SUBJECT HANDBOOK YEARS 9&10

St Benedict's College

2022

LOWER SENIOR YEARS

St Benedict's College
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In Omnibus Deus

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FROM THE PRINCIPAL

Claire McLaren

Learning at St Benedict's College is divided into three stages:

Middle Years (Year 7 and Year 8)
Lower Senior Years (Year 9 and Year 10)
Senior Years (Year 11 and Year 12)

There are distinct differences in the way learning is structured and engaged with in each phase of learning. In the Lower Senior Years, our curriculum offerings change to provide students more choice and depth in learning to deliver a range of courses to suit all learning pathways.

This Lower Senior Years Subject Handbook is designed to help students plan their course of study and to allow them to experience subjects in greater depth so they can plan their career pathway effectively. When moving to the senior phase of learning, students have the opportunity to choose subjects for a University (ATAR) pathway; TAFE or other educational provider pathways; or transition to the workforce pathway at the College.

Year 9 is the first year of the Lower Senior Learning Phase and is a chance to begin to explore different study options. This is further enhanced in Year 10 where students have the opportunity to engage in vocational learning, the world of work or our specially devised Excellence and Extension (EAE) programs. We make every effort and commitment to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College. Students will study seven subjects in each semester across Years 9 and 10:

- Religion, English, Mathematics and Science are compulsory for study over all semesters
- History and HPE are compulsory for **one semester** in both years
- Students are therefore able to choose two elective subjects each semester over the two years. We strongly encourage students to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas.

Students and Parents/Carers are asked to read this Subject Handbook thoroughly and engage in discussion with a variety of people before making a decision. Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Teachers are very happy to discuss subjects with you, as well as the suitability of your child for various subjects. We know your child and can assist in the development of a pattern of study that allows breadth, challenge and the option to follow a variety of pathways to prepare them well for their senior years.

Claire McLaren

Principal

ST BENEDICT'S COLLEGE – VISION AND MISSION

Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self-directed, creative, confident and reaflective; fully able to engage with and contribute to the community and the world in which they live.

Mission

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student
- Providing a safe and supportive environment that enhances wellbeing and enables students to flourish
- Engaging in technology rich, 21st century learning
- Designing flexible, engaging and innovative learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

Values

The Rule of St Benedict focuses on many values; in particular we seek to promote the values of Service, Balance and Community for our students, staff and parents. Through prayerful reflection we invite all members to

- Work in Service of others and our world
- Seek Balance in all that we do
- Live in Community with justice, compassion and respect

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of service, hard work, humility, stewardship, balance and community. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents to underpin all that we do.

In Omnibus Deus • God in All Things

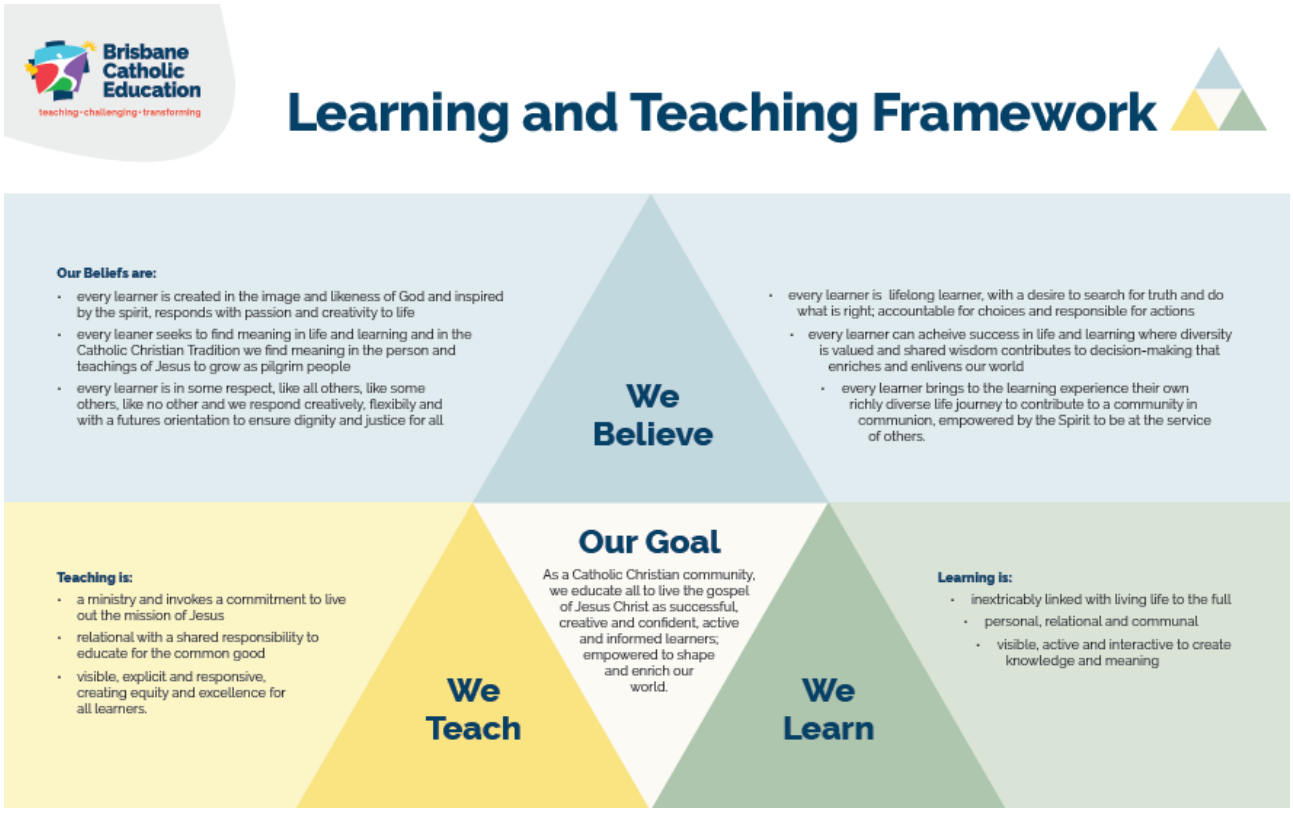
ST BENEDICT'S COLLEGE – LEARNING AND TEACHING FRAMEWORK

Philosophy

We respond to the education of young people by interweaving the values of St Benedict's Rule with the approved Archdiocesan Religious Education curriculum, ACARA documents, BCE Frameworks for Learning and Teaching, QCAA syllabus documents and national training packages for VET.

We Believe

- That the Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out
- That every student has the God given gifts for success and these flourish in a climate of trust and mutual respect
- That learning for life and fostering a love of learning through an engaging, relevant and meaningful curriculum is inextricably linked with living life to the full
- That learning and teaching is a dynamic, collaborative process where students and teachers aim to realise their potential to become fully human through challenging themselves and each other to seek creativity, innovation, challenge and meaning
- That teaching is a ministry where top quality, collaborative and highly skilled staff of integrity and action lay at the heart of educational success.



USING THIS HANDBOOK TO CHOOSE SUBJECTS

Students have the opportunity to experience a broad range and rich curriculum through the wide range of subjects offered. Each subject page contains a subject pathway into Senior Years. Year 11 and 12 subjects are indicative only and are subject to change due to student interest and changes in courses. They should not be read as the subjects that will be offered and are provided as a guide only to assist in subject progression and potential selection.

ELECTIVE COURSES – Choose 4 Electives (plus 2 reserves)

LEARNING AREA	ELECTIVE UNITS OFFERED
Business and Economics	Australian Dollars (Year 9) Startups! (Year 9) Managing Money (Year 10) Running the Country (Year 10)
Design Technologies: Food and Fibre	Food and Fibre – Under the Dome (Year 9) Food - Gourmet Traveller (Year 9) Food and Fibre – Going Green (Year 10) Food – Superfoods (Year 10)
Design Technologies: ITD and Graphics	Engineering – Great Designs (Year 9) Materials – Suburban Castle (Year 9) Engineering – Cargotecture (Year 10) Materials – Upcycling (Year 10)
Digital Technologies	Secure Coding (Year 9) Game Development (Year 9) Web Apps (Year 10) Game Programming (Year 10)
Languages: Chinese (Mandarin)	Food, Play, Life (Year 9) Be a True Aussie and Bargain like a Pro (Year 9) My Surroundings (Year 10) My School and Timetable (Year 10)
Media Art	Lights, Camera, Action! (Year 9) Heroes Vs Villains (Year 10)
Performing Arts: Dance	Dance Evolution (Year 9) Dance Fusion (Year 10)
Performing Arts: Drama	From Page to Stage (Year 9) The Art of Making Theatre (Year 9) Delving into Drama (Year 10) Beyond the Script (Year 10)
Performing Arts: Music	Rock School (Year 9) Music and the Media (Year 9) Biggest Bangs and Greatest Hits (Year 10) Undercover Artist (Year 10)
Visual Art	Pop Culture (Year 9) Art Imitates Life (Year 9) Our Australian Home (Year 10) Colour and Code (Year 10)

HONORATUS EXTENSION & EXCELLENCE PROGRAM

WHY HONORATUS?

St. Honoratus was an Italian Benedictine monk who lived in the 15th Century. He became the Abbot of the Benedictine monastery in Subiaco following St. Benedict.

St. Honoratus was a teacher and lifelong learner. He used a revolutionary, integrated methodology of teaching that encompassed deep thinking and creativity. He inspired monks to go out and teach others these skills, to bring scholarly excellence across the region.

OVERVIEW

St Benedict's College teachers are passionate about offering gifted and talented learns rigorous, relevant and engaging learning opportunities to develop their individual learning needs, strengths, interests and goals. We have a variety of streams that are delivered by teachers who are enthusiastic about their curriculum area, have the skills to provide meaningful experiences for gifted and talented students that challenge them in new and creative ways.

Students ae selected to participate in the Honoratus streams by invitation or audition based on a variety of factors depending on the stream including overall academic excellence, high scores on a range of formal tests, their special interests, work ethic, teacher recommendation and skills.

Each of the Honoratus streams provide students with access to specific activities – requiring critical and create thinking, problem solving, and the development of responses and dispositions in individual and collaborative contexts – aligned to, and, extending beyond the curriculum.

PROGRAM STREAMS AND SEQUENCE

At different times throughout each year the College offers a range of programs in the following streams:

- Arts
- Humanities
- Mathematics
- Science
- Sport
- Technologies

As our College grows, new opportunities for extension streams will emerge.

CORE SUBJECTS

RELIGIOUS EDUCATION

Why study Religious Education?

Religion is the core theme that underpins all learning and all aspects of relationships at the College and is a fundamental curriculum area for exploration and reflection by all students.

The Religion Curriculum involves four strands:

- Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- Church (Liturgy and Sacraments; Communion and Community; Church History)
- Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality).

The study of Religion allows students to explore their role in forming their own faith through knowledge and experience of events in the Church's history. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation. Personal experiences and reflections on these events is a critical aspect of the courses.

YEAR 9 Religious Education

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE – 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacrament of Penance, and personal and communal prayer experiences. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation.

Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions of Islam, Christianity and Judaism. They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

(Adapted from the Religion Curriculum P-12, Brisbane Catholic Education, 2013)

YEAR 10 Religious Education

In Year 10, students learn about various ways in which humans have understanding of the mystery of God. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism); the different representations of God in Old Testament and New Testament texts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to the awareness of the presence of God. Students develop critical understanding of Catholic social teaching and the reasoned judgements of conscience. They continue to develop their understanding of prayer in the Christian tradition.

(Adapted from the Religion Curriculum P-12, Brisbane Catholic Education, 2013)

RELIGIOUS EDUCATION

Religious Life of the School Opportunities

The spirituality program offers significant opportunities for students to take a break from the everyday school routine. They permit staff and students to reflect on parts of their life journey, nurture positive relationships and through prayer and liturgical experiences develop their spirituality.

Year 7 – The Spirit of St Benedict

Being a secondary school student in the spirit of St Benedict.

Year 8 – The Real Gift

This day encourages students to find and share the giftedness and sacredness within themselves, others and the simple things in life.

Year 9 – Masks

This day is a time to look at positive relationships with God and each other.

Year 10 – Courage to Step Out of the Crowd

This day challenges the students to follow Christ by being counter cultural. It looks at identifying 'community' and what gifts the students can bring to this community.

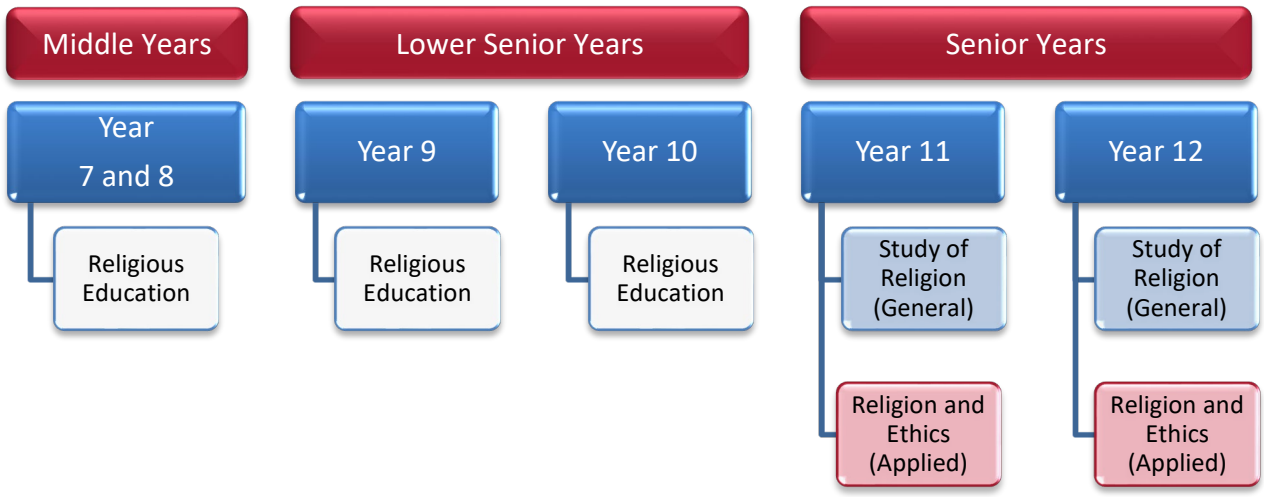
Year 11 – The Passionate Ones

This time challenges students to reflect on ways they can lead by loving our neighbor through and making distinctive difference in the community. Underpinning this day is an understanding of catholic social teachings.

Year 12 – Retreat

Through invitation, students are called to see how to live their life more fully. Throughout this Retreat, they are invited to recall significant people who have formed them to be the people they are now and reflect on the future we hope them to become as they complete Year 12 and move beyond College life.

RELIGION – SUBJECT PATHWAY



ENGLISH

Why study English?

The study of 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 traditional and contemporary literature of First Nations Australian Peoples is communicated in distinctive ways and is shaped by lived experiences, knowledge, traditions and connections. The Australian Curriculum: English explores the richness of First Nations Australian voices. The study of English plays a key role in the development of literacy, which helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society.

(ACARA, English Rationale, 2021)

The structure of the *Australian Curriculum: English* is organised into three interrelated strands that support learners' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing learners' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

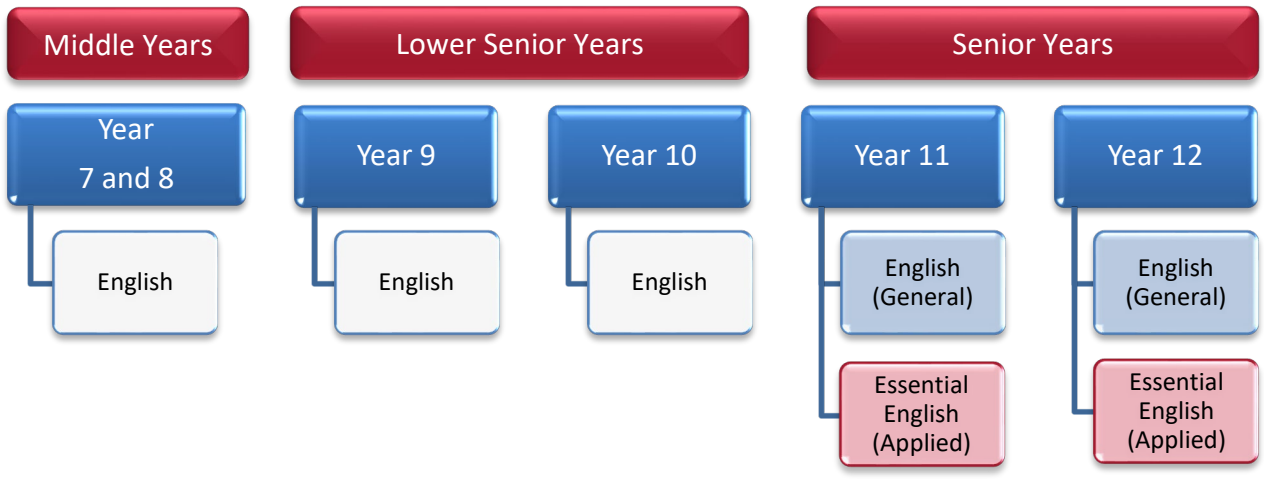
At our College, the English courses focus on:

- understanding and identifying word origins
- refining knowledge of spelling, punctuation, and grammar skills
- broadening general vocabulary
- acquiring, understanding, and using task specific and academic vocabulary
- reading for pleasure and for meaning to develop comprehension skills
- writing structured sentence, paragraph and extended responses
- writing and speaking for varied purposes and audiences across a range of genres
- engaging critically with different texts to analyse, evaluate and, create perspectives
- balancing handwriting skills and bookwork with using communication technologies and tools
- developing proficiency in self editing in assignments and examinations.

In English in both Year 9 and Year 10, students can participate in, and design extension activities. This enables them to undertake deeper exploration of content, critically think about contexts, engage with more complex texts and genres, and demonstrate their knowledge and skills in differentiated tasks with varying degrees of challenge.

The College also encourages learners in 9 English and 10 English to participate in external reading and writing competitions.

ENGLISH – SUBJECT PATHWAY



MATHEMATICS

Why study Mathematics?

Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: 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.

An understanding of mathematical rules and problem solving strategies allows students to apply mathematics in their everyday lives, from managing their finances, planning building and design projects, reading diagrams tables and graphs, to solving problems their encounter. Students also develop reasoning and communication skills that assist them in all their subject areas.

Students in Year 9 will all study 9 Mathematics. Students entering Year 10 have the option of studying 10 Mathematics or 10 Mathematics A.

YEAR 9 Mathematics

Students further develop their understanding and application skills in geometry and are introduced to trigonometry. They continue to acquire new understandings in measurement and algebra and are introduced to binomial and quadratic expressions and operations to use when problem solving, as well as the nature of linear expressions and representations. Students will be introduced to surveying and data collection methods and statistical analysis, and further their understanding and interpretation of probability scenarios including two step chance experiments, both with and without replacement.

YEAR 10 Mathematics

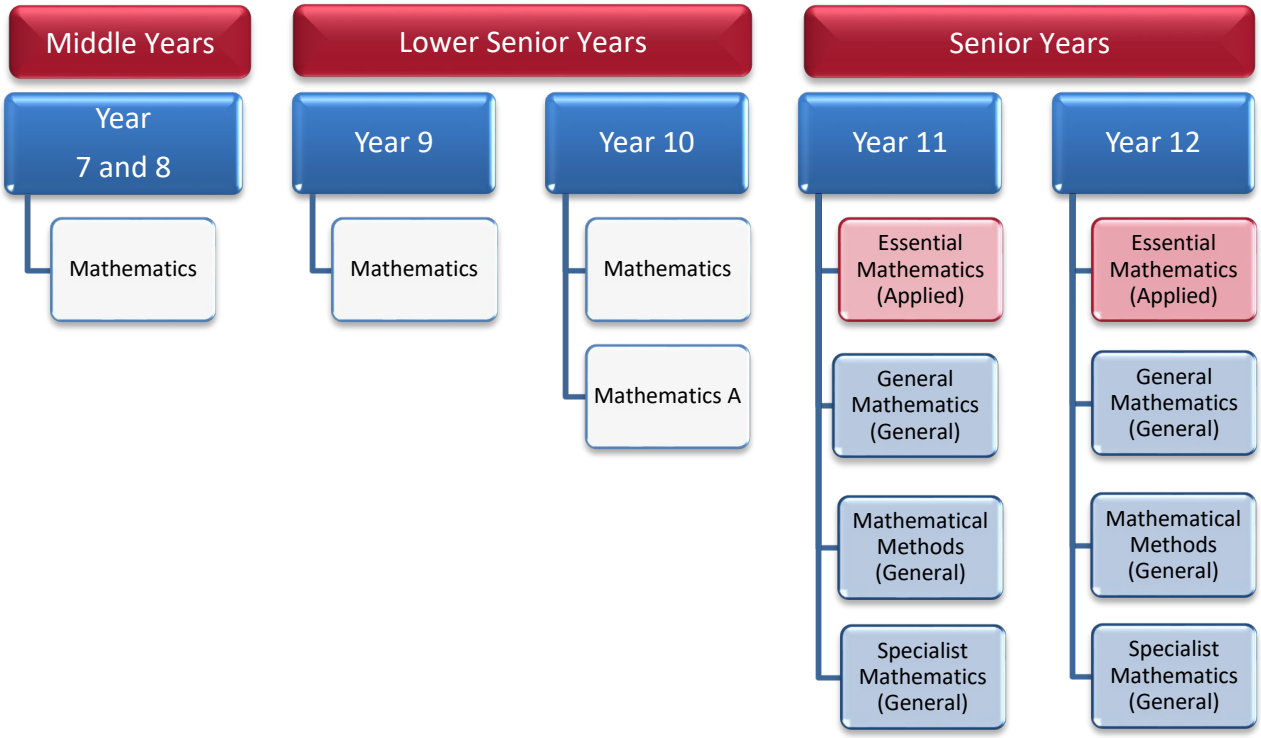
In 10 Mathematics students further develop their understanding and applications skills in geometry and trigonometry and apply Pythagoras' theorem to real life scenarios. Students continue to develop their understanding in measurements and algebra and apply their understanding of operations when problem solving. They are introduced to a number of data representations and statistical analysis and interpretation, including real life scenarios. Students further develop their understanding and interpretation of probability scenarios including two and three step chance experiments, both with and without replacements.

YEAR 10 Mathematics A

10 Mathematics A is intended for students who require more content to enrich and extend their mathematical study while completing the common Year 10 content. In 10 Mathematics A students acquire a deeper ability to apply their understandings of real numbers, patterns and algebra, and linear and non linear relationships. They graph and solve quadratic equations in abstract and real life context. They further explore measurements in relation to composite shapes, and develop their understanding and application skills in geometry and trigonometry. Pythagoras' theorem is applied to three dimensional shapes and real life scenarios. Students continue to develop their understanding and ability to interpret data representations. They also examine the use of chance in real life scenarios. Students are introduced to the Graphical Calculator and other supportive technologies in preparation for the study of Mathematical Methods and Specialist Mathematics.

The College also encourages learners in 9 Mathematics and 10 Mathematics to participate in external problem solving and modelling competitions.

MATHEMATICS – SUBJECT PATHWAY



SCIENCE

Why study Science?

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

(ACARA, Science Curriculum, Rationale, 2014)

Science is relevant to everyone – it is closely linked to technology; it affects our environment and the way we live our everyday lives. Through Science, we seek to extend our understanding of the physical, chemical and biological world we live in, as well as our understanding of our planet Earth and beyond. All students in the lower senior years study the Australian Curriculum content strands of Science Understanding, Science as a human endeavour and Science inquiry skills. Scientific skills and methods are developed – including observation, forming and testing hypotheses, information gathering, data interpretation, and effective communication of findings. Studying Science assists students to become scientifically literate and numerate.

YEAR 9 Science

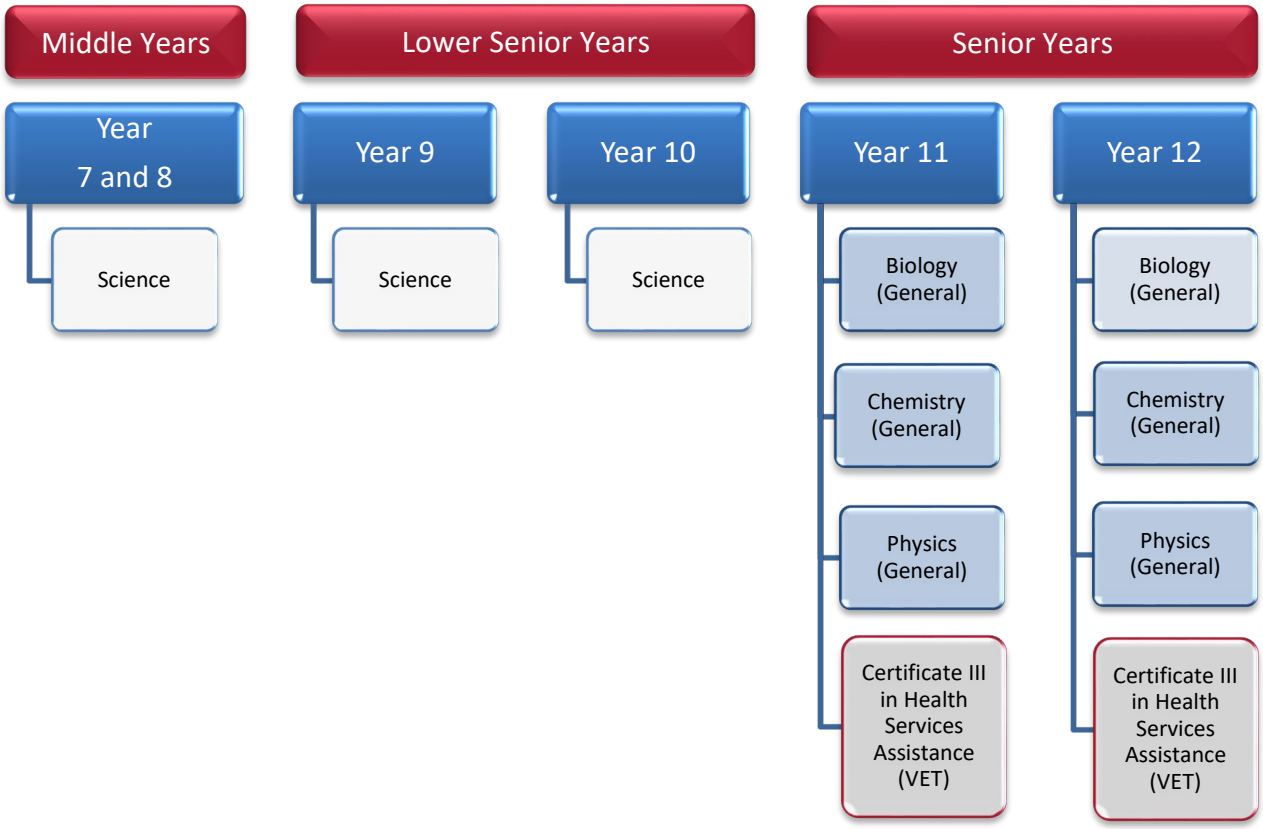
In Year 9 Science, students study four units that focus on Ecology and the environment and Life in the balance (Biological Sciences); Waves and particles (Physical Sciences), and the patterns of chemistry (Chemical Sciences). Real life context and applications will assist students in connecting their learning to the world around them.

YEAR 10 Science

In Year 10 students study four units that focus on Genetics and evolution (Biological Sciences), The Universe and the Big Bang Theory (Earth Sciences), Motion, Energy and Newton's Laws (Physical Sciences), and Atomic structure and chemical reactions (Chemical Sciences). Students will develop their communication skills in a number of different modes while linking their studies and findings to real life scenarios.

The College also encourages learners in 9 Science and 10 Science to participate in external reading and writing competitions.

SCIENCE – SUBJECT PATHWAY



HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

Health and Physical Education teaches students how to enhance their own and others' health and wellbeing. Students develop knowledge, understanding and skills to strengthen their sense of self as well as building and maintaining relationships. Integral to Health and Physical Education is the acquisition of movement skills, concepts, and strategies that enable students to confidently, competently and creatively participate in a range of physical activities.

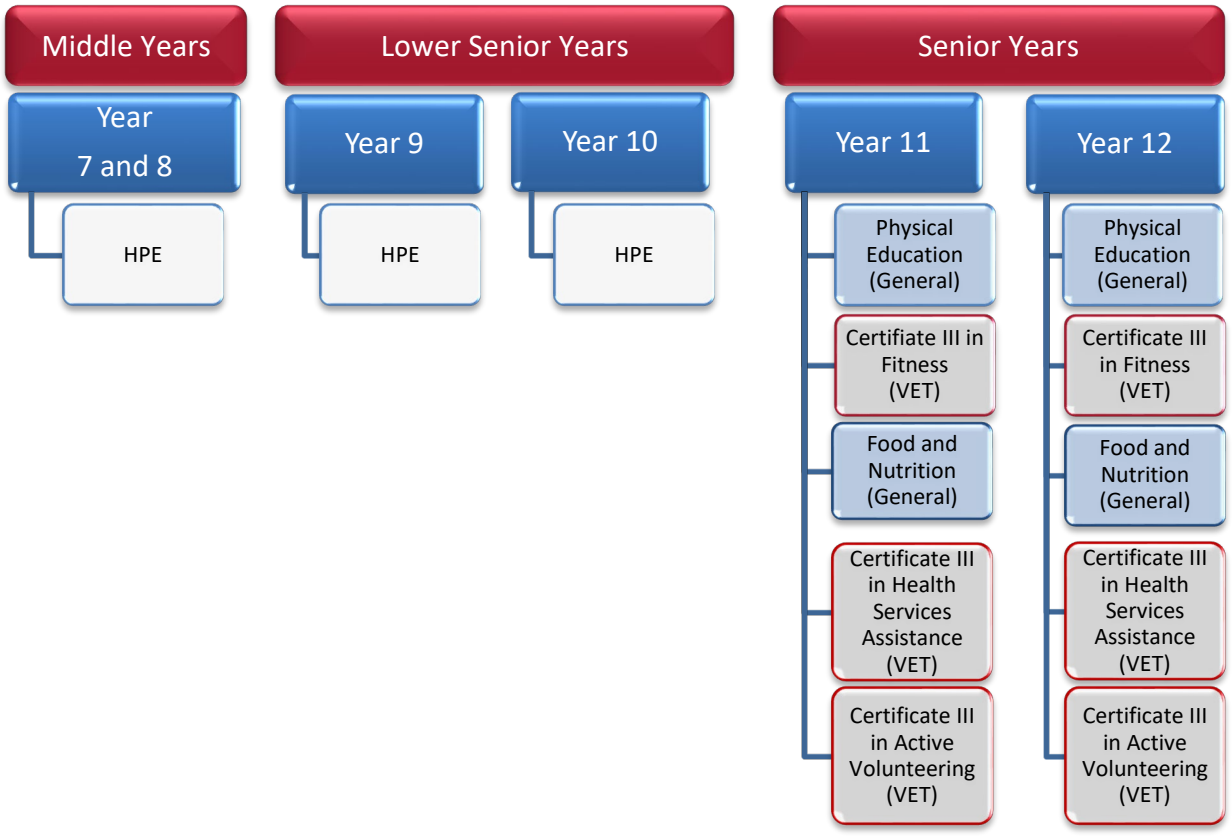
YEAR 9 Health and Physical Education

In Year 9, students are prepared to tackle common health issues in their lives as well as develop habits and knowledge that prepares them for the senior phase of learning. They analyse current and most effective first aid procedures and protocols whilst also investigating risk management in a variety of real life situations. Further to this, students will study respectful relationships and examine the Catholic perspective on a variety of relationship focused topics. Students also learn the principles of nutrition and recovery, with focus not only on how they can be effectively applied in a sporting context but how these principles can benefit the health of the community in general. The practical aspect of the course focuses on developing the students' physical and communication skills in court and field games such as volleyball, basketball, futsal and OzTag.

YEAR 10 Health and Physical Education

In Year 10, students devise and apply individual tactics and team strategies to authentic volleyball environments. They identify effective data collection methods, and through teamwork and collaboration work to establish a successful game plan that can be applied within practical classes. Further to this, students develop their understanding of the health benefits of physical activity. They investigate the basic concepts involved with planning effective training sessions, as well as the components of fitness and training principles, which contribute to optimal health and sporting performance. The practical aspect of the course focuses on performance sports that will be covered in senior physical education such as volleyball, touch football, netball and athletics.

HEALTH AND PHYSICAL EDUCATION – SUBJECT PATHWAY



HISTORY

Why study History?

Knowing one's history, and the histories of others, is fundamental to any society at a local, regional, and global level. It is "a disciplined process of inquiry into the past that develops students' curiosity and imagination" (Australian Curriculum, Assessment and Reporting Authority, 2014b). St Benedict's College seeks clear alignment with the stated aims, general capabilities, and cross curriculum priorities of the *Australian Curriculum: History*, which is organised into two interrelated strands: Historical Knowledge and Understanding and Historical Skills.

YEAR 9 History

In Year 9 skills and understandings are developed through a study in each of the following areas:

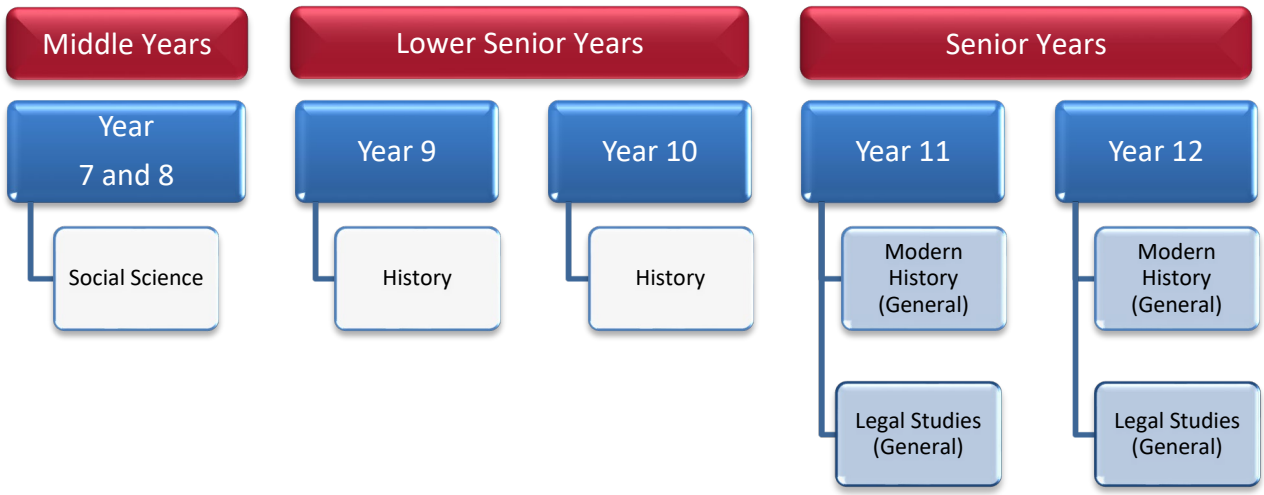
- The Industrial Revolution (1750-1914)
- The History of Asia and the world: China (1750-1918)
- World War I (1914-1918).

YEAR 10 History

In Year 10 skills and understandings are developed through a study in each of the following areas:

- World War II (1939-45)
- Rights and Freedoms (1945-present)
- The Globalising World – Popular Culture (1945-present); Migration experiences (1945 - present) or the environment movement (1960s to present).

HISTORY – SUBJECT PATHWAY



ELECTIVE SUBJECTS

BUSINESS AND ECONOMICS

Why study Business Enterprise and Economics?

Knowing about money and how to get it, spend it and make it work for students are the keys to a successful financial life. Having good financial skills allows students to be in a great position to be able to know what to buy and when; where the best place to go on holidays might be and when and how to set up, manage and create a successful business career in whatever field they like.

Financial, business and money knowledge is powerful knowledge to have in the 21st Century and beyond. Students can travel the world with financial confidence with the skills learnt in this subject and be able to read economic data in a way that allows them to be well informed citizens and decision makers – influencing their own financial life and that of others. "By developing economics and business knowledge, understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing".

(ACARA, Business and Economics Curriculum, Rationale 2014)

Units offered in 2022

YEAR 9 Australian Dollars

Where does money come from? Where does it go? Have you ever wondered what happens when we hand over our hard earned cash to a business? This course gives students the opportunity to answer these questions and further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be a part of the Asia Region and global economy. They consider the interdependence of participants in the global economy by learning about the relationships between producers and consumers, including the implications of decisions made by individuals, businesses and governments.

YEAR 9 Startups!

Startups! provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society and the Australian workforce as future employees, employers, and entrepreneurs. Students will learn about the roles and responsibilities of different participants in a work environment. They will explore how to start a business, use business to make the world a better place, and design innovative products and services that sell. In doing so, they learn how to devise a marketing plan and how to manage financial risks and rewards. Students will analyse some different strategies that allow them to make, keep and spend money wisely – now and into the future.

YEAR 10 Managing Money

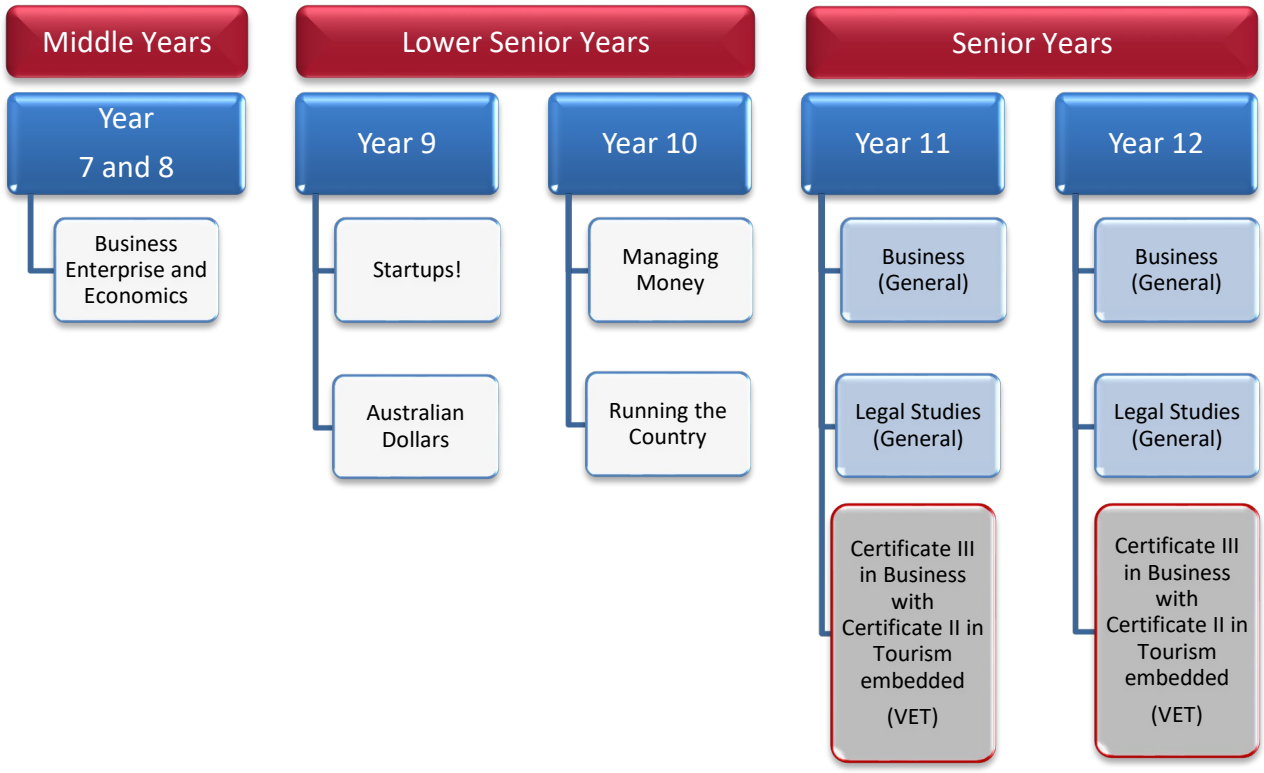
Understanding finance and managing money plays a vital role in the business world. This subject will prepare students for making, and providing advice about, major consumer and financial decisions from both the personal, and the business perspective. Students will investigate how to improve business productivity and how to respond to ever changing economic conditions from a management perspective, in effect; making more money! This subject also provides students opportunities to develop an understanding of the essential role of cost benefit analysis.

BUSINESS AND ECONOMICS

YEAR 10 Running the Country

Why is Australia called 'The Lucky Country'? Why do we have to pay tax? Have you ever wondered how businesses make money with the government constantly changing things? This course gives students the opportunity to learn why Australia has such a high standard of living and how it compares to other countries. During the course students will explore how unemployment, taxation, and inflation can affect how successful a country is and how governments manage these different elements to improve living standards. Students examine how governments and businesses intervene to reflect the availability and scarcity of resources and meet the ever changing needs of society.

BUSINESS AND ECONOMICS - SUBJECT PATHWAY



DESIGN TECHNOLOGIES

Why study Design Technologies?

The Design Technologies curriculum provides students with the knowledge, understanding and skills to develop confidence as critical users of technologies and designers, and producers of designed solutions. Design Technologies students, individually and collaboratively, investigate, generate and critique innovative and ethical designed solutions for sustainable futures.

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

Students will develop skills, knowledge and understanding in the key areas of:

- design thinking,
- design processes and
- production skills.

The Design Technologies Processes and Production Skills strand focuses on creating designed solutions by:

- investigating
- generating
- producing
- evaluating
- collaborating and managing.

Design Technologies is a multi-materials course, which allows students to construct projects that are broken up into skills development and design challenges across disciplines.

Units offered in 2022

YEAR 9 Engineering – Great Designs

In Great Designs, students will investigate and make judgments to create an item designed to incorporate motion and force and an Electric Vehicle using computer aided manufacturing (Laser Cutter and 3D Printers). Students will explore how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions. They critically analyse factors (including social, ethical and sustainability considerations) that have an impact on designed solutions for global preferred futures and apply design thinking as they create.

YEAR 9 Food and Fibre – Under the Dome

In Under the Dome students will be engaged in both food and fibre (textile) activities. They will investigate how the design factors – sustainability, social and ethical issues – impact on the designing and producing of solutions. Students will use the design process to develop outcomes to meet the needs and opportunities of individuals and society. Students will be given briefs that require investigation, generation, planning and making of design solutions. Practical activities include making a textile item and creating food products to develop a student's skills and knowledge about food and fibre.

YEAR 9 Food Specialisation – Gourmet Traveller

In the elective Gourmet Traveller students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating through a journey of food from Australian indigenous foods to all over the globe. They will critically analyse factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures and apply design thinking to develop a specialised food product, service or environment to suit client needs.

DESIGN TECHNOLOGIES

YEAR 9 Materials – Suburban Castle

In Suburban Castle, students will design and build a desktop game, photo frame and clock. Using real world context and situations, students will focus on developing their understanding of the design process through the practical application of design thinking strategies, drawing and prototyping. In doing this, students will learn to be critical thinkers and be prepared to be effective and innovative problem solvers as they learn about, and work with contemporary and emerging technologies. This unit is based mainly with timber products however will have opportunities to use non conventional manufacturing methods.

YEAR 10 Engineering – Cargotecture

In the unit Cargotecture, students will design a variety of innovative products, including the repurposing of shipping containers and the creation of a working handheld interactive device following ergonomic principles. Students will use various aspects of graphic communication, virtual reality technology, and 3D modelling with computer-aided manufacturing throughout this subject. Students will use the design process to define, ideate, prototype/build and evaluate their product to ensure it meets the design criteria.

YEAR 10 Food and Fibre – Going Green

Going Green encompasses the principles of sustainability with both food and fibre (textiles). The design process will be used by students to discover ways in which they can apply sustainable principles through recycling and upcycling of textile products. Engaging in and learning about sustainable food choices and production practices will be a focus in this course. Students will develop skills in designing and making food solutions to meet the needs and opportunities for individuals and society. Investigation of the social and sustainability issues related to the Café Industry will form an integral part of the student's design projects in the food component of this course.

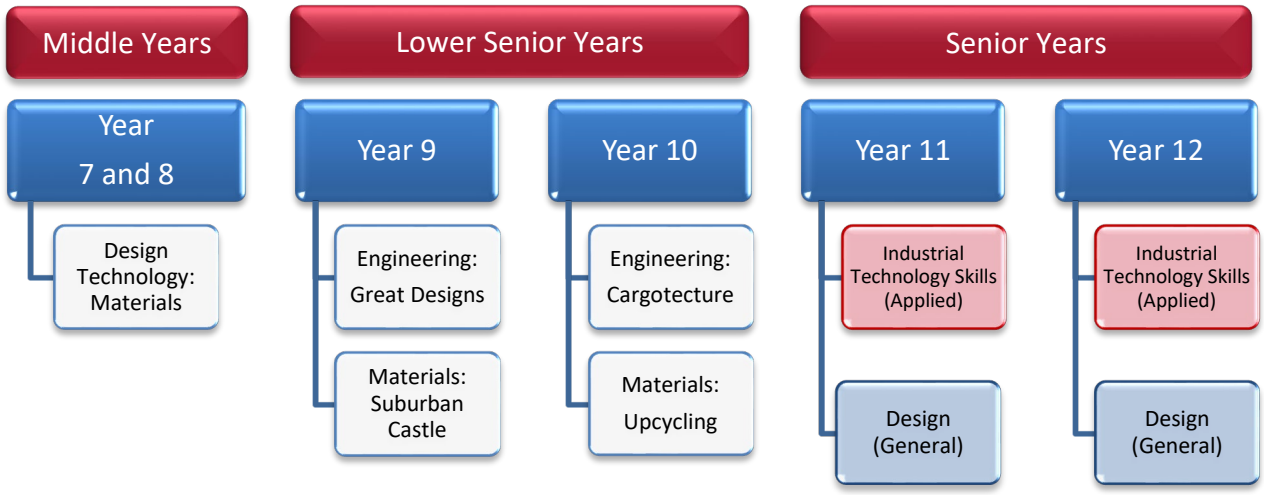
YEAR 10 Food Specialisation – Superfoods

In the unit Superfoods, students will explore the chemical and functional properties of food and develop and apply nutritional knowledge to create effective food solutions. They will research and analyse food and diet trends and issues in today's society which impact long term health and learn simple cookery skills to enhance their health and wellbeing. Using the Design Process they will investigate, generate and evaluate solutions that can be implemented to address current dietary health and wellbeing issues within society.

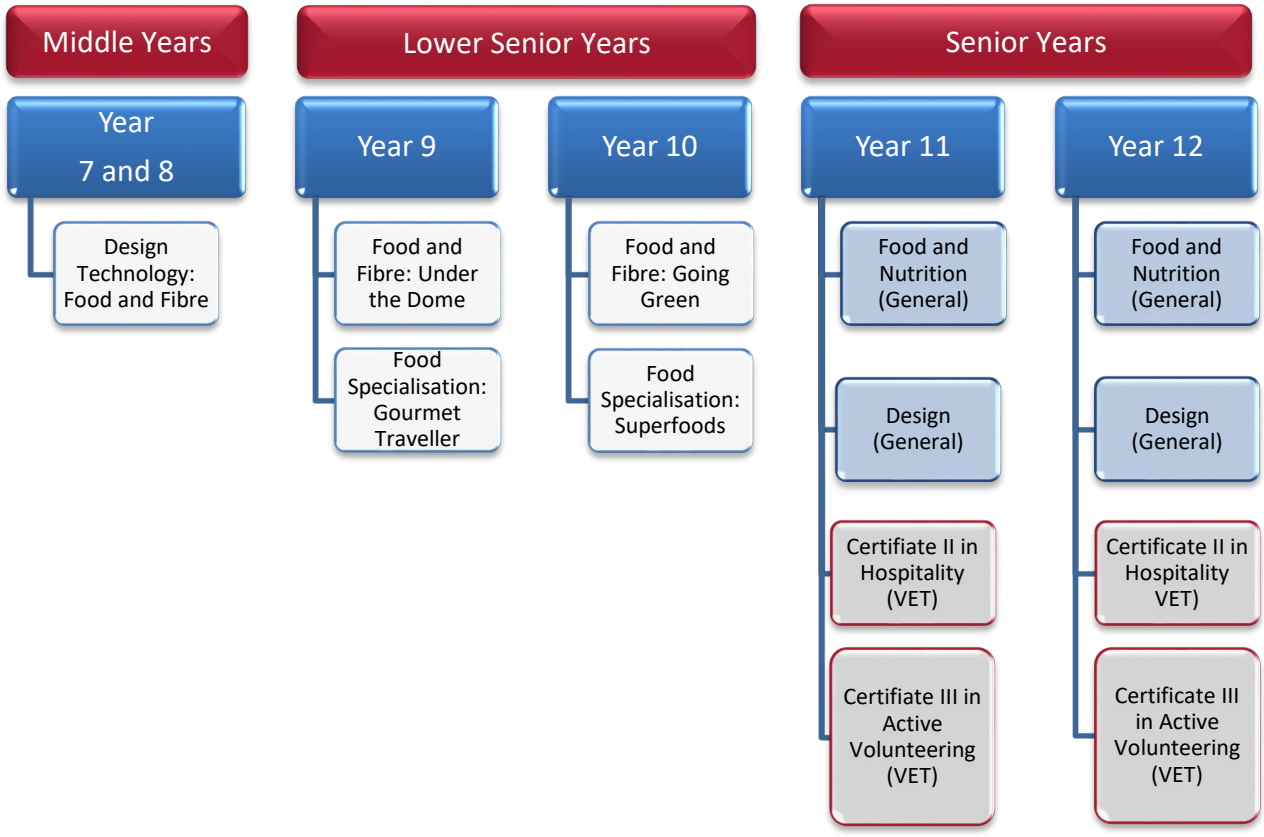
YEAR 10 Materials – Upcycling

In Upcycling, students will explore a range of materials and manufacturing technologies involved with the design and construction of a skateboard and breakfast table using a variety of materials, including recycled timber. Students will learn the importance of the design process supported by graphical communication as they learn to become critical thinkers during this hands on unit. This unit is based mainly with timber products, however, will have opportunities to use non conventional manufacturing methods.

DESIGN TECHNOLOGIES: ENGINEERING AND MATERIALS – SUBJECT PATHWAY



DESIGN TECHNOLOGIES: FOOD AND FIBRE – SUBJECT PATHWAY



DIGITAL TECHNOLOGIES

Why study 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 new 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.

Units offered in 2022

YEAR 9 Secure Coding

In Secure Coding, students will learn to code using Python, by exploring the use of variables, bit patterns, data input and output via a console environment. They will utilize iteration and branching constructs of a programming language, as well as integrating chance elements and string manipulation into console applications. Advanced students may learn to store values in complex data structures, such as lists, dictionaries, sets or tuples, access disk storage to read and write files using code, or investigate a GUI framework to develop desktop applications. Students will understand modular programming techniques, and advanced students may look at paradigms such as OOP.

YEAR 9 Game Development

In Game Development, students will utilise a commercial game engine to create and manage the implementation of 2D games. Students will achieve this by exploring physics, directional and timing systems in a game engine, as well as scripting object controllers, game controllers, game frameworks and level management systems. In doing this, students will learn to understand and resolve issues with sprite or object geometry, collision detection and viewport scaling, as well as integrating third party sprite or tile map development software, and understand the associated IP rights with asset management. Successful completion of this course will result in students prototyping a game solution that has enough commercial appeal to attract crowd sourced funding, keeping in mind the key elements of successful game genre appeal.

YEAR 10 Web Apps

In Distributed Systems, students design and build a responsive website using CSS Grid, that will adapt to any device size or media type. Students will learn accessibility principles such as HTML5 semantic elements, and how these can be used to enhance the end user experience. Students will utilize this client-side knowledge to develop a web server capable of delivering access to shared resources to multiple users concurrently. The client-server relationship will be used to transmit information using POST and GET HTTP methods. In doing so, students will learn to understand the nature of a distributed system, and how to develop lightweight and robust coding techniques to handle client-side requests.

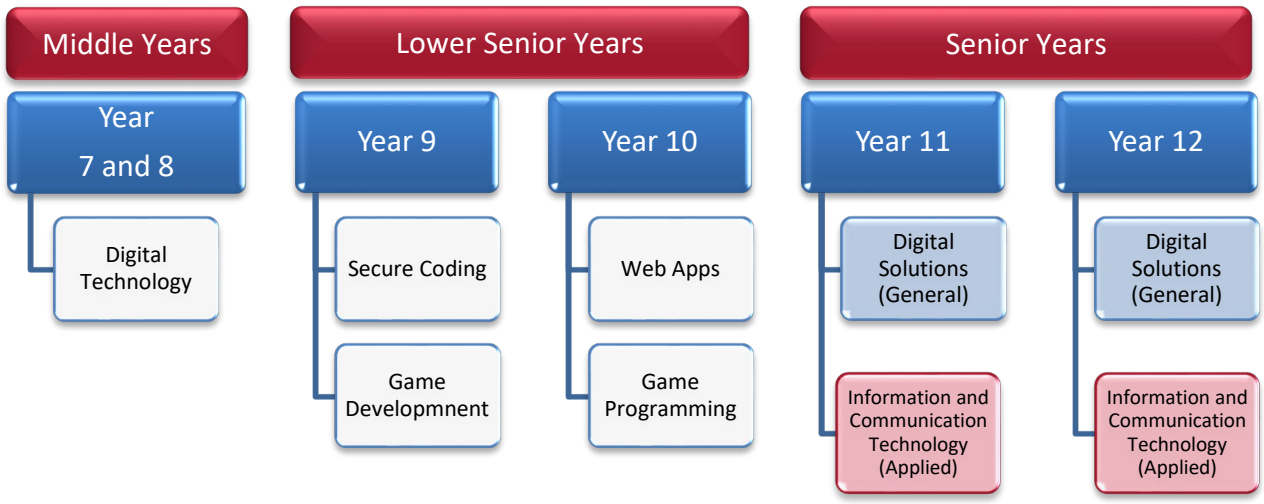
DIGITAL TECHNOLOGIES

YEAR 10 Game Programming

In Programming Logic, students will utilize computer graphics, hardware polling and sound libraries to architect solutions to a range of computational logic problems. Students will learn about random number generation and threshold value testing, and explore methods of collecting, analyzing, and displaying this statistical data. Students will develop coding solutions using the imported program flow libraries, as well as control structures such as loops, selection and modularization techniques. By studying this course, students will learn to use computational logic and programming elements to develop solutions to algorithmic problems. Successful completion of this course will enable students to adapt existing codebase libraries to develop functional digital systems.

The College also encourages learners in 9 Digital Technologies and 10 Digital Technologies to participate in external computer science competitions.

DIGITAL TECHNOLOGIES – SUBJECT PATHWAY



LANGUAGES - CHINESE (MANDARIN)

Why study Chinese (Mandarin)

The future is bright for young Australians with Chinese language skills and an understanding of the Chinese culture. According to Australian statistics provided by the Department of Foreign Affairs and Trade (Aug 2013), reciprocal and bilateral trade and investment between Australia and China is growing significantly and set to continue to expand as China's economy matures. The size of Chinese economy and other economies accessible through Chinese intermediaries is also fast becoming a key trade language in the 21st century and beyond, where Mandarin is one of the five official languages of the United Nations.

As China opens up more to the West, knowledge of the Chinese language will provide more employment and travel opportunities to different important fields and enable better communication and business operations with local Chinese and other Chinese speaking people. Studying Chinese (Mandarin) also helps to develop an understanding and respect for local and global cultural and linguistic diversity, making interactions meaningful and transparent in the international arena.

Units offered in 2022

It is a requirement to enrol in both courses in the appropriate year level.

YEAR 9 Food, Play, Life

Want to sound smart when you order your food in a Chinese restaurant? Do not miss out on this elective course! In this semester, we are focusing on the two topics: My Daily Routine and Food and Drinks. Students will learn to communicate and exchange information about a typical day of their lives using vocabulary of time, activities and transportation. They will also learn about expressing their preference of food and drinks, ordering food at a restaurant setting.

YEAR 9 Be a True Aussie and Bargain like a Pro

As a Queenslander, it is important to know your places around it and what it has to offer! Students are learning about the names of Australia cities, major towns and attractions in Queensland. We also learn about reporting weather and describing what a city can offer for tourists. We will learn the language functions to shop and bargain.

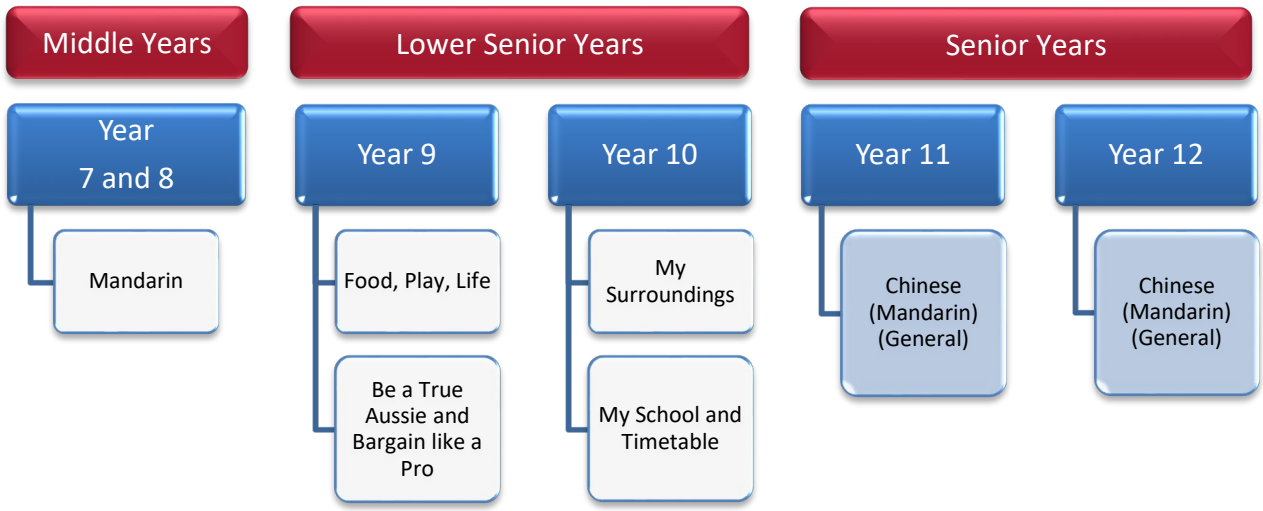
YEAR 10 My Surroundings

Over the course of this semester, students will cover topics associated with their ideal house design, and where they live. They will be able to describe where they live, as well as talk about home and school related activities. They will learn how to express preferences, give opinions, and make comparisons. They will develop a better understanding of Chinese teenagers' lives and how they are similar and different to their own.

YEAR 10 My School and Timetable

In the second semester of the course, My School unit will take a close look at the facilities of a school and will have the opportunity to compare and contrast the differences between an Australian and Japanese school life. Students will be able to express their current study plans and delve into post school options and future plans. The final unit, My Timetable is designed to review the year's course and link to the senior curriculum of Chinese and will aim to prepare students adequately for the demands of Senior Chinese.

LANGUAGES – CHINESE (MANDARIN) – SUBJECT PATHWAY



MEDIA ART

Why study Media Art?

In Media Art, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media.

Units offered in 2022

YEAR 9 Lights, Camera, Action!

Is the next Spielberg, Tarantino or Scorsese among you? Students in the unit Lights, Camera, Action! will acquire an understanding of various techniques and processes used in the field of Film, Television and New Media. Students will learn a variety of skills related to photography, graphics animation, filmmaking, editing, script writing, storyboarding, sound and lighting.

They will develop knowledge of a variety of related software, including the industry standard editing software, Adobe Premiere. They will study the technical and symbolic elements of media and how these are used to create the films and television series they know and love. Students will manipulate Media Arts conventions and genres to construct representations and points of view which demonstrate their own unique voice through use of lens and screen.

Through making and responding, students will be assessed on their ability to:

- create meaningful and resolved media works
- demonstrate design, production and distribution processes
- analyse and evaluate methods of communicating points of view in media works made and viewed.

YEAR 10 Heroes Vs Villains

Captain America, Iron Man, Eleven and Harry Potter. Thanos, Loki, Demogorgon and Voldemort. Students in the unit Heroes Vs. Villains, will evaluate and examine the role of heroic protagonists and villainous antagonists in modern media and explore the connection between these characters and modern society.

Students will learn a variety of new skills related to web based content creation, cross platform media streams, advertising and marketing in media as well as further developing their skills in photography, graphics animation, filmmaking, editing, script writing, storyboarding, sound and lighting. They will develop knowledge of a variety of related software, including the industry standard digital visual effects, motion graphics and compositing application Adobe After Effects 2020. They will study the technical and symbolic elements required to create content which can be shared across multiples online platforms and utilised in both creative and marketing formats.

Through making and responding, students will be assessed on their ability to:

- create meaningful and resolved media works
- demonstrate design, production and distribution processes
- analyse and evaluate methods of communicating points of view in media works made and viewed.

MEDIA ART – SUBJECT PATHWAY

PERFORMING ARTS – DANCE

Why study Dance?

By studying Dance, students will have the chance 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 practice choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Units offered in 2022

YEAR 9 Dance Evolution

From the twist to moonwalking, swing to disco, and tango to breakdancing, in the unit Dance Evolution you will explore popular dance styles and the evolution of dance through the decades. You will learn to perform dance routines, create your own choreography and respond to dance works as you learn, practice and refine technical dance skills. Students will:

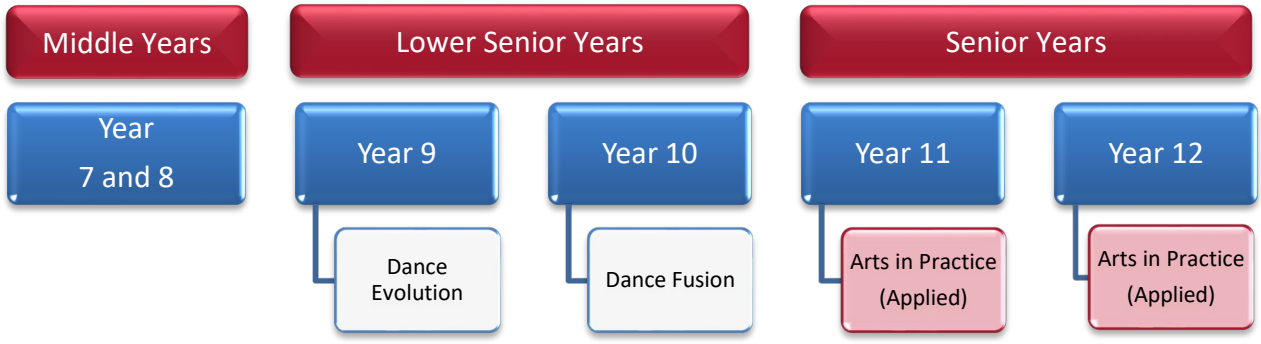
- Learn to follow choreography, rehearse and perform routines
- Work collaboratively to choreograph dance in groups
- Reflect on their own dance works and the works of others
- Use the elements of dance to analyse and construct dance works.

YEAR 10 Dance Fusion

In this unit you will build on their awareness of the body and how it is uses dance genres including Contemporary, Lyrical, Hip Hop and Jazz. Through dance, you will explore your own personal dance style and communicate your intentions to an audience. You will respond to dance experiences and professional dance works, drawing on dances from different times, places and cultures. Students will:

- Learn to follow choreography and perform genre specific routines
- View and respond to professional dance works through cultural and historical contexts
- Choreograph solo and group routines
- Develop, refine and communicate a choreographic intention.

DANCE – SUBJECT PATHWAY



PERFORMING ARTS - DRAMA

Why study Drama?

Drama is one of the oldest art forms and it continues to engage, entertain and challenge cultures and societies. In studying Drama, students learn to appreciate others' stories and critically reflect from various viewpoints, developing a sense of empathy for others' situations, challenges and cultures. Students create meaning through Drama, taking on roles and using body, gesture, movement, voice and language to portray characters and emotion in fictional worlds. In responding to Drama, students develop inquiry and critical analysis skills while exploring the diversity of Drama from different cultures, times and traditions.

Through rehearsing and refining performance, students strengthen their confidence and develop skills in collaborative problem solving. "Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential."

(ACARA, The Arts Curriculum, Rationale, 2014)

Excursions and exposure to live theatre performances as well as actor's workshops are an important feature of Drama programs.

Units offered in 2022

YEAR 9 From Page to Stage

What is the difference between Drama and Theatre? This unit explores different techniques that can be used to create and design drama and how it can evolve into a piece of theatre ready for performance. Students will study scripted drama, performance skills and the building blocks to make original pieces covering a variety of genres and performance styles including Children's Theatre and Comedy.

YEAR 9 The Art of Making Theatre

Theatre today involves incorporating a variety of techniques, styles of acting, visual elements and conventions to bring stories to life on stage. This unit explores contemporary forms and texts and the way production elements can be adapted to suit different audiences. Students engage in acting as they experiment with elements to create dramatic art for the theatre.

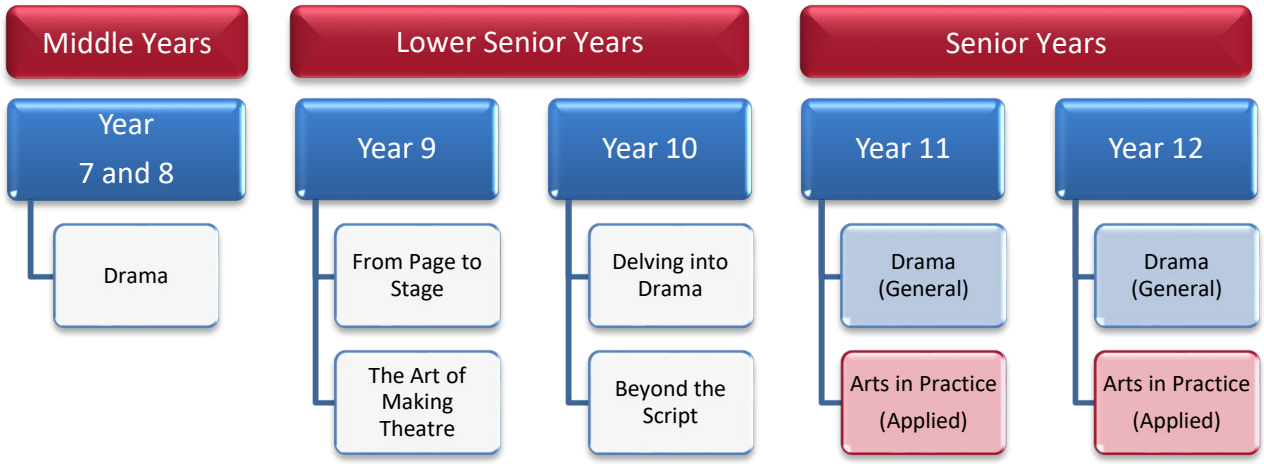
YEAR 10 Delving into Drama

In this unit, students study Australian Drama including realism and Gothic texts. Through these mediums, students undertake studies of character and historical contexts and devise drama using other texts as stimulus. They also study a variety of texts from Australian playwrights, performing excerpts making deliberate artistic choices about design elements. They evaluate others work and examine narrative structure.

YEAR 10 Beyond the Script

This unit explores the concepts of subtext, pretext, back story and sequels to existing works and the way these concepts can extend Drama and create new works. Students engage in writing and performing monologues which are the cornerstone of auditions. They refine expressive skills in voice and movement to create engaging dramatic action in both individual and group tasks. Students analyse and evaluate drama performed by others.

DRAMA – SUBJECT PATHWAY



PERFORMING ARTS - MUSIC

Why study Music?

By studying Music, students will have the chance to create music, develop their own passion for music as a consumer, and analysis and shape musical trends. Students will use their aural skills to analysis and respond to and research musical contexts, pieces and practices. Through the study of Music, students will gain an understanding of the social, historical and cultural influences that music brings to people across generations.

"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."

(ACARA, The Arts Curriculum, Rationale, 2014)

Units offered in 2022

YEAR 9 Rock School

The popular rock music of today is the product of the past. Whilst artists of the 1960s might seem a little tame, it was their willingness to push social boundaries that paved the way for modern rock. This practical unit explores the origins of the popular music genre through an exploration of the Blues, Swing, Rhythm & Blues and Rock and Roll. Students will engage in a course of study that involves live performance, musical analysis and the creation of original music.

YEAR 9 Music and the Media

How long do you spend in front of the big screen? Music used in movies, TV, YouTube and gaming plays a massive role in how we experience what we view in the media world. How is it that a song can lift us up to feel invincible and another can bring us to tears? It is the job of composers in the media industry to write music that will evoke an emotional response from consumers. This unit explores the use of music in the media through performance analysis and composition. Who knows, maybe one day your own music will be on the big screen.

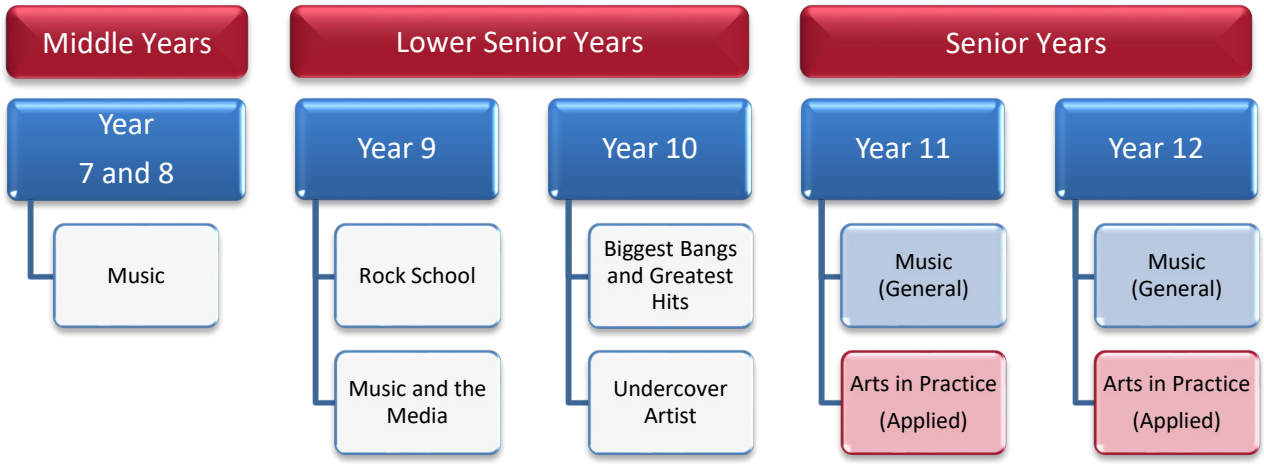
YEAR 10 Biggest Bangs and Greatest Hits

Music's history is smattered with big bang moments in technological advancement and as a result, there exists a countless string of number one hits that follow in the wake of that latest development. In this unit you will discover the most significant musical inventions in history and study some of the world's greatest music. You will analyse musical trends and popular culture to compose and perform your own original music.

YEAR 10 Undercover Artist

With such easy access to music technology, it is easier than ever for you to write, record, produce and share your own music with the world. Whether you are interested in learning to make music for fun or want to seriously develop as an artist, this unit will teach you the skills needed to be creative in the modern music industry. Undercover Artist is a practical unit in which you will analyse and evaluate different musical styles, compose original music and perform songs to develop your expertise as a musician.

MUSIC – SUBJECT PATHWAY



VISUAL ART

Why study Visual Art?

Through participating in Visual Art learning activities, students are provided with opportunities to:

- creatively express their feelings, ideas and observations through a variety of art mediums including printmaking, painting, drawing and digital photography
- develop an understanding of the elements, principles, concepts and processes of art
- acquire an appreciation of the various cultural, social and historical aspects of art
- experience using multimedia software programs to create 2D and time based works.

Units offered in 2022

YEAR 9 Pop Culture

Through the exploration of 2D, 3D and time based media, students in Pop Culture will learn technical and creative skills in response to popular culture and street art. Students will produce a folio of work which will include prints, stenciling, illustration, sculpture and digital image manipulation. Students will:

- investigate a variety of art movements, works and styles including pop art, street art, illustration, mural, and graphic art
- analyse the influence of social commentary, pop culture and street life on the creation of artworks in both modern and contemporary contexts
- learn a variety of contemporary visual art techniques using spray paints, acrylics, inks, markers, stencils and screen printing
- become familiar with photography and digital image manipulation using software, particularly Photoshop.

YEAR 9 Art Imitates Life

Students in Art Imitates Life will explore themes and concepts in response to representations of the human form throughout art, particularly portraiture and the figure. Students will create a folio of work that includes drawings, prints, sculptures and digital images across 2D, 3D and time based media areas. Students will:

- investigate a variety of artists, movements and styles related to portraiture and the human figure
- develop proficiency in the areas of composition, drawing, painting, printmaking and sculpture
- practice and refine drawing skills to produce tone, texture, depth, scale, perspective and realism in their works
- use mediums such as pencil, charcoal, acrylic, wire, ink, plaster, collage and mixed media to create a variety of results
- research and analyse how artists use the elements and principles of design to compose successful artworks
- experiment with image manipulation using Photoshop and time based media to extend their work.

YEAR 10 Our Australian Home

Students in Our Australian Home will explore themes and concepts in response to Australian culture. Students will participate in a range of making and responding tasks and will create a folio of work that includes drawings, prints, sculptures and digital works. Students will:

- investigate a variety of Australian artworks including landscape, interior, exterior, street scape and architecture
- analyse and interpret the meaning of works through cultural contexts
- learn a variety of 2D, 3D and time based techniques and processes including photography, drawing, ceramics and print making
- practice and refine skills to produce works that explore the formal elements of space, texture, colour, line and form
- develop an individual focus in response to stimulus and related investigation.

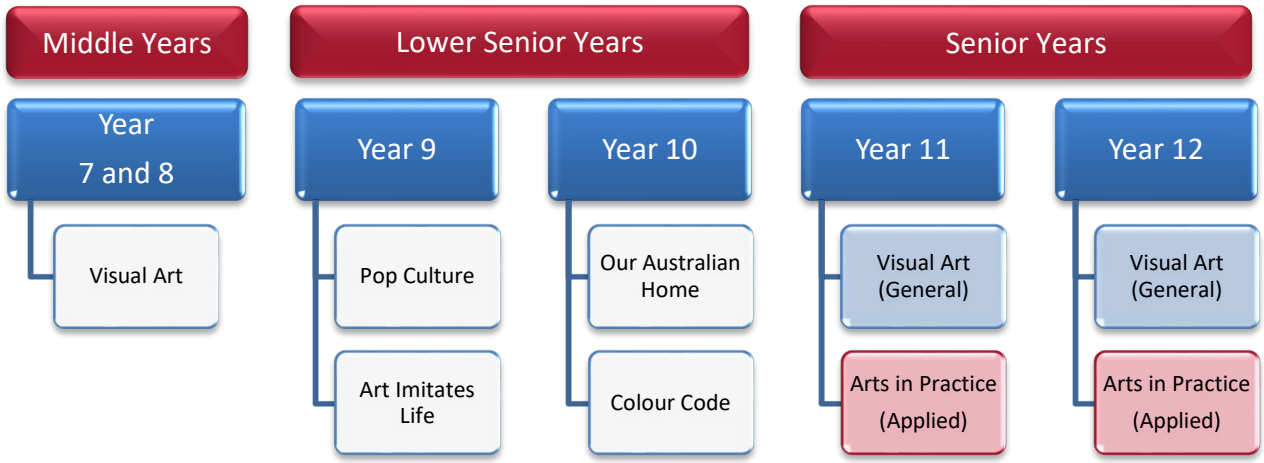
VISUAL ART

YEAR 10 Colour and Code

Students in Colour and Code explore how artists communicate meaning through symbolic, abstract and ephemeral representations. Through a series of making and responding tasks students will learn technical and creative skills that draw upon colour, light, text and symbols to create paintings, mixed media, installations and digital works. Students will:

- investigate a variety of modern and contemporary art movements, works and styles relating to abstraction and code making
- analyse and interpret works through investigation of formal and personal contexts
- practice and refine skills to produce works that explore visual language of surface, space, pattern, rhythm and form
- experiment with a variety of 2D, 3D and time based media, including digital image manipulation, installation, mixed media and painting
- develop a personal focus in response to visual stimulus and investigation.

VISUAL ART – SUBJECT PATHWAY



VOCATIONAL EDUCATION AND TRAINING

The St Benedict's College Vocational Learning Pathways Program is designed with a Year 7-12 focus in mind. The ultimate goal being to assist each student to commence and progress on a career and life journey that is engaging, purposeful and fits their individual strengths and ambitions.

In Year 9 and 10, the Pathways Program is structured to provide guidance and assistance to both students and parents/carers as they navigate the increasingly complex and evolving transition from junior secondary studies into senior studies and ultimately further education, training or the workplace.

This assistance comes in the form of ongoing and varied curricular connections, advice on subject selection and career options, employment readiness training, SET Planning, work placement and work experience opportunities. A priority is also placed on targeted, regular student exposure to tertiary and vocational options through careers expos and university and TAFE immersion experiences. Below is an outline of the Vocational Learning Program for Years 9 and 10.

YEAR 9 PROGRAM

Session 1	**Time to Brainstorm – Resumé Preparation**
Session 2	**Resumé Writing**
Session 3	**Cover Letter Writing**
Session 4	**Cover Letter Writing Continued**
Session 5	**Finalisation of Resumé and Cover Letter**
Session 6	**Mock Interview Preparation**
Session 7	**Mock Interview Preparation Finalised**
Session 8	**Careers Week**
Session 9	**Careers Week Reflection**

Careers Week

Year 9 students engage in a purpose designed Careers and Wellbeing program. They participate in valuable learning experiences ranging from Speed Careering and Employment Readiness to Growth Mindset and Coping with Stress. Guest presenters from a range of industries and government departments converge to share career information and advice with the students.

ACU "Explore Uni" Campus Immersion

Students visit ACU for on campus experiences which aim to demystify university and TAFE as post school options. Each on campus day and camp includes a range of talks, hands on activities and role model interaction to dispel some of the myths about university and TAFE (especially those related to demographics, affordability, capability and cost). The Explore Uni program aims to encourage interest in university study by:

- increasing an understanding of what's involved in university
- supporting engagement in learning
- encouraging emerging aspirations.

VOCATIONAL EDUCATION AND TRAINING

YEAR 10 PROGRAM

Session 1	**Why SET Plan**
Session 2	**Goal Setting**
Session 3	**Co-Curricular Activities**
Session 4	**My Future Careers Exploration**
Session 5	**ATAR Eligibility**
Session 6	**Senior Study Pathways**
Session 7	**SBC Subject Offerings**
Session 8	**MY Path**
Session 9	**Subject Selection Guidelines**

Supporting Activities

Harrison's Career Assessment Survey

Students undertake the internationally recognised career assessment tool that seek to help individuals understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills) impact their potential success and satisfaction with different career options and work environments. Career assessment results are useful in helping candidates to choose a career that is in tune with their goals and talents.

Brisbane Careers Expo

Year 10 students attend the Brisbane Careers Expo at the Convention and Exhibition Centre program. The Expo showcases a vast range of organisations comprising education and training groups, government and industry bodies and both locally based and national employers. Students have the opportunity to access the latest information on tertiary studies, further training, career development and employment opportunities from more than 80 exhibitors on site.

University of the Sunshine Coast Immersion Visit

Experience USC is designed for Year 10 students who are keen to learn more about careers offered through study at USC. It is a fantastic opportunity for students to experience university and explore possible career paths that they have an interest in or maybe haven't even thought of before. Students participate in a range of interactive university workshops – from lectures and campus tours to learning an accounting rap song and treating life sized manikins in simulated hospital wards.

Work Experience

Work Experience is an invaluable learning opportunity for students as the professional practices and procedures they gain exposure to in the workplace cannot be simulated in a classroom environment. It is through Structured Work Experience that many students find their career pathway.

SUBJECT SELECTION ONLINE (SSO) INFORMATION

Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online. Details of how to use SSO are described in a step by step process below.

Accessing SSO

To use SSO you must open your web browser to the College Portal and go to Student Workspaces.

Click the following icon to enter SSO:

SSO Opens Wednesday 28 July for Year 8 and Year 9. (Term 3, Week 3)

When you access this page, you will see a rectangle with the words 'Click here to enter your PIN and password'.

Step 1 - Logging into SSO

Your username is your *BCE login name* – example – gfrederick1

Your password is your *date of birth, written in numbers* – example - 8 January 2007 is required to be written as 08012007, 22 January 2007 is to be written as 22012007.

Step 2 - Selecting Preferences

List your electives **in order of preference**. You need to choose four (4) electives and two (2) reserves. Drag and drop them into place. The order of them is important as subjects are assigned according to this order.

NOTE: *You will not be able to choose the same subject twice OR choose it as a reserve if you have chosen it as your elected subject*

Step 3 - Checking

The checking page allows you to check your selection in the Your Selections Summary that appears on the right side of the page. There is a Generate Selection Report button at the bottom of this section.

Press this, to download your Selection Report. This is your copy. Save it in your One Drive in a folder named 2022 Subject Selections Report.

Step 4 - Print and Parent Approval

Print your Selection Summary. Both you and your parents/carers need to sign this summary and return to school by **9.00 am Monday 23 August (Week 7, Term 3)**

KEY STAFF CONTACTS

Leadership Team

Principal	Claire McLaren
Deputy Principal	Alison Gilbert
Assistant Principal Pastoral	Tim Campbell
Assistant Principal Administration (Acting)	Chris Carlill
Assistant Principal Religious Education	Peter Olley

Curriculum Leaders

Design Technologies	Shaun Manning
Digital Technologies	Michael Addicott
English	Jemma Cecil
Health and Physical Education	Mark Bennedick
Humanities/ Languages	Branden Laurie
Learning Enhancement Leader	Jody Prouse
Learning Leader (Acting)	Anja Reust
Librarian	Frances Zabarauskas
Mathematics (Acting)	Sarah Meder
Religious Education	Peter Olley
Science	Amanda Robinson
The Arts	Megan Davis
Vocational Education	Peter Lavercombe

Program Leaders

Culture Program Leader	Paula-Mary Camilleri
Pathways Program Leader	Peter Lavercombe
Sport Program Leader	Dominic Clarke

Pastoral Team

Guidance Counsellor	Kim Rienecker
Guidance Counsellor	Mary-Ann Caslin
Pastoral Leader Year 7	Jane Young
Pastoral Leader Year 8	Ben Sitarz
Pastoral Leader Year 9	Lavinia Affleck
Pastoral Leader Year 10	Chris Bugden
Pastoral Leader Year 11	Cassie Geissmann
Pastoral Leader Year 12	Grant Shepherd

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