizenship content involves two strands: knowledge and understanding, and skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

The framework for developing students' Civics and Citizenship knowledge, understanding and skills at these year levels is guided by the following key questions:

→ What influences shape the operation of Australia's political system?

→ How does Australia's court system work in support of a democratic and just society?

→ How do citizens participate in an interconnected world?

→ How is Australia's democracy defined and shaped by the global context?

→ How are government policies shaped by Australia's international legal obligations?

→ What are the features of a resilient democracy?

Entrepreneurial Ethics

The study of entrepreneurial ethics is vital for success in a modern world where there is significant cultural inertia towards the assumption that pursuing profit is at odds with acting ethically. The study of ethics provides the conceptual framework and terminology with which students can engage with and analyse critically ethical issues. Students need exposure to ethical decision making to assist them to become active, informed and responsible citizens who act with moral and ethical integrity for the common good

Students will delve deeply into case studies and be confronted with the complex social and psychological forces in the business world. They will see critical thinking and ethical understanding as vital and urgent qualities that underpin all aspects of moral agency in corporations.

This entrepreneurial ethics course is designed not only to inform but also to transform.

Through decision-making, critical thinking and problem-solving in relation to ethical dilemmas students working independently and collaboratively to complete the following subjects;

→ Entrepreneurial Ethics

→ Ethics and Innovation

→ Entrepreneurship and the Environment or Business Ethics during a Pandemic

→ Ethical Leadership

→ Social Entrepreneurs

→ Post-truth and Ethics or The Business of War

→ Entrepreneurial Case Study Project

Economics and Business

As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in the economy. Young Australians will also face a number of challenges in their lifetimes that will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills that will empower them in the face of such challenges.

Economics and Business empowers students to shape their future and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. Through studying this subject, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on stakeholders.

Economics and Business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

The study of Economics and Business will better place students now and in their adult lives to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

International Trade and interdependence

International Trade and interdependence, unit studied in Year 9 is a practical unit in which students learn about how individuals and businesses manage consumer and financial risks and rewards.

Through the application of contemporary issues, students learn about scams, identity theft, buy now-pay later options and customer loyalty programs. Students examine the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. This includes an investigation of different products and services offered by banks. They learn about how and why businesses seek to create and maintain a competitive advantage and develop their entrepreneurial traits.
They explain the interdependence of participants in the global market and the effect on economic decision-making and Australia's pattern of trade with Asia.

Productivity, growth and living standards

Productivity, growth and living standards, studied in the Year 10 unit, students analyse Australia's GDP, inflation and unemployment data to understand how these influence the Australian Government's decision-making. They investigate monetary and fiscal policies to explain why and how the government intervenes in the economy to improve economic performance and living standards within Australia, and why differences exist between economies. Students investigate the processes that businesses use to manage the workforce and improve productivity, applying contemporary case studies. They explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.

The economics and business content at this stage level involves two strands: knowledge and understanding, and skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Students are taught the content through contemporary issues, events and/or case studies. Teachers design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of the students.

Key questions

The framework for developing students' economics and business knowledge, understanding and skills at these year levels is guided by the following key questions:

→ Why does Australia trade with other nations?

→ How do participants in the global economy interact?

→ What is the role of the financial sector in the Australian economy?

→ How does creating and maintaining a competitive advantage benefit businesses?

→ What processes can be used to manage financial risks and rewards?

→ What processes do governments use to manage economic decision-making?

→ How does the government intervene in the economy to improve economic performance and living standards?

→ Why is a continuing focus on workforce efficiency and productivity important for the success of business?

→ How does Australia's superannuation system support human wellbeing, a prosperous economy and the common good?

→ What factors influence decision-making within consumer and financial contexts, and how are participants impacted?

Geography

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work.

The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Geography helps students to be regional and global citizens capable of active and ethical participation. There are two units of study in the Year 9 curriculum for Geography: 'Biomes and Food Security' and 'Geographies of Interconnections'.

Unit Description

Biomes and Food Security

Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of Interconnections

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

There are two units of study in the Year 10 curriculum for Geography: 'Environmental Change and Management' and 'Geographies of Human Wellbeing'.

Environmental Change and Management

Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country.

They apply human - environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of Human Wellbeing

Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing

within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world.

The content of both Year 9 and 10 is organised into two strands: knowledge and understanding, and inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

The framework for developing students' Geographical knowledge, understanding and skills is guided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Years 9 and 10 are:

→ What are the causes and consequences of change in places and environments and how can this change be managed?

→ What are the future implications of changes to places and environments?

→ Why are interconnections and interdependencies important for the future of places and environments?

→ How can the spatial variation between places and changes in environments be explained?

→ What management options exist for sustaining human and natural systems into the future?

→ How do world views influence decisions on how to manage environmental and social change?

Technologies

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively 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.

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their designed solutions and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

All young Australians should develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies. Students need opportunities to consider the use and impact of technological solutions on equity, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.

This rationale is extended and complemented by specific rationales for each Technologies subject.

Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

→   investigate, design, plan, manage, create and evaluate solutions

→   are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time

→   make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future

→   engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions

→   critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Design and Technologies:

Courses	Units Studied	
	Year 9	**Year 10**
Design and Emerging Technology	Design for Living	Design for Production
	Sense of Design	Product Design
Design and Textiles	Understanding Fabrics	Design for Client
	Interior Design and Soft Furnishings	Design for Function
Food Technology	Food Selection and Health	Food Service and Catering
	Food Trends	Food for Special Occasions
Graphic Design	Logos and Identity	Magazine Design
	Photoshop for Graphic Design	Packaging and 3D Design
Hospitality	Not available to Year 9 Students	Introduction to Hospitality

Digital Technologies:

Courses	Units Studied	
	Year 9	**Year 10**
Digital Technology	Digital Assets and Media	Data and Databases
	Introduction to Programming	Computer Operations

Design and Technologies

In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale and production drawings with sectional and exploded views.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction, when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Design and Emerging Technology

Unit Description

Design for Living

This unit explores the application of the design process to solve practical design problems in relation to small scale storage soultions. Students explore introductory technical drawing skills to communicate ideas and use different workshop tools and machinery to create designs involving basic joinery and construction techniques. Students engage in production management and evaluation for the creation of effective design solutions. This unit explores factors that impact design technology products and the changes necessary to design solutions to realise preferred global futures.

Sense of Design

This unit explores the application of the design process to solve practical design problems and whilst considering multiple factors within the brief. Students explore more advanced technical drawing skills to communicate ideas and use different processes and materials to create designs involving joinery and constructions techniques. Students engage in production management, evaluation and reflection for the creation of effective design solutions. This unit explores factors that impact products and the critiquing process to design solutions to realise preferred global futures.

Design for Production

This unit explores the application of the design process to solve practical design problems whilst considering multiple factors within the brief. Students explore a range of sophisticated technical drawing and presentation skills to communicate ideas. Students use a variety of workshop tools and machinery to construct designs whilst developing skills in adapting construction techniques and joinery to best realise a design solution. This unit explores factors that impact design and technology products and the changes necessary to design solutions to realise preferred global futures.

Product Design

This unit explores the application of the design process to solve practical design problems in relation to product design. Students investigate historical factors that impact on design concepts and explore a range of sophisticated technical drawing and presentation skills to communicate ideas. Students use a variety of processes and materials to construct designs whilst developing skills in mastering complex construction techniques to best create a design solution. This unit explores factors that impact design and technology products and the changes necessary to design solutions to realise preferred global future.

Design and Textiles

Unit Description

Understanding Fabrics

This unit develops essential skills for garment construction. With an introduction to appropriate techniques for handling different fabrics, students gain an understanding of the structure of woven, knitted and non-woven fabric and the properties of different fibre types. In this unit students have the opportunity to engage with the design process to investigate, design and create garments by applying appropriate construction techniques to specific fabric types. Students engage in presentation techniques for visual communication.

Interior Design and Soft Furnishings

This unit focuses on the context of interior design with an emphasis on the element of colour and how it affects a space. Students engage in the design process including investigation, research, design development, evaluation and production to achieve creative design solutions for interior design. A soft furnishing item made from fabric is designed and constructed using a range of techniques for a variety of applications. Students develop an understanding of a range of fibre and fabric choices to determine suitable fabric options for their product design.

Design for Client

Students are introduced to a range of fashion designers and have the opportunity to investigate what goes into garment designs that are designed for an end user. In this unit students select their own special occasion for which to design and employ appropriate construction techniques to complete a high-quality piece. In developing their response to the design brief, students engage in the design process including investigation, research, design development, experimentation, construction and evaluation.

Design for Function

This unit allows students to extend their construction abilities whilst also learning valuable skills in designing unique and original concepts for stage and theatre. Students explore pattern shapes and the techniques used to make two dimensional pieces from a three-dimensional garment. In this unit students have the opportunity to engage with the design process to investigate, design and create costumes by applying appropriate construction techniques to specialised fabric types for specific concepts. Students engage in presentation techniques for visual communication.

Food Technology
Unit Description

Food Selection and Health

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups further explaining the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Food Trends

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Student's plan, prepare and present safe, appealing food that reflects contemporary food trends.

Food Service and Catering

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

Food For Special Occasions

Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.

Graphic Design
Unit Description

Logo's and identify

This unit introduced students to Adobe Illustrator as a tool for Graphic Design. Students acquired essential skills for the development of logos to achieve a corporate identity. They were required to engage with processes of visual communication to meet the needs of design briefs. The elements and principles of design forms the underpinning building blocks throughout this unit as students explored the identity of businesses and entities to create solutions which visually communicate their ideals.

Photoshop for Graphic Design

Through the use of Adobe Photoshop students will learn how to combine text with image for effective graphic design. The application of typography to visually communicate combined with the manipulation of images will underpin this unit. Students can expect to engage in a range of experiments demonstrating application of the design process to investigate communication, develop ideas and evaluate solutions. They may have the options to explore graphic design through production of posters and advertising, CD and digital album covers, and book covers.

Magazine Design

In Design is a program in the Adobe Suite which is essential in the development of effective layouts in graphic design. Students will learn to use InDesign to render layouts designing brochures before delving into a major project allowing them to create their own magazine as part of a design team. Understanding how text and image can be combined effectively for both printed and digital material with careful consideration of layout to achieve a visually pleasing result which communicates an identity.

Packaging and 3D Design

The essential skills of graphic design can be employed effectively in a 3D context, and this is what this unit will explore. With the application of graphic design to packaging for to 3D objects comes certain constraints and challenges which students will learn to overcome to produce effective promotional and packaging designs. As the future of our planet demands sustainable considerations, will apply learned sustainable solutions to your designs for a secure future. Graphic design is essential in our everyday lives. Why not learn how to make it effective, practical, eye-catching and sustainable.

Hospitality
Unit Description
Hospitality – Vocational Education and Training
Pathway

SIT10222 - Certificate I in Hospitality

RTO No. 88009

Introduction to Hospitality (Year long course available to Year 10 only)

This unit introduces students to the Hospitality Industry by developing skills in food preparation and use of equipment relating to commercial catering and food service. This unit is a foundational certificate for an introduction to the Hospitality Industry. Safe food handling techniques are developed during this unit. Students learn a range of methods of cookery when preparing menu items to industry standards. Students work towards completing competencies in Certificate I in Hospitality.

Students attempt the vocational competencies:

→ SITXFSA001 - Use hygienic practices for food safety

→ SITXWHS005 - Participate in safe work practices

→ BSBTWK201 - Work effectively with others

→ SITXCCS009 - Provide customer information and assistance

→ SITHCCC024 - Prepare and present simple dishes

→ SITHIND005 - Use hygienic practices for hospitality service

→ TLIE0009 - Carry out basic workplace calculations

Digital Technologies

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

In Year 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types.

They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

Students consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems investigating object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security of networked systems and the cybersecurity of online environments.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Digital Technology
Unit Description

Digital Assets and Media

This unit develops a variety of computer skills to facilitate the efficient use of information and communication technology including file compression and management. Students engage in planning, organisation and execution of a fluid multimedia presentation to meet client needs. They use software applications including the Adobe Creative Suite to create, model, visualise and analyse a final product. Students had the opportunity to evaluate the user experience to ensure it meets functionality, accessibility, usability and aesthetic requirements.

Introduction to Programming

In this unit students will use Python to learn basic programming techniques. This will allow students to plan, design and evaluate a digital solution.

Students will also investigate robotics using a variety of programming software and hardware. Students will explore the idea and concept of Artificial Intelligence to solve real world problems.

Data and Databases

In this unit students will acquire, create and visualise data, create a database and manipulate data. They will develop basic file management skills to enable you to plan, design and evaluate a major project. An introduction to the use of Microsoft Access and Excel will provide them with the necessary skills to create a unique database. Students will explore online project management tools as they create. They will explore the functions of real-world databases as a repository that affects future planning and sustainability.

Computer Operations

In this unit students will develop basic file management skills to enable them to plan, design and provide solutions based on requirements from clients and supervisors. They will have the opportunity to integrate commercial computing packages to create presentations for specific purposes and audiences. Students will examine the main functions of ICT systems including input and output devices, storage devices and information processing. They will learn to securely use and communicate using Internet applications in a simulated work environment.

ICT20120 Certificate II in

Applied Digital Technologies

RTO no.88009

Units in Digital Technologies are based on the content from the ICT Information and Communications Technology Training Package (ICT) and allow interested students to gain ICT20120 Certificate II in Applied Digital Technologies upon successful completion of two semester units. These units are available in Year 10 only.

Students will attempt the below vocational competencies:

Core Units

→ ICTICT215: Operate digital media technology packages

→ BSBSUS211: Participate in sustainable work practices

→ ICTICT213: Use computer operating systems and hardware

→ ICTICT214: Operate application software packages

→ BSBTEC202: Use digital technologies to communicate in a work environment

→ BSBWHS211: Contribute to the health and safety of self and others

Elective Units

→ BSBTEC302: Design and produce spreadsheets

→ BSBTEC301: Design and produce business documents

→ BSBTEC203: Research using the internet

→ BSBTEC101: Operate digital devices

→ BSBTEC303: Create electronic presentations

→ ICTICT222: Research and share ICT solutions for Indigenous users

Students who do not successfully complete all Certificate II in Applied Digital Technologies competencies will be awarded a Statement of Attainment. This is a nationally recognised certificate.

Work Studies

Work Studies

Work Studies has been developed to assist secondary school students to understand the world of work. Opportunities for students to assist them in gaining knowledge, skills, values and attitudes which will facilitate school to work transition. The course is designed to raise awareness of issues and concepts related to the world of work, and the acquisition of work-related skills valuable for all students, irrespective of their post-school aspirations.

Who should choose Work Studies?

Students seeking to learn and apply practical lifelong skills in the area of work should consider Work Studies. The flexible nature of the subject, together with its practical focus on the modern world of work, allows this subject to be moulded in such a way that it can cater to students of all abilities. Having said this, the subject does require commitment to completing work in and out of class as well as active participation in all aspects of content covered.

Why should you choose Work Studies?

In the modern world of work the most sought after workers are those that not only have the necessary qualifications to work but also those that have a good understanding of how workplaces operate and the attitude and commitment required to function as part of a wider organisation.

Work Studies seeks to teach students the real and practical foundation skills they will need to become the most sought after workers in their chosen field.

How will you learn in Work Studies?

The flexible nature of this subject allows learning to be individualised to meet the needs of each student. Many learning styles are applied throughout this course. These include, but are not limited to:

→ Undertaking work placement
→ Project based learning
→ Team activities
→ The use of ICT
→ Discussions
→ Writing

What do you learn about in Work Studies?

Work Studies is the study of the world of work. The course reflects the contemporary world of work including a focus on:

→ Technology in the workplace and for job-seeking
→ The changing nature of the labour market and work
→ Issues in the modern workforce
→ Knowledge and skills for work-readiness
→ Teamwork and enterprise skills
→ Work health and safety (WHS)

- → Developing financial literacy by learning how to effectively manage your money
- → Communication in the Workplace
- → Understand their preferences as learners and learning style
- → Engage in a range of activities to develop understanding of work, careers and post-school destinations.
- → Mock Interviews
- → Preparing job applications

The program would provide a pathway into Pathways to Work & Learning in Year 11 and 12 and contribute to a Certificate II in Skills for Work & Vocational Pathways.

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