

St Joseph's School Stanthorpe

SENIOR SECONDARY SCHOOL

INFORMATION

YEARS 11 & 12, 2011/2012



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INTRODUCTION

Welcome to the Senior School! We look forward to sharing the next two years with you as you embark upon this exciting journey to your future. This Handbook will provide you, as a Senior Student with some information regarding our expectations *for* you and *of* you at St Joseph's School.

As a Senior student we will have even higher expectations of you in so many ways - in terms of behaviour, presentation, industry, citizenship and leadership. You will have substantially different and wider curriculum choices, be more responsible and independent learners, participate in classroom learning within a more adult-like environment and be given greater opportunities to show leadership and positive influence around the school.

As a Senior student you have entered into the sphere of post compulsory education where you have made the choice to continue your formal education. Having made this choice you have a responsibility to make a genuine effort to do the best you can. You owe it to yourself, your family and your teachers to be serious about your studies and to put in a continuous effort over the next two years to achieve the very best of which you are capable.

I trust that the material presented in this Handbook is useful for both parents and students as you discuss and plan for the future and possible career paths.

I ask that you retain this Handbook for your Senior Secondary schooling years at St Joseph's as it contains information that is relevant for both years.

I hope that you will continue to enjoy your time at St Joseph's School and that you will benefit from the design and content of our Senior Curriculum.

Yours sincerely,

Mr Michael McCarthy
PRINCIPAL

LEARNING ACCOUNT

Each student has an individual learning account. All learning undertaken and achievements are recorded in the student's learning account. Different types of learning attract different credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account.

A senior student may receive:

- a *Queensland Certificate of Education* (QCE) - confirming a significant amount of learning at a set standard, and meeting literacy and numeracy requirements.
- a *Senior Statement* - recording all learning undertaken and achievements for a student completing Year 12
- *VET certificates* - certifying competence in a course or qualification level
- a *CPCSE* - (the Certificate of Post-Compulsory School Education) certifying achievements by students with special needs on individualised learning programs
- *A Tertiary Entrance Statement* - indicating a student's rank order position based on overall achievement in QSA subjects- an Overall Position from 1 to 25 and Field Position results (1-10) for the fields for which they qualify

OVERALL POSITION (OP) AND FIELD POSITIONS (FPs)

Your *OP* reflects your rank order *Overall Position* in relation to all the other eligible Year 12 students in the State.

Your *FPs* reflect your rank order *Field Position* in specific subject fields.

There are five Field Position categories

A = Extended written expression involving complex analysis and synthesis of ideas.

B = Short written communication involving reading comprehension and expression in English or a foreign language.

C = Basic numeracy involving simple calculations and graphical and tabular interpretation.

D = Solving complex problems involving mathematical symbols and abstractions.

E = Substantial practical performance in physical or creative arts of expressive skills.

To be eligible for an *Overall Position* (OP) and *Field Positions* (FPs) you must

- do a total of 20 Authority subject semester units including 3 Authority subjects for 4 semesters (i.e. you must continue 3 of your subjects—12 semester units—over the two years of Senior. You have the flexibility to choose your remaining 8 semester units from any compatible combination of Authority subjects.)
- sit the Queensland Core Skills (QCS) Test
- remain at school until the prescribed date.

Your *Overall Position* (OP) is calculated on your results for your best 20 semester units — incorporating your best three 4-semester-unit-subjects and your best remaining subjects to make up the 20 units.

The *Overall Position* (OP) range is from 1 (highest) to 25 (lowest). *Field Positions* (FPs) range from 1 (highest) to 10 (lowest).

QUEENSLAND CORE SKILLS TEST

The Queensland Core Skills Test (QCS Test) is held at the end of Term 3 for Year 12 students. The test is set by the QSA and is a cross-curriculum test that assesses achievement in 49 common curriculum elements that have been identified across the curriculum studied by senior students. It is not a subject-based test but tests the skills you have acquired in studying your senior curriculum. These include:

GATHER AND PROCESS

- Comprehend facts and literal meanings
- Comprehend inferences
- Comprehend casual relationships
- Extract and process information from styles such as cartoons, diagrams, tables, graphs and symbolic text

ANALYSE AND ASSESS

- Order and select information
- Discern patterns and relationships
- Apply techniques, rules and models
- Organise and evaluate arguments
- Draw conclusions using skills such as evaluate explicit and implicit assumptions, distinguish factors, evince and assess principles, predict conclusions
- Make judgments

CREATE AND PRESENT

- Write at length
- Produce pictorial, diagrammatic, verbal, tabular and graphical information

The test takes the form of 4 papers - 2 multiple-choice, 1 short answer response and 1 extended writing.

To be eligible for an OP and FPs you **must** sit the QCS Test unless you have been given special permission from the QSA to be absent from the test for reasons of illness or other approved grounds.

Your QCS test result will appear on your Senior Certificate. However, your individual QCS Test result is not used to calculate your OP. The test uses group data; it is used as a scaling device that provides information about the strength of the competition across subject and school groups across the State.

If you are not OP-eligible you may still sit the test, but your results will not be used for group data for scaling purposes. The QCS Test uses group data of OP-eligible students only.

Students will be given practice in the QCS test during the course of Year 12

Areas of Learning

Area of Learning refers to a category in which different types of courses of study fit. There are currently four areas of learning that can contribute toward the QCE:

Authority subjects

- subjects the QSA develops and approves
- subjects the QSA accredits but does not develop

Authority-registered subjects

- subjects that schools develop and the QSA approves as meeting the requirements of the respective study area specifications
- subjects that schools develop or identify and that the QSA approves

VET

- all VET that the Australian Qualifications Framework (AQF) recognises
- school-based apprenticeships and traineeships
- an employability-skills development program that prepares young people for work

Courses and subjects the QSA recognises

- university courses undertaken while at school
- international learning programs the QSA recognises
- awards and certificates the QSA recognises
- training programs that are tailored to an individual's needs, and that a QSA delegate recognises and validates
- a locally developed course of study that a community organisation offers, and that a QSA delegate recognises and validates
- a project that is undertaken in a workplace, community organisation or that is self directed, and that a QSA delegate recognises and validates.

CHOOSING SUBJECTS

While there are **no** compulsory subjects for a Senior Certificate or OP, students at St Joseph's are required to study 7 subjects, one of which **must be *English***. Students who select *Study of Religion* will not be required to take *Religion and Ethics* and therefore only study six subjects. The best advice you can be given is to choose subjects...

- that you enjoy,
- are good at and
- that fulfill the pre-requisites of the career or tertiary course you are interested in.

Before selecting subjects, you should read carefully the course outlines in this handbook as well as discuss your preferences with your parents and teachers.

- 1) Student preferences will be used to formulate lines, which will meet the interests and needs of most students.

SUBJECTS WILL BE OFFERED ONLY IF THERE ARE SUFFICIENT NUMBERS TO FORM A CLASS.

- 2) For some students it is possible that two subjects that a student wishes to take may occur on the same "line". A choice will then have to be made between the two subjects in consultation with your parents, PC teacher, Principal or Assistant Principal.

SUBJECT CHANGES

So, you discover that the subject you have selected is not for you! If you wish to change your subject selection you may do so in the first few weeks into a new semester.

Because of the significance of your subject selection to your OP eligibility, further study and future career options, the process of subject change in the Senior School must follow a strict procedure. You should consult with the teachers of both the subject you propose to leave and of the subject you propose to enter. Obtain their approval signatures. Discuss the outcome with your parent/s and obtain their approval and signature on the Subject Change Form. Return the form to the Assistant Principal for final approval and processing. Any outstanding assessment in the 'left' subject should be completed prior to the changeover.

Before changing subjects, you need to consider the amount of "catch up" work necessary in the new subject.

LIST OF SUBJECTS BEING OFFERED IN 2011 / 2012

AUTHORITY SUBJECTS

PLEASE NOTE: NOT ALL SUBJECTS BEING OFFERED WILL RUN IN 2011.
THE SUBJECTS TAUGHT WILL DEPEND ON THE NUMBER OF STUDENTS WANTING TO TAKE
THE SUBJECT.

Study of Religion	Physics
English	Biology
Ancient History	Legal Studies
Film, Television & New Media	Physical Education
Mathematics A	Business Communication and Technology
Mathematics B	Graphics
Mathematics C	Technology Studies
Chemistry	Art

AUTHORITY-REGISTERED SUBJECTS

Religion & Ethics	English Communication
Pre-vocational Maths	Creative Arts
Industrial Skills	
Religion & Ethics	English Communication
Pre-vocational Maths	Creative Arts

VET CERTIFICATES

Certificate II Workplace Practices	Certificate II Hospitality
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REPORTING

Term 1 Students receive a Progress Report that focuses on their application and progress in each of their subjects during Term 1. Parent Teacher interviews will be held at the beginning of Term 2.

Term 2 Years 11 and 12 students are provided with an End of Semester Report which includes a semester result and subject comments.

Term 4 In Year 12 students receive the Student Education Profile (SEP) and a School Reference. Year 11 students are provided with a Semester Report, which includes subject results and comments for each subject.

WHICH PATHWAY FOR YOU?

Not all students go on to Tertiary study. You need to think about which pathway to the future you want to follow. You are encouraged to choose a pathway that is most suitable for you. To do this successfully you need to think carefully about yourself and what you want in your future. There is no point in following someone else's pathway to someone else's destination ~ you are likely to run out of motivation before you get there. Put the time and effort into planning to be successful on the pathway to **your** destination.

Pathway To Further Study

If you are planning to continue with further study at either a University or TAFE College you will need to choose a course of study which makes you eligible for Tertiary Entrance.

Eligibility for Tertiary Entrance

To be selected for entry to a tertiary institution direct from full-time schooling, you:

- Must satisfy identified prerequisite subjects for specific tertiary courses
- Must be eligible for an Overall Position (OP)
- Should be eligible for the primary and secondary Field Positions (FP) stated for that specific tertiary course. (However, most students will be selected for courses without the need for field positions to be considered).

Pathway to Employment

You will be best prepared for the pathway to employment if you take the time to seriously investigate the industries in which you have an interest. Take advantage of Work Experience opportunities, meet and talk to people in the industry, attend Careers Markets and Open Days, read newspapers (explore local opportunities in local papers, read business sections of larger papers), read industry journals/magazines, check the Internet for current information.

If you are planning to go into the workforce immediately after you leave school, choose a range of subjects that will provide you with the skills needed for the industry / area in which you plan to find work. Employers are looking for workers who demonstrate that they are interested by learning about the industry and the company where they are looking for work. You will also show that you are interested by getting involved in activities that develop skills (e.g. team work, organising, being punctual and reliable) you will need in the work place.

Students seeking employment after completing Year 12 can gain assistance from Job Network Agencies, Jobs Pathway Programs or Group Training Companies.

Pathway to Vocational Outcomes

St Joseph's School offers some Authority and Authority Registered subjects which contain Nationally Accredited Vocational Certificate Courses. Nationally Accredited Certificate Courses offered here at present are:

- Certificate II Workplace Practices
- Certificate II Hospitality

Students who complete a full certificate course as part of the subjects offered at the school are provided with entry-level training and qualifications that are industry endorsed and nationally recognised.

Students studying subjects with vocational outcomes will have printed on their Senior Certificates all modules for which they are assessed to be competent. If a full certificate course is completed, this will also be included on the Senior Certificate.

To link Vocational Training in our school to the workplace, we offer-

- School Based Traineeships/Apprenticeships (Paid)
- Work Experience (unpaid)

SCHOOL-BASED APPRENTICESHIP & TRAINEESHIP PROGRAM

School Based Apprenticeships and Traineeships (**SBA**s) allow students to gain relevant skills in paid employment which leads to a Vocational Educational and Training (**VET**) qualification whilst they are completing a Senior Certificate. This is an effective transition from school to work and helps students develop confidence, self-esteem and improved communication skills while gaining first hand experience in industry. While it is possible to achieve an OP and to do an SBA, most students choose to do a reduced workload and are therefore OP ineligible.

A school-based apprenticeship or traineeship requires a training agreement to be signed. This is a contract committing you and your employer to the apprenticeship or traineeship. It also covers you for workers compensation in case of injury. If you decide to do an SBA, remember that transport to work and/or training may be an added cost.

A student undertaking an SBA can expect -

- A reduced school workload (if not undertaking an OP course)
- To study off-the-job components of the apprenticeship/traineeship with a training provider (e.g. TAFE)
- Attend paid work with the employer (usually one day a week and possibly some school holidays)

A student considering an SBA should be -

- a dedicated student who is genuinely interested in pursuing both a career and education
- a student who has considered all options and has decided on their career path
- a student who has family support to undertake this commitment for the next two years and possibly longer

If you are interested in an SBA, find out what SBAs there are to choose from and what you may be interested in. Talk to people working in different areas you are interested in and find out about the skills they use and where they work. Find out if there are any workplaces in your local area where you may be able to work part-time (also find out what job vacancies are available for apprentices/trainees in the industry you're interested in). Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through work experience. Make an appointment to talk to Ms Rea, our SBA coordinator.

Work Experience

All Senior students are encouraged to do as much work experience as possible. In Years 11 & 12 the work experience is undertaken during school holiday time so as not to interfere with your study program. Before starting any work experience, you must sign a contract with the work experience provider, the school and your parents. Please see the VET Co-ordinator to organise this.

Career Information

Students can negotiate a time for counselling with the Senior Coordinator, PC teacher, Assistant Principal or Principal. Parents can make appointments to see these people also through the school office on 46815900. All Year 12 students are interviewed in Term 3 with regards to their QTAC Application.

Students are encouraged to attend Careers Information days run by the Universities and TAFES. These information days are advertised in the School newsletter. If the opportunity arises a trip to a university is also organised.

FURTHER INFORMATION:

If you require further information or clarification concerning the School Curriculum for 2011, please do not hesitate to contact the Principal or the Assistant Principal, at St Joseph's School. Phone: 46815900.

SURVIVING SENIOR - GENERAL INFORMATION

Attendance At School

The policy of the School is that students must attend and participate in class to the School's satisfaction. This means being at school each day, being on time for the commencement of Pastoral Care and remaining at school for the duration of the day.

Failure to do so may result in your being asked to show cause why your enrolment should not be cancelled.

The Queensland Studies Authority (QSA) has provided direction regarding the expected attendance requirements as follows:-

A student is entitled to be credited with a level of achievement for each semester unit completed in Year 11 and/or 12, from the school at which he/she was enrolled at the end of that semester provided that:

- he/she has satisfied the Principal of the school making the assessment that he/she has fulfilled the requirements of the school for the courses of study which she/he has undertaken to Year 12, through **regular** and **full** participation in the school program for that course of study;
- the school making the assessment has accepted moderation by the QSA of the standards of assessment.

The key words are **regular** and **full** participation. So, Senior study at this school is a serious responsibility for each post-compulsory student. You need to be **in class, on time, on task**.

Implications for Unapproved Absence - Youth Allowance Implications

To receive Youth Allowance, students need to participate in school as full time students. Each term, Centrelink makes checks with this school about:

- student enrolment and attendance
- student participation in class/assessment activities

Unexplained absences could affect your eligibility to receive this payment.

Pastoral Care Teacher

Your PC teacher will keep in close contact with you and the other teachers working with you.

The role of the Pastoral Care teacher includes:

- a. to foster the development of a caring environment and to promote positive teacher/student and peer relationships
- b. to co-ordinate the Year level program
- c. to liaise with teachers and Administration with respect to student welfare
- d. to monitor absenteeism, the provision of notes / monies and roll marking
- e. to communicate with parents or guardians where this is deemed to be necessary
- f. to monitor student presentation (e.g. uniform) on a regular basis.
- g. to encourage students to investigate future vocational options in preparation for leaving school

School Counsellor

Appointments to see the School Counsellor can be made through the office.

The Counsellor can provide assistance and support to students and parents across a wide range of **educational, career and personal issues**, which may affect a student's achievement. The Counsellor can also refer students and families to community support agencies if necessary.

STUDENT LEADERSHIP

School Captains And Vice Captains - Roles and Responsibilities

- To set the standard in terms of presentation, language and behaviour
- To be a good leader who shows initiative
- To be an effective public relations ambassador for our school
- To attend meetings with school administration when required
- To support Student Council executive by attending meetings
- To participate in formal school ceremonies (e.g. Anzac Day, Awards Night).
- To be approachable with other students
- To be involved in a range of school activities
- To be able to relate to all members of our school community (e.g. teachers, support staff, parents, visitors, other students).
- To actively intervene, where appropriate, in matters that relate to student behaviour, safety and issues with respect to the reputation of our school and its members.

House Captains & House Vice Captains - Roles And Responsibilities

- To set the standard in terms of presentation, language and behaviour
- To be a good role model who is willing to actively participate in all major school sporting events i.e., Swimming Carnival, Cross Country, Athletics Carnival
- To provide student leadership in all school sporting activities.
- To encourage other students to participate in all school sporting activities.
- To display exemplary sportsmanship qualities at all times.
- To wear correct uniform at all times
- To wear house captain badge proudly
- To foster team spirit through preparation of banners, posters etc
- To liaise with teachers in your sports house re preparations for carnivals.
- To organize students re sports nominations etc
- To assist with setting up and cleaning up of carnivals.
- To display at all times, exemplary behaviour above normal school expectations.
- To organize distribution of lunch time sports equipment
- To organize lunch time sports competitions
- To coach teams or referee matches if and when required

Student Council

Aims Of The Student Council

- To act as a forum for the expression of student opinion
- To communicate student opinion to the school Administration for the benefit of the School as a whole
- To encourage student involvement in student based activities
- To encourage and provide opportunities for student leadership and organizational abilities
- To become involved in any initiatives that may lead to the overall improvement of the School
- To support student representation of the School wherever possible
- To encourage activities and behaviour which lead to a greater public image for the School
- To work towards a co-operative and harmonious school environment

Extra Curricular Activities

You are all leaders in our school and over the next two years there will be many opportunities for you to contribute to the school as a community and to the community beyond. Listen carefully to notices in PC and on Assembly.

WHAT'S IN YOUR PORTFOLIO?

Over your Senior years you need to begin preparing your student portfolio. This is a folder in which you should file all documents that would be relevant for viewing by employers, training organizations and tertiary institutions. Your portfolio should be updated regularly during Years 11 and 12.

- Queensland Certificate of Education and Senior Statement
- Tertiary Entrance Statement
- Your Reference

At the end of Year 12 a valuable item in your personal folio of achievements is your school reference. While Term 4 of Year 12 is the time to apply for a reference, it is too late to gain any worthwhile achievement for that reference. It is very important during the whole two years of Senior to look for opportunities to build up positive evidence of your qualities that can later be detailed in your reference. This reference is a very credible document, on school letterhead that carries the Principal's signature and rests on the fine reputation of our school. It will be one of your most important documents that will be thoroughly inspected by future employers.

Obtaining your reference

1. First the application ... In Term 3 of Year 12 you will be able to obtain a Reference Application Form as part of a reference application package presented to you by your PC Teacher. To start the process, you must complete this form and return it to him/her.

2. Next, as part of the reference package you will find a School Contribution Sheet on which you are required to identify:

- all of your activity in all of the areas of service across the school
- academic or special awards that you have achieved
- any cultural pursuits that you have engaged in, within the school
- participation in organized competitions
- sporting involvement

Each of these will require a teacher's signature to verify that you did in fact do or achieve what you claim on this form. You can see that all of these must be built up through your effort over the two years. So, to ensure a quality reference - Get involved now!

Comments from your teachers are a very important component of your reference. The teacher comment form is also part of the reference application package.

HOMEWORK

Regular homework and revision of class work are necessary if you are to be successful. Parents of Senior students are asked to assist teachers by seeing that this work is done well and consistently, and under the best conditions. It is important that definite times for homework be fixed for each night taking into account family and student commitments. The approximate time to be devoted to homework for Years 11 & 12 is at least 2 hours per night.

There are basically three types of homework :

1. **SET HOMEWORK** which can take the form of either written work or learning/ research work.
2. **PRIVATE STUDY** which may take the form of revision, working on ahead or wider reading. You are encouraged to do this type of study and plan your own study program.
3. **ASSIGNMENTS** are set well in advance of the due date. Regular checks by parents should be made on the progress in these major tasks. The job can be subdivided with several due dates.

FACILITIES

Computer Technology

The Resource Centre has a number of laptops available for research and study purposes. Each is linked to the Internet and a printer. The library is available, under supervision, to you during most lunch breaks.

You have your own username, password and folder, so you have secured access to your work from any school computer. If you suspect that someone else knows your password, you are advised to let the IT technician know immediately so that it can be changed.

Drivers

Many Senior students obtain their drivers' licences and have access to private vehicles to drive to and from school. With this new independent mobility goes the need for considerable self-discipline and responsibility. The following school policy must be strictly adhered to:

- Students, with parental authority, may drive private vehicles to and from school
- A student driving a private vehicle to and from school must complete a student driving permit form obtained from the office and submit it to the school office
- Student drivers are NOT permitted to carry student passengers in their vehicles without written permission from the parent of the passenger and the authority of the school Administration.
- The vehicles are to be parked in the Church carpark or on the school side of Corundum St but past the bus stop
- Students are not to access vehicles in school hours without the approval of Administration
- Students are NOT permitted to use their vehicles for transport to sport, excursions or other activities in school hours other than in exceptional circumstances and when authorised by Administration
- Students in school uniform who drive in an irresponsible, dangerous or unlawful manner endangering the safety of person or persons will incur school disciplinary action. Such incidents will also be reported to the police
- The School and/or Church takes no responsibility for any loss or damage to vehicles parked in or near the school

STUDENT WORK

For Verification purposes it is necessary to store your assignments and tests at the school. However, you have the right to access those items as well as your profile.

Year 12 student work used to determine Exit levels of achievement must be kept at the school until all appeals are finalized. If you wish to collect certain assessment items from the school you may do so after 31 March of the following year.

MOBILE PHONES

Mobile Phones - please refer to the Mobile Phone Procedures. If a phone is confiscated because of incorrect use, it must be collected by a **parent** from the school office. The school accepts no responsibility for the loss of any personal items brought to school.

AUTHORITY SUBJECTS

ENGLISH

Subject Code: 01

Pre-requisite A sound achievement in Year 10 English is strongly recommended.

Why study this subject?

The senior subject of English develops student's knowledge of how language typically works in the culture as well as of how language works in particular texts. At senior level English involves the systematic study of language to build increased understanding of the relationships among texts, language and literacies as social practices with the emphasis on how these relationships help make meaning in particular cultural contexts and social situations. Students develop their ability to use language to talk about language and about its use in texts. By studying texts, by learning and using language, students develop their capacities as literate members of Australian and global communities to participate actively in the worlds of work, study and leisure among other human pursuits.

Course Outline

The Senior English course is a challenging but interesting one that covers skills of reading writing, speaking, listening and viewing. Students will find the texts and expectations required from this subject far more challenging than the English of their junior years and will need to adjust their work commitment accordingly if they wish to succeed. The course comprises of a formative year in Year Eleven where seven pieces of formal assessment are completed and a summative year in Year Twelve where six pieces of formal assessment are completed.

The texts studied over the two year course vary from the more traditional canonical works of Shakespeare, Arthur Miller and traditional poetry to more modern texts of song, modern novels and film. All texts are examined in detail and students asked to respond to them in varying genres. The texts are mature and contain content suitable for older teenagers.

Assessment

A variety of assessment tools will be used under various test conditions. These include writing scripts, Multimedia presentations, dramatic monologues, analytical essays, persuasive essays, feature articles, editorials, poetic analysis, dramatic performances and other written and non written tasks.



ANCIENT HISTORY

Subject Code: 20

Pre-requisite Nil, although a solid sound achievement in English is essential.

Why study this subject?

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour achievement and disaster. It enables students to understand the links between the past and the contemporary world. It also gives them the opportunity to see alternatives to what they are experiencing today. It gives students a deeper understanding of the issues that currently confront them - societies governed by law and organised by various kinds of political institutions, the nature and impact of justice and injustice and discrimination and violence.

These issues were just as challenging in the past as they are today. Students will develop skills of critical inquiry, reflection and decision - making which will greatly aid them in Tertiary courses such as Anthropology, Archaeology, Architecture, Art, Commerce and Law, Journalism, History, Media Studies, Music, Psychology and Social Work.

Course Outline

The course follows a two year cycle which begins with an inquiry topic on archaeology. This is followed by in-depth studies on Ancient Egypt, the conflict experienced by the Greeks, the Persians and the Spartans as well as a look at the Arts in many ancient civilizations. Ancient Rome is examined as well as the everyday lives of people. A study of famous personalities is a highlight as people from the past come alive when they are studied in depth.

Assessment Assessment tasks cover a range of skills including essay writing, document studies, objective short answer tests, research assignments and oral presentations. Students will need to have very sound written and research skills to achieve in this academic subject. They will also need to become very organized in their homework as the assignment load is heavy and involves extensive research notes that need to be detailed and recorded as part of the assessment process.



MATHEMATICS A

Subject code: 36

Pre-requisite A sound achievement in Junior Maths is recommended

Why study this subject?

Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:

- Choosing between loan repayment schedules or insurance plans
- Interpreting information in the media
- Reading maps or house plans
- Estimating quantities of materials

In Maths A, the skills needed to make decisions, which affect students' everyday lives, are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

Course Outline

Mathematics A consists of core and extension topics.

The Core Topics are:

- Managing Money 1 and 11 - bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets
- Elements of Applied Geometry - simple trigonometry, area and volume, latitude, longitude and time zones
- Data Exploration and Analysis - graphical and tabular presentations, simple methods for describing and summarising data
- Linking Two and Three Dimensions - scale drawings and plans, estimation of quantities and costing
- Maps and Compasses involving either Navigation or Land Measurement - practical use of variety of maps, compass bearings, orienteering, navigation, site plans
- Inferential Statistics - simple probability, interpretation of reports in the media, statistical hypotheses

The Extension Topics include:

- Linear programming
- Networks and queuing
- Statistics in the real world
- Mathematics of chance

Assessment

Information is gathered through a process of continuous assessment and a range of assessment techniques will be employed in gathering assessment data. Some of these may be written tasks, multiple-choice and short answer tests, extended responses, reports and practical tasks using instruments. The assessment criteria are Communication and Justification, Knowledge and Procedures and Mathematical Modelling and Problem Solving.



MATHEMATICS B

Subject Code: 37

Pre-requisite At least a sound achievement in Year 10 Mathematics is recommended.

Why study this subject?

Mathematics is an integral part of a general education. It enhances both an understanding of the world and the quality of participation in a rapidly changing society. The range of career opportunities requiring an appropriate level of mathematical competence is rapidly expanding into such areas as health, environmental science, economics and management, while remaining crucial in such fields as the physical sciences, engineering, accounting, computer science and information technology areas. Mathematics is essential for widespread computational and scientific literacy, for the development of a more technologically skilled work force, for the development of problem-solving skills and for the understanding and use of data and information to make well-considered decisions. It is valuable to people individually and collectively, providing important tools which can be used at personal, civic, professional and vocational levels.

At the personal level, the most obvious use of mathematics is to assist in making informed decisions in areas as diverse as buying and selling, home maintenance, interpreting media presentations and forward planning. The mathematics involved in these activities includes analysis, financial calculation, data description, inference, number, quantification and spatial measurement. The generic skills developed by mathematics are also constantly used at the personal level.

At the civic, professional and vocational levels, the generic skills, knowledge and application of mathematics underpin most of the significant activities in industry, trade and commerce, social and economic planning, and communication systems. In such areas, the concepts and application of functions, rates of change, total change and optimisation are very important. The knowledge and skills developed in Mathematics B are essential for all quantitative activities in the above areas. Higher-order thinking skills developed in problem solving are essential for further development in any quantitative areas. The demand for those who are skilled mathematically continues to rise, emphasising the need for schools to provide the opportunity for students to experience a thorough and well-rounded education in mathematical ideas, concepts, skills and processes.

Mathematics has provided a basis for the development of technology. In recent times, the uses of mathematics have increased substantially in response to changes in technology. The more technology is developed the greater the level of mathematical skill required. Students must be given the opportunity to appreciate and experience the power which has been given to mathematics by this technology. Such technology should be used to encourage students in understanding mathematical concepts, allowing them to "see" relationships and graphical displays, to search for patterns and recurrence in mathematical situations, as well as to assist in the exploration and investigation of real and life-like situations.

Mathematics B aims to provide the opportunity for students to participate more fully in life-long learning. It provides the opportunity for student development of:

- Knowledge, procedures and skills in mathematics
- Mathematical modelling and problem-solving strategies
- The capacity to justify and communicate in a variety of forms.

Such development should occur in contexts. These contexts should range from purely mathematical through life-like to real, from simple through intermediate to complex, from basic to more advanced technology usage, and from routine rehearsed through to innovative. Of importance is the development of student thinking skills, as well as student recognition and use of mathematical patterns.

The intent of Mathematics B is to encourage students to develop positive attitudes towards mathematics by approaches involving exploration, investigation, application of knowledge and skills, problem solving and communication. Students will be encouraged to mathematically model, to work

systematically and logically, to conjecture and reflect, and to justify and communicate with and about mathematics. The subject is designed to raise the level of competence in the mathematics required for informed citizenship and life-long learning, to increase students' confidence in using mathematics to solve problems, and especially to provide a basis for a wide range of further studies.

MATHEMATICS C

Subject Code: 38

Pre-Requisite: A High Achievement in Extension Mathematics in Year 10. Mathematics B must also be studied at the same time.

Why Study This Subject

This subject is relevant to students of various backgrounds, interests and aspirations. Mathematics C builds on the student's mathematical background by introducing a balanced but varied cross-section of the disciplines of mathematics. This subject equips students with the pre-requisite mathematical knowledge to undertake further study or engage in employment. Students who are interested in studying Mathematics, Physics, Science, Engineering, or Computing at Tertiary institutions are **urged** to take this subject.

Course content:

The Mathematics C course covers the core topics of algebra, calculus, trigonometry, geometry, matrices, vectors, and introduces complex numbers, group theory, number theory, mathematical modeling, linear programming, dynamics, and advanced trigonometrical functions.

Assessment

Students will be given the opportunity to display achievement of the course objectives through a variety of assessment instruments. These include: formal examinations, assignments, projects and practical reports. The criteria used are Communication and Justification, Knowledge and Procedures and Mathematical Modelling and Problem Solving.



CHEMISTRY

Subject Code: 40

Pre-requisite A high achievement in Year 10 Science is recommended.

Why study this subject?

Chemistry is the study of the materials around us and why they behave as they do. Chemistry is intimately involved in manufacturing industries which provide our food, clothing and many articles we use daily, so students should come to appreciate the impact of chemical knowledge and technology on their society.

The senior Chemistry course will provide a foundation for students who will proceed to tertiary level courses in science, the applied sciences, engineering or the health sciences. Career options include laboratory work, food technology, scientific research, nutrition, pharmacy, medicine, veterinary science, industrial chemistry, human movements and nursing.

Course Outline

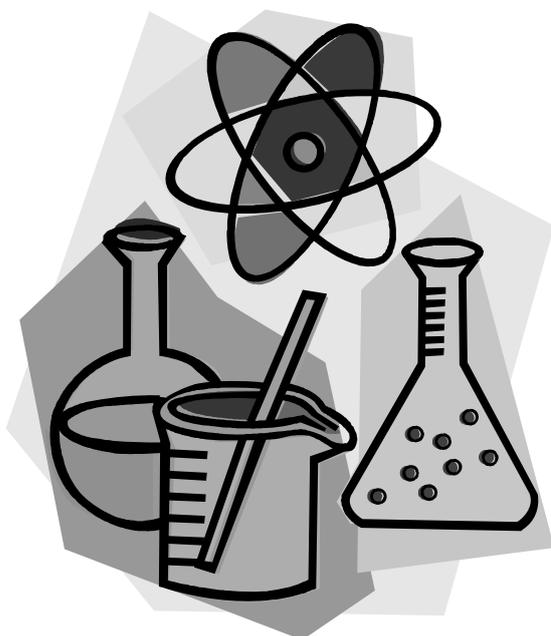
During the course, students should acquire knowledge of the following core topics:

- Properties of Materials (Bonding and Structure)
- Reacting Quantities and Chemical Analysis
- Oxidation and Reduction
- Organic Chemistry
- Chemical Periodicity
- Gases and the Atmosphere
- Energy and Rates of Chemical Reactions
- Chemical Equilibrium
- Wine chemistry

During the course, students will participate in a wide range of activities to develop their knowledge of Chemistry and their ability to think and solve life-related problems. They will be involved in practical experiments designed to develop basic laboratory skills as well as illustrating and amplifying theories discussed in class.

Assessment

Performance in the dimensions of knowledge, investigative processes and evaluation of data will be used to determine the achievement level on exit. Techniques used may include - formal examinations, research assignments, practical projects, laboratory investigations and reports.



PHYSICS

Subject Code: 41

Pre-requisite A high achievement in Year 10 Advanced Maths is recommended.

Why study this subject?

Physics is concerned with the discovery, understanding and application of the fundamental laws of nature. Because Physics values precise measurement and highly reproducible experiments, it has developed a powerful partnership with mathematics.

Knowledge of physics has led to developments in technology and remains a basis for technology in the foreseeable future. Telecommunication, electrical appliances and computers have had a profound impact on social structures. Through the application of its findings, physics is also indirectly responsible for generating much of the intellectual and material wealth of our way of life.

Physics is valuable background knowledge to professional studies in science, engineering, medicine, pharmacy, physiotherapy and agriculture. It is also desirable for students who intend to pursue secondary science teaching, paramedical and health-care courses or various trade apprenticeships, especially in applied electrical fields.

Course Outline

Core topics found in the Physics course are:

- Physical Quantities and Measurement
- Optics/Astronomy
- Forces and Motion
- Electricity and Electronics
- Energy and Momentum
- Magnetism and Electromagnetism
- Thermal Physics
- Atomic and Nuclear Physics
- Wave Motion

Assessment

Students will be given the opportunity to display achievement of the course objectives through a variety of assessment instruments. These include: formal examinations, assignments, projects and practical reports. The criteria used are: knowledge of subject matter, investigative processes, evaluating data and manipulative skills.

BIOLOGY

Subject Code: 42

Pre-requisite A high achievement in Year 10 Science is recommended.

Why study this subject?

Biological Science is the study of the natural systems of the living world. It provides students with an understanding of the ways scientists seek solutions to problems pertaining to the living world and how the application of the scientific method can lead to the discovery of new knowledge. It also develops and enhances skills that can be used to solve problems arising in students' everyday experiences.

The study of Biology is a useful subject for careers in life sciences and health, e.g. agriculture, biochemistry, chiropractics, dentistry, medicine, nursing, medical technology, physiotherapy, speech therapy, veterinary science, naturopathy, aquaculture, food processing, hairdressing, farming, teaching, biotechnology, molecular biology and genetic engineering.

Course Outline

Areas within Biological Science are:

- Ecosystems/Ecology
- Microbiology
- Cell Biology
- Physiology of Plants
- Physiology of Animals
- Genetics
- Evolution

Assessment

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Knowledge, Investigating Biology and Evaluating Biological Issues

10 HOURS OF FIELD STUDY IS MANDATORY



BUSINESS COMMUNICATION & TECHNOLOGIES (BCT)

Subject Code: 63

Pre-requisite Word-processing skills would be an advantage

Why study this subject?

Business Communication and Technologies is designed to equip students with the ability to communicate effectively and to interact confidently within a business environment and to use a range of business information and technologies appropriate to both the private and public administration sectors.

This subject explicitly combines general and vocational education components.

Course Outline

The two-year course is organised on the basis of 11 topics of study.

The topics of study are:

- Workplace Safety
- Business Environments,
- Industrial Relations
- Managing workplace information
- International business communication
- Business communication
- Business meetings
- Organisational skills
- Workteam communication
- Computer operations
- Financial records

Students develop the knowledge, processes and skills associated with this course through a contextual approach. Each semester, work is undertaken in one or two contexts. The contexts undertaken by St Joseph's School are: Travel and Tourism & Hospitality, Banks and other financial institutions and Retailing, Real Estate and Events Management (BSB20101)

Embedded within these topics are 12 units of competency that make up the Certificate II in Business

Assessment

In BCT students are assessed on

- Their knowledge of previously learned factual information and their ability to demonstrate understanding of that information in a business context
- Their ability to use reasoning processes to critically reflect on issues that are significant to business environments
- Their ability to complete a variety of tasks using appropriate technologies and presentation skills and to record business procedures either manually or electronically

PHYSICAL EDUCATION

Subject Code: 68

Pre-requisite Nil.

Why study Physical Education?

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Through the interrelated concepts of learning in, about and through physical activity (Arnold 1985) students become intelligent performers (Kirk 1988) and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

Course Outline

Students study four physical activities over the course with equal time and emphasis given to each activity. These are Futsal, Athletics, Tennis and Lawn Bowls. Subject matter is drawn from three focus areas which are:

- Learning physical skills related to the activities.
- Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
- Sport, physical activity and exercise in the context of Australian society.

Assessment

A wide range of assessment techniques is used including physical, oral and written activities. Such tasks as the demonstration of skills in a particular physical activity, a research report which analyses a training program, or a series of interviews focusing on strategies used in a physical activity are undertaken. The achievement level awarded to each student on exit from the course will be based on information about student performance in the assessable exit criteria of the course as outlined in the syllabus. These criteria are:

- Acquiring
- Applying
- Evaluating.

Physical performance and theoretical evaluation carry equal weighting in assessment allowing those students who are strong in the practical area to perform at a competent level, even when their strengths do not lie in the academic area and vice versa.

Physical Education would interest students who are physically active, enjoy a range of sports, participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and primary, middle and senior school teaching.

GRAPHICS

Subject Code: 76

Pre-requisite While Year 10 Graphics is strongly recommended, any self-motivated student with a sound understanding of drawing in two and three dimensions and in CAD (Computer Aided Drafting) could succeed at Senior Graphics.

Why study this subject?

Graphical illustration often successfully bridges the gap of communication left by the written or spoken word. Designs, logos, symbols and diagrams are applied across technical, social and national boundaries to give clear and precise meaning.

Graphics is a structured discipline that enhances the communication, analytical and problem-solving skills of students, and is a useful talent, whatever their future aspirations.

Career possibilities include Aircraft related trades, Air conditioning, Architecture, Auto Electrics, Building, Electrical and Mechanical Engineering, Graphic Design, Pattern Making, Sheet Metal Fabrication, Surveying, Teaching and Tool Making.

Course Outline

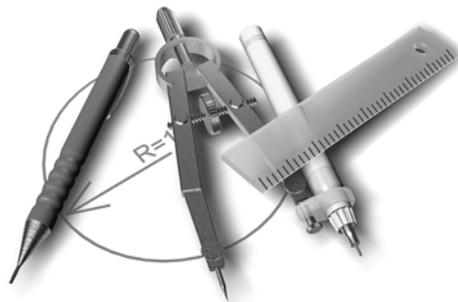
The Built Environment - focuses on changes planned by humans to the indoor and outdoor environment. Areas of study are integrated to enable students to make informed decisions on the methods and/or procedures in the preparation of graphical representations of proposed or existing structures.

Production Graphics - concentrates on the preparation of drawings for manufacturing, construction or craft industries. Products and their integrated design features play a major role in our society and provide a meaningful basis for this unit of work.

Business Graphics - focuses principally on the paper-based media that dominate the business world's communication platform. It includes the application of Senior Graphics to advertising, packaging, corporate identification and published works such as annual reports, and provides a suitable starting point for the selection and development of subject matter within the areas of study.

Assessment

Information will be gathered through a process of continuous assessment. The criteria from which a student's exit level of achievement is derived are: Knowledge, Reasoning and Presentation.



TECHNOLOGY STUDIES

Subject Code: 78

Pre-requisite Nil, although as this is a Design based course, a sound understanding and/or interest in the design process would be helpful. Junior Industrial Technology and Design would also be beneficial.

Why study this subject?

Humans have continually tried through innovation and invention and with the materials and tools at their disposal, to make their lives and environment smarter and safer, along with increases in efficiency, comfort and beauty.

Technology Studies incorporates the methodologies of inquiry, design, invention and problem solving to achieve its ends when designing engineered products, systems and environments. Students are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment and their associated safe working practices.

Possible careers include Aircraft related trades, Architecture, Electrical Engineering, Mechanical Engineering, Moulding, Patternmaking, Plumbing, Refrigeration, Sheet metal Working, Teaching, Cabinet-Making, Carpenter/Builder and Tool Making. It also leads to many designed based University courses.

Course Outline

The areas of study for Technology Studies are:

- Foundations of Technology
 - Safety
 - Manufacturing Resources
1. Materials
 2. Tools
 3. Processes
 4. Systems

Safety is incorporated into all activities associated with design and problem solving and students are encouraged to transfer the need for safety into daily life. All pertinent safety requirements must be considered and each student must be committed to conforming to occupational health and safety standards.

Design process involves consideration of resources, response to choices, communication of ideas, determination of possible solutions, justification of decision making and ultimately the realisation and evaluation of the solution.

Assessment

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. They include a design folio, research report and the practical outcome of their design problem. Competency-based assessment is the process of collecting some evidence during the student's work and making judgments on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

VISUAL ART

Subject Code: 80

The Year 11/12 Visual Art program involves a course of study that aims to promote critical, cultural and aesthetic understandings through participation in the processes of the visual art experience.

The general objectives relate to the creative thinking, critical analysis and problem-solving processes involved in producing, displaying and appreciating artworks. In Visual Art, formulation of ideas and the creating and thinking processes are as significant as the resolved artworks.

Pre-requisite Nil, however, it is recommended that students wishing to undertake Senior Art have successfully completed Year 10 Art. Sound English expression, comprehension and analytical skills are also an advantage.

Why study this subject?

This subject, like most creative subjects, is personally satisfying but demanding of time and commitment. It aims to give students an opportunity to develop their creativity and to gain skills in designing and producing artworks in a variety of media including drawing, painting, photography, printmaking, sculpture, installation, fibre art, wearable art and body adornment and electronic imaging. Studying Art also helps students to develop an appreciation of problem setting and solving in order to communicate thoughts and feelings.

This course is designed for students intending to continue on to Tertiary education and entry into courses such as Architecture, Engineering, Town Planning, Teaching, Fashion, Advertising, Film and Television, Industrial Design, Performing Arts, Computer Graphics and Photography. The Senior Art course will provide material for a folio of practical work for selection and entry to Art Colleges. It could also be an advantage for a student seeking employment in some creative area such as Hairdressing, Interior Decorating, Shop Display and the Printing Industry.

Course Outline

The course covers two years and includes both *making* and *appraising* dimensions.

***Making* is demonstrated through the two dimensions of visual literacy and application.**

Visual literacy involves:

- Defining visual problems and communicating solutions related to relevant concepts, focuses, contexts and media.
- Creating and communicating meanings through the use of visual language and expression.
- Researching, developing, resolving and reflecting to demonstrate a personal aesthetic (style/expression)

Application is the:

- construction and communication of meaning through the knowledge and understanding of materials, techniques, technologies and art processes.
- Selection, exploration and exploitation of materials, technologies, techniques and art processes informed by researching, developing, resolving and reflecting.

***Appraising* is the critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to selected concepts, focuses and media areas.**

It involves:

- Analysing, interpreting, evaluating and synthesising information about visual language, expression and meanings in artworks, relevant to concepts, focuses, contexts and media.
- Justifying a viewpoint through researching, developing, resolving and reflecting.
- Using appropriate visual art terminology, referencing and language conventions.

Year 11 Diversification

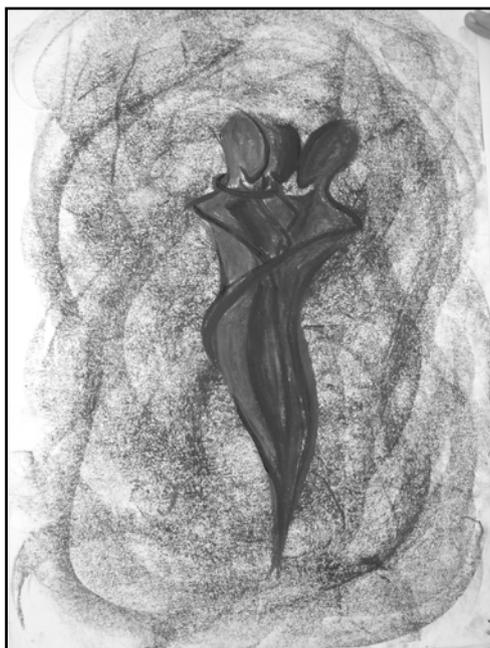
Year 11 is the foundation year for further study in Year 12. The course of study focuses on diversification where students engage with teacher-directed concepts, selected focuses, and a variety of media areas and contexts.

Year 12 Specialisation

In Year 12 the course focuses on specialization where teachers guide students as they decide their own path and select or narrow their options for expression. They will resolve two bodies of work that are significantly different in terms of either concept and/or focus.

Assessment

Students are assessed on their making and appraising ability. Assessment includes folios of making and appraising works compiled during the course. The techniques used for assessment could include any of the following: production techniques, written responses, objective tests, oral presentations and visual journal work



Sara Regan's work –
The Pain and the Pleasure

FILM, TELEVISION AND NEW MEDIA

PRE-REQUISITES:

Whilst it is not imperative, students that have undertaken Media Studies in Junior School will have already been introduced to many of the technologies and themes Film, Television and New Media focuses on.

A strong interest in areas such as new media, photography, video and image manipulation would be an advantage, along with ability to write critical essays or/and research contemporary issues. It is not essential for students to have had experience in using video cameras.

COURSE OVERVIEW:

Film, Television and New Media is an Authority subject that contributes to a student's OP for Tertiary Entrance. It has a large practical component during which students will be involved in scripting, shooting and editing their own productions. There is also a significant critical review aspect to the subject and students should be prepared to view films and television programs and new forms of Media in order to produce intelligent and informed critical review.

What is studied in Film and Television?

A student study how the world of film and media influences and is influenced by the world we live in. Through investigation of the five key areas of Technologies, Representations, Audiences, Institutions and Languages, students broaden their awareness of the how media texts are constructed, and the many and varied purposes, both seen and unseen, that they serve.

A number of core units are used to cover the basics in each of the above areas. The students then build on these basics through in-depth study in areas such as:

- ❖ Documentary Film
- ❖ Hollywood Film genres and styles
- ❖ Technologies
- ❖ Animation
- ❖ World Film
- ❖ Film Trailers, Marketing and Promotion

Students can then be asked to demonstrate their knowledge of the subject through:

Design

In Design, students will design, develop and pitch ideas relating to their own production ideas.

Production

Production allows students to take their designs and, through filming and editing, produce a film from it.

Critique

Students learn to analyse both their own works, and the work of other filmmakers.

HOMEWORK REQUIREMENTS:

The main requirement for homework is in the updating of notes (both those taken in class as well as those resulting from their own research). At various times, students will be responsible for school equipment (cameras, tripods etc) that they have borrowed for filming their productions. Use of the editing facilities will need to be in school time and after school.

ASSESSMENT:

Each year, students will complete:

- ❖ two (2) production designs (scripts, storyboards)
- ❖ two (2) polished video productions;
- ❖ at least two (2) written research assignments, or critiques of their own or other works

On many occasions these tasks will form an integrated unit, whereby students will design, produce and then critique their own polished production.

STATIONERY REQUIREMENTS:

Some form of a note book and art drawing book will be required. All shooting will be done on school-supplied camera, but students should supply their own SD card. A portable storage device like a USB drive would also be an advantage. Students wishing to make personal copies of their films they will need to supply their own blank DVDs for copies.

STUDY OF RELIGION

Subject Code: 86

Pre-requisites Nil, however a sound achievement in Year 10 English is recommended.

Why study this subject?

The subject Study of Religion looks at the place of religion in human affairs generally, as well as at specific religions. It is designed to be suitable for all students, whatever their views on religion. Thus, it can be taught in state, church and independent schools. Study of Religion is a subject that challenges students and contributes to the development of their

- Intellectual skills
- Communication skills
- Cultural awareness
- Capacity to make judgments in relation to moral, ethical and religious issues
- Emotional, mental and spiritual health

Study of Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures, both past and present. It assists students to become mature, constructive members of society and also provides knowledge and research skills useful for tertiary study.

Course outline

The senior Study of Religion syllabus is designed around three core components, five topics and a school-based topic. A course of study must include a minimum of four topics and integrated core components. Each topic has areas of inquiry that may be selected. These offer additional flexibility and choice for both students and teachers.

The three core components contain significant ideas and concepts that are central to the study of religion. They are:

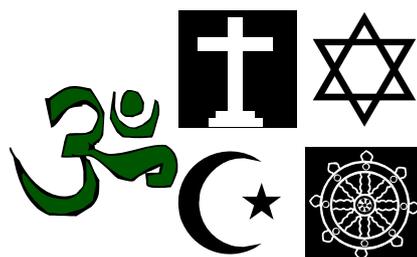
- Australian religious perspectives
- World religions
- The nature and significance of religion

The five topics provide in-depth study of specific aspects or phenomenon related to religion. The topics are:

- Religion-state relationships
- Ritual
- Sacred texts
- Ultimate questions
- Religion, values and ethics

Assessment

Study of Religion is primarily an educational program. Assessment is based on criteria similar to those used in other subjects, not on levels of commitment or involvement in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement. A range of tasks is used for this purpose, such as case studies, interviews, oral presentations, essays, research assignments and written tests.



LEGAL STUDIES

Pre-requisite - A solid pass in Year 10 English is recommended.

Why study this subject?

Legal Studies focuses on enhancing students' ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society

This subject will be of benefit to students who have an interest in:

- acquiring knowledge of the relationship between law and society
- acquiring knowledge of citizens' rights and responsibilities
- understanding the historical development of Australia's legal system
- developing skills in using legal information
- communicating with others about legal matters
- responsible community membership.

Course Outline

During the course, students examine the following 6 topics

The legal system – How does the legal system meet society's needs?

- Crime and society – What is crime? How should society and the criminal justice system respond to it?
- Civil obligations – How does civil law impact on citizens in a society? Agreements & Torts.
- You, the law and society –; Family; Sport; Environment; Consumers;
- Independent study
- Law in a changing society.

Assessment

Students are assessed across the criteria of Knowledge & Understanding, Investigation, Evaluation and Communication & Research Skills. Assessment methods include short and extended responses, non-written presentations, inquiry and responses to stimulus materials.

AUTHORITY-REGISTERED SUBJECTS

RELIGION AND ETHICS

Pre-requisite Nil

Why study this subject?

To be fully participative members of groups within contemporary society, students need to be able to search for meaning through the personal, relational and spiritual dimensions of religious and ethical experience in their own and others' lives. Religion & Ethics provides a program of study that encourages students to explore and refine their personal values and life choices and ways in which these are related to their beliefs. It enhances their understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

It is compulsory to undertake Religion & Ethics unless students are doing the Authority subject, *Study of Religion*.

Course Outline

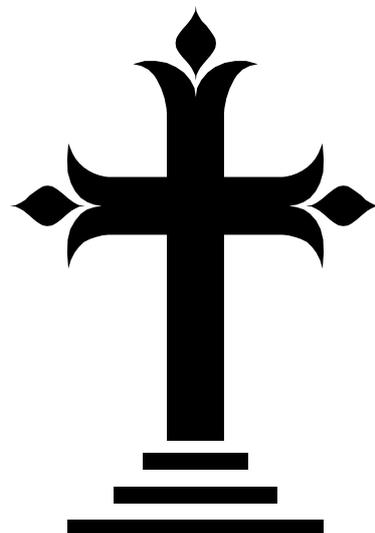
The units studied will be

- *Exploring the Meaning of Life*
- *Sacred Stories*
- *Heroes and Role Models*
- *Ethics and Morality*
- *Social Justice*
- *Gender and Spirituality*
- *Life Choices*

Assessment

Assessment in Religion and Ethics is designed to enable students to demonstrate achievement of the objectives of the SAS, which are *knowledge and understanding, processing skills and communication skills*.

To determine a student's level of achievement a wide range of tasks is used. Assessment techniques may include: objective and short-answer tests, response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, creation of a board game or preparing and presenting a religious service/class or school ritual/event. A series of tasks such as a journal, project outcome and an oral or visual presentation could be the result of a field study.



ENGLISH COMMUNICATION

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for lifelong learning.

The study area specification in English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure. This study area specification is informed by the *National Framework of Adult English Language, Literacy and Numeracy Competence* which describes six different aspects of the communication process. They are:

- procedural (performing tasks)
- technical (using technology)
- personal (expressing identity)
- cooperative (interacting in groups)
- systems (interacting with organisations)
- public (interacting with the wider community)

Students will have the opportunity to:

- make meanings in and of everyday, mass-media and literary texts, understanding the influence of cultural contexts and social situations
- develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment.

The units studied will be:

- Laywers, Guns and Money
- Money makes the world go around
- Home sweet home
- Read'n and Ritin'
- Let's party
- Power of the press
- Around the world in twenty days
- Aussie Heroes
- From Goosebumps to Harry and Beyond
- Let's talk about it first

Assessment

Students collect, organise and evaluate information to communicate ideas. They plan and organise their work and problems individually and in groups. Students will be required to written tasks and oral presentations during the two year course.



PRE-VOCATIONAL MATHS

Why study this subject?

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Course Outline

Students study five topics (number, data, location and time, measurement and finance) that are integrated into teaching and learning contexts that they find relevant. Students respond to these contexts by identifying or locating, acting upon, interpreting, and communicating mathematical ideas and information. Students learn to represent these ideas and information in a number of ways. Contexts include: Managing Money, Understanding measurement, Understanding transport schedules & road maps, understanding data and surveys.

Assessment

Assessment in Prevocational Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives of *knowing*, *applying* and *explaining*. Exams are kept at a minimum and if they are used are open book. Forms of assessment include:

- short written answers (comprising one word, a sentence or a paragraph)
- extended written answers (comprising at least three paragraphs; not essays)
- non-written responses (such as informal spoken answers to teacher questions; an oral presentation of results; roleplays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model).

CREATIVE ART (Visual Art Studies)

Creative Arts making involves the integration of objective knowledge of the world with subjective experience and perception. It involves taking a raw mental image, idea or feeling and giving it a form (an arts work) that makes it aesthetically satisfying to the artist. To do this, students learn about aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others' arts works. In this way students' imaginative, emotional, aesthetic, analytical and reflective experiences are heightened, fostering creativity and developing problem-solving skills. Within and/or across the particular arts studied, students explore and apply techniques, processes and technologies individually and/or in groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate "solutions" to "problems", and make choices to communicate through their arts making.



Students also learn about workplace health and safety issues, effective work practices, and arts administration, leading to the acquisition of the industry skills needed by a beginner practitioner. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork, and project management skills.



This study area specification recognises that the needs and interests of students vary considerably. Students are involved primarily in communicating ideas and information through arts making. The students will work with digital and video



imaging, paint, print, 3D & collage as well as completing units on wearable art, basket making with natural fibers and paper making.

During the two year course students will:

- create and make arts works for particular purposes
- value themselves as artists through emerging self-worth and self-confidence
- operate in one or more of the practitioners' roles (maker, performer/presenter, technician, manager)
- develop knowledge about particular arts, aesthetic codes and symbolic languages in a range of contexts
- understand the contribution practitioners make in communicating social and cultural practices and personal experience
- develop knowledge about, and be able to apply relevant workplace health and safety practices
- build practical skills and techniques that may lead to further engagement in the arts – industry, education, or leisure
- reflect on their arts making and how purposes are communicated
- gain enjoyment and satisfaction through artistic expression
- appreciate the importance of a positive approach to working with others in an ethical manner
- increase their confidence and skills to work independently
- acquire suitable strategies that will help them function effectively in the workplace



MANUFACTURING: Industrial Technology Studies

Pre-requisite While a background in Junior Industrial Technology and Design would be beneficial, this is not essential. An interest in developing practical knowledge and skills which may be of use in an industrial environment is preferable.

Why study this subject? This strand is designed to provide students with work, life and leisure skills integrating the study area core of safety and technological processes within a selection of units of work. There are no vocational outcomes within this strand. The work is contextualised to the three following areas:

INDUSTRIAL - this area seeks to develop knowledge and skills which might apply in an industrial environment, including situations that involve manufacture, building, maintenance and repair. Employment opportunities could include construction, engineering, transport, mining and agriculture.

DOMESTIC - This area seeks to develop skills which will enable students to enhance their personal living standards. Routine maintenance and development tasks about the home is economical and desirable.

RECREATIONAL - Leisure time and the development of interests will be enhanced with a broad based and integrated approach to develop skills and knowledge which could be used in this context.

Assessment

Assessment in Industrial Technology Studies is designed to enable students to demonstrate achievement of the objectives of the SAS: *knowledge* and *understanding*, *applied processes* and *practical skills*. Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment.

To determine a student's level of achievement a wide range of tasks is used. Assessment techniques may include: practical work, projects, objective and short-answer or response items, writing tasks, oral presentations, teacher observation, and written tests.



CERTIFICATE II WORKPLACE PRACTICES 30627QLD

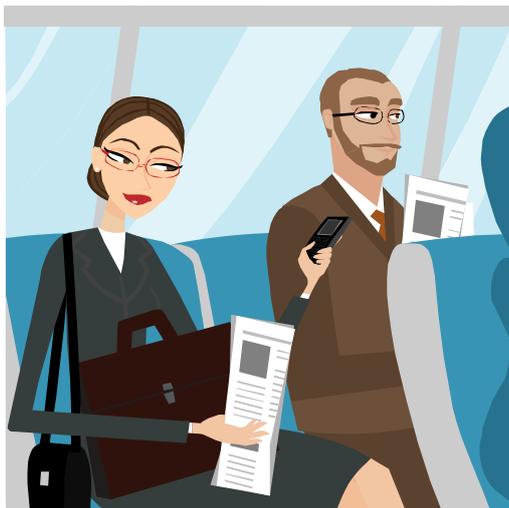
This certificate consists of a 4 x 50 minute sessions per week, as well as 80 hours of work placement. The certificate is a 220 hours in total. The aim of this certificate is to provide relevant industry and employment skills. The certificate accounts for 4 QCE points.

UNIT MODULES COMPLETED INCLUDE:

GENPAS201B Project workplace behaviour and image
GENOHS201B Work safely according to OHS principles and procedures
GENJAS201B Develop job acquisition strategies
GENIWR201B Demonstrate knowledge of workplace relations
GENIEW201B Interact effectively in the workplace
GENPCD201B Access employment and training opportunities
GENPMG201B Manage personal work performance
GENTEM201B Work effectively in a team
GENSWL201B Structured Workplace Learning 2
GENENP201B Demonstrate an enterprising approach in an approved project

Students will be assessed via a Folio of Work, scenarios involving problem solving, written tests, case studies, teacher/peer questioning, observations with checklists and self assessment, diary/journal/log books, work simulation activities and work placement feedback including evidence gathered through this experience

Students who complete this course may pursue higher certificates in various employment fields, and those interested in obtaining traineeships or apprenticeships would have completed units contained in these qualifications.



CERTIFICATE II HOSPITALITY SIT 20207

Descriptor

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision. The qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Job roles

Individuals with this qualification are able to perform roles such as:

- undertaking mise en place prior to service
- serving food and beverage to tables
- preparing and serving drinks at a bar
- selling beverages in a retail liquor outlet
- attending gaming machines
- providing housekeeping services
- providing reception or front desk services
- providing assistance in a catering operation.

Possible job titles include:

- bar attendant
- bottle shop attendant
- catering assistant
- food and beverage attendant
- housekeeping attendant
- porter
- receptionist or front office assistant
- gaming attendant

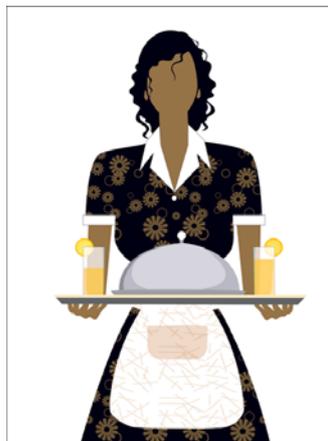
Prerequisite requirements

There are no prerequisites for entry to this qualification.

Qualification rules

To achieve a Certificate II in Hospitality, 12 units must be completed:

- all 6 core units
- 6 elective units:



APPENDIX A

Subject Selection Procedures
Sample Subject Selection Sheet

SUBJECT SELECTION PROCEDURES

Year 10 To Year 11 Transition Program

Work Experience for Year 10's: All Year 10 students take part in Work Experience during the first week of Term 3.

Careers information days: Careers information sessions are held with the Year 10 students. Over this time students are given the opportunity to listen to and to ask questions of people who work in a variety of professions.

Information sessions: students are given a number of presentations and information sessions about Senior Education, choosing subjects, Tertiary Entrance and Alternative Pathways.

Parent and student information evening: The objective of this evening is to provide parents with:

- ✓ An explanation of options after Year 10.
- ✓ Information on the various Senior subjects offered at St Joseph's
- ✓ an opportunity for discussion on selection of possible subjects
- ✓ an opportunity to ask questions about the above information

SENIOR EDUCATION TRAINING Plan interviews: Each Year 10 student and their parent/s will be interviewed with respect to their options after Year 10 and their selection of subjects.

Vocational Education information evening: Karen Coulston, from the Catholic Education SBA Program, will discuss all aspects of and answer any questions you may have about School-based Traineeships and Apprenticeships at a separate information evening about Vocational Education if there is interest for such an evening.

Subject Selection

Students will be given opportunities to indicate which subjects they are most interested in and then offered different combinations of those subjects on 6 lines. The final arrangement of subjects on lines will be what suits most students. Unfortunately, some students will not be able to study all the subjects they want and will have to make choices.

The subject selection process will begin shortly after the Information Night.

STUDENTS WILL NOT BE OFFERED SPARE LINES IN 2012.

APPENDIX B

Assessment Procedures
Computer Usage Agreement
Substance Abuse Policy
Mobile Phone Procedures

SECONDARY ASSESSMENT PROCEDURES

RATIONALE

Assessment items (viz. written assignments, oral presentation, exams and practicals) are an essential part of the academic program at St Joseph's. They are justifiable on educational grounds when they enhance student learning or are considered to be the most appropriate means of gauging academic progress as well as achieving particular educational goals.

PROCEDURES

Students are responsible for the presentation and submission of assessment items as per the task sheet. Students are expected to hand in the relevant work to their teacher personally on the day it is due. Assessment tasks will not be accepted by any staff other than the student's teacher. Should the teacher be unavailable, the task should be handed into the office where it is date stamped.

SCHOOL/STAFF RESPONSIBILITIES

1. For assignments, the assignment topic, objectives, instructions including length, illustrations, date set, dates of progressive drafts, final submission date and criteria for marking will be given to the students in writing in the form of a Task Sheet a minimum of three weeks before the due date, unless the syllabus has special conditions specified.
2. Where possible a due date will be a Monday rather than a Friday.
3. Appropriate advice and guidance will be available from teachers throughout the period of the assignment, including class time as allotted by the teacher.
4. Each term an Assessment Calendar will be published to assist students in planning their assessment work
5. Staff will return marked assessment items within two weeks of the due date. (not including holiday periods)

STUDENT RESPONSIBILITIES

Extensions

Requests for an extension must be made in writing on the Application for Assignment Extension proforma designed for extensions a **minimum of three days prior** to the due date. When submitted, the form must be signed by the parents/guardians. The application will then be considered. Submission of a form does not mean that an extension will automatically be granted.

In sudden emergency situations (sudden illness, bereavement, family crisis), an Application for Waiver of Late Penalty signed by parents/guardians can be made and will be considered.

Plagiarism

This practice involves the deliberate copying or all of someone else's work (be it a friend's or published information) or using someone else's ideas and passing them off as the student's own work. Teachers will keep a check on authenticity of the work presented through signing drafts. Should the quality of work presented not be in keeping with class work or academic progress, it will be investigated.

Confirmed cases of plagiarism will be awarded an 'E' for that piece of work. The student may be required to complete another appropriate task in order to satisfy the course requirements.

Suspected cases of plagiarism will be investigated by the subject teacher and/or the Principal (or his/her delegate) .

Late Or Non-Submission

An assessment item will be considered late if it has not been received by or presented to the Teacher by the end of school on the due date. This applies to written and oral work.

If illness or family or other extraordinary circumstances prevents a student from submitting an assessment item on time then -

The student's parent/s must contact the relevant teacher or Administration to explain the circumstances on or before the due date. An arrangement for completion of an **Application for Waiver of Late Penalty** must be made.

A doctor's certificate (in the case of Senior summative work) or a signed note of explanation from parents/guardians (in all other cases) must then be submitted with the assessment task.

Alternatively, one of the student's family members could bring the assignment in on the day it is due.

It is a reality today that computer technology plays an integral role in the preparation of assignments. Ample time must be allowed by the student to counteract possible computer or printer malfunctions. It is the student's responsibility to keep 'back up' copies of assessment tasks.

Should a student's assessable work be compromised by unforeseen technological difficulties then the student may -

- Submit a disk with the saved copy on it
- Submit a draft copy of the assignment or
- Handwrite the assignment

Given the above options, hard drive, printer or floppy disk malfunctions will not be a valid excuse or circumstance, and late submissions will be given the appropriate penalty.

Penalty For Unsubstantiated Non-Submission Of An Assignment

Non-submission of an assignment item is a serious breach of a student's responsibilities at this school, and may indicate that a student has not completed a subject and/or is no longer able to continue in that subject. This could occur if the school determines that the student has not substantially covered a subject and has not been adequately assessed. **This may have serious implications for Senior Students, and could affect OP eligibility.**

Following the Queensland Studies Authority policy on assessment, students cannot be penalised for late work. As a result, St Joseph's School will not accept assignments handed in after the due date. Students who cannot comply must have undergone the procedures for extensions or waivers as explained above. All reasonable efforts will be made to inform parents of lack of progress leading up to the due date.

Absence From School

The school will investigate unexplained absence from class and/or school on the day of assessment and a penalty may be applied. Likewise, it is a serious breach of conduct for a student to absent him/herself from school for the purpose of preparing for assessment on or before the due date and this practice is strongly discouraged. Should a student be absent for a Senior summative exam because of illness, a doctor's certificate must be obtained, in order to avoid a failure being awarded. The student will need to sit the exam as soon as practical after their return to school, but will not be penalized for missing the exam. **For security reasons, the exam may not count toward results.** Other students must produce written notes from parents/guardians if exams are missed due to illness. Should a student be absent for an exam for any other reason including family holidays, they will not sit the test and will be assessed only on the work already completed.

Exam Procedure

Students should be aware that security and authenticity of work are paramount during exams. Therefore, students may not bring any contraband materials to supervised exams, including notes; stored data on calculators and other disallows materials, which may advantage them unfairly. Students may not communicate with other students during exams. All questions are to be directed to the supervising teacher/s. Failure to comply will result in a student being removed from the exam and his/her exam result being discounted and/or awarded an 'E'.

COMPUTING RESOURCES ACCEPTABLE USAGE POLICY

Rationale

St Joseph's School's computing network was set up to provide the students of St Joseph's School with an exposure to the benefits of modern computing resources on a global level via the World Wide Web. The installation also provides students with the opportunity to equip themselves with the skills required to move with ever increasing technological developments in the new millennium. To use the computing resources, each student and their parent/guardian must agree to abide by St Joseph's School's policy. St Joseph's School and/or a student's parents can withdraw their approval at any time.

Internet access in the classroom is an expensive resource that incurs monthly charges for downloading of material. St Joseph's School's computing resources has been established for educational purposes and not for commercial or recreational activity.

The Internet is a continually growing and changing medium. It can be a valuable tool for research and lifelong learning. Nevertheless not all information on the Internet is factual and students will need to evaluate the resources in terms of reliability, accuracy, cost-effectiveness and objectivity.

Network Code Of Conduct

When using the computing resources at St Joseph's School students should:

- ✓ take all reasonable precautions to prevent others from being able to use their account. Under no conditions should they provide their password to another person and must notify a teacher if they have identified a possible security problem.
- ✓ manage their user directories responsibly, deleting unneeded files and keeping to a reasonable limit
- ✓ respect the right of the Network Administrator to monitor students' files and communications
- ✓ advise the Network Administrator of any security or virus problems
- ✓ show respect for equipment and report any faults or vandalism immediately to a teacher
- ✓ use only software purchased or approved and installed by St Joseph's School
- ✓ keep work areas tidy, place rubbish in the bin, reusable paper in the box provided and place manuals, books etc on the shelf

Students must not:

- × login under another student's name or access or Interfere with the work of other students. These actions are illegal
- × make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal
- × copy software in violation of copyright laws or plagiarize the intellectual property of others
- × disconnect or shift hardware or change configurations and settings on computers
- × try to "hack" into secure areas or file servers or any other computer system through St Joseph's School or go beyond your authorized access
- × keep .exe, .com files or large files of any nature in their user directories
- × use the School's computer resources to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). If a student mistakenly accesses inappropriate information, they should immediately tell the teacher.
- × use the computer resources to engage in any other illegal act, such as arranging for drug sale or the purchase of alcohol, engaging in criminal activity, threatening the safety of others, etc
- × use the resources for commercial purposes. This means they may not offer, provide or purchase products or services through the resources provided
- × harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending them messages, they must stop
- × post chain letters or engage in 'spamming'. Spamming is sending an annoying or unnecessary message to a large number of people
- × knowingly or recklessly post false or defamatory information about a person or organisation or engage in personal attacks, including prejudicial or discriminatory attacks

- × post private information about another person or re-post a message that was sent to them privately without permission of the person who sent the message.
- × post information that could cause damage or a danger of disruption
- × use Internet Relay chat (IRC)
- × enter the computer room without a teacher present

Penalties for Misuse

Students who fail to adhere to the terms of the Network Access Agreement will face serious consequences. No second chances will be given. The following penalties are a guide to the penalties that will be invoked for failure to adhere to St Joseph's School's User Procedures. [They may be changed at the Principal's discretion]

Misuse of equipment, minor tampering with operating system

Loss of WWW & access for 1 week.

Inappropriate use of Internet - first offence

Loss of WWW access for 2 weeks.

Downloading inappropriate material and major tampering with operating system

Loss of User Account or a reduction in size of directory allocation for 2 weeks.

A second repeat of Level 2 or Level 3 - This is a final warning

Loss of User Account or a reduction in size of directory allocation for the rest of the Term or subsequent term if action occurs late in the term.

Another offence after Level 4

Loss of all computer access privileges for all 'out of class' activities. This may be imposed at any time at the direction of the Principal. Depending on the seriousness of the breach of procedure, parents may also be informed.

Ethical Use

Internet access is a privilege not a right. A great deal of responsibility will be placed on students to use Internet access in an acceptable manner. It is not the wish of the School to exclude anyone from Information Technology (I.T.) or on-line resources. The way you use this valuable and expensive resource will certainly reflect your character and the kind of person you are. This is an opportunity to show that you are a trustworthy world citizen, that you proclaim Gospel values and that you are a good steward of the resources provided for you.

Computer User Agreement Form

As a student at St Joseph's School, Stanthorpe I agree to uphold this policy and recognise that breeches of the policy may lead to the penalties stated in the policy.

Student Name: _____

Student Signature: _____ Date: _____

As a parent I am aware of this policy and recognise that breeches of the policy may lead to penalties being imposed on the student as stated in the policy.

Parent Signature: _____ Date: _____

SUBSTANCE ABUSE POLICY

Introduction

St Joseph's School is a place of learning. As such, students have the right to learn and teachers have the right to teach in an environment that is safe and supportive.

In 1996 the Australian School Students' Alcohol and Drugs (ASSAD) National Survey indicated that the usage of alcohol, tobacco and other illicit substances had increased among Years 7 to 12 students. With this in mind, it is essential to respond to the issue of drugs in our school community and to address the issue in a proactive way.

Rationale

The Mission Statement of St Joseph's School stresses the idea of "an holistic education", which suggests there is a part for knowledge and practice of healthy lifestyles. Implicit in becoming a "life long learner" is the practice of a healthy lifestyle in a safe environment free from substances which can potentially cause harm and where respect for human dignity is valued and promoted.

The absence of harmful substances and pressure to use them is therefore critical to the successful fulfilment of our mission.

Gospel Values

Respect, personal dignity, individual worth, empowerment, freedom, integrity, growth, trust, hope, justice, understanding, commitment, forgiveness, honesty, care, consideration

Definitions

Substance Abuse - Substance abuse takes many forms and includes using illegal drugs such as marijuana and speed, using the so-called legal drugs (nicotine and alcohol) as a minor, abuse of prescription medication and over-the-counter medication such as Panadol and abuse of substances used for other purposes such as deodorant and glue.

Illegal Substances - Illegal substances are those which are unlawful and therefore involve criminal activity.

Illicit Substances - Illicit substances are those which are legal, but not allowed in the school environment. These would include tobacco, alcohol, glue, solvents and prescription drugs and are often termed unsanctioned substances.

Policy Statement

St Joseph's School forbids students (of whatever age) whilst on school premises, at any school function, excursion or camp to:

- Smoke and/or possess tobacco products
- Consume and/or possess alcohol or to be under the influence of alcohol
- Deliberately inhale volatile substances (solvents) or be affected by such substances
- Possess and/or use pharmaceutical drugs for non-medical purposes or be affected by such use
- Possess and/or use illegal drugs or be under the influence of such drugs
- Possess and/or use drug related equipment such as syringes, bongs or pipes (except in the case of lawful medical use)
- Possess materials that promote the gratuitous use of drugs
- Make inappropriate reference to the use of illegal or unsanctioned substances in casual talk
- Apply pressure on peers to become involved in circumstances involving illegal or unsanctioned substances.

Depending on individual circumstances, students who do not abide with the above policy must expect to be asked to leave the school community.

Consequences

St Joseph's School will have education, prevention and intervention policies and procedures in place. These procedures will reflect the school's determination to be proactive in this area and its ability to react if necessary.

Education

Drugs education will be one component of a healthy lifestyle curriculum which begins in Stage 1 and carries through to Year 12. It will be a program that is embedded in the total curriculum of the school, not seen in isolation, but a part of the global educational experience of the students. As such, teachers will be intimately involved in its delivery, while calling upon the resources of the community when and where appropriate.

Prevention

St Joseph's School will be proactive in this area by

- communicating openly with the entire community concerning drugs issues
- provide appropriate professional development for staff
- continually evaluate education programs
- communicate policy clearly to students and parents
- use community resources when appropriate and/or necessary

Intervention

St Joseph's School will:

- identify students at risk
- supply information to students and parents
- build links with service providers in the community
- respond to incidents according to guidelines handed down by Toowoomba CEO, Brisbane CEO and the Queensland School Drug Education Strategy
- support students involved in incidents

ACCEPTABLE USE PROCEDURES FOR MOBILE PHONES

1. PURPOSE

1.1

These Acceptable Use Procedures are designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

1.2 Students, their parents or guardians must read and understand the Acceptable Use Procedures before students are given permission to bring mobile phones to school.

1.3 These Acceptable Use Procedures also apply to students during school excursions, camps and extra-curricular activities.

2. RESPONSIBILITY

2.1 It is the responsibility of students who bring mobile phones to school to abide by the guidelines outlined in this document.

2.2 Permission to have a mobile phone at school while under the school's supervision is contingent on parent/guardian permission in the form of a signed copy of this policy. Parents/guardians may revoke approval at any time.

2.3 Students in Prep to Year 7 are to give mobile phones to the Office Secretary at the beginning of school and collect them at 3:10 pm.

4. ACCEPTABLE USES

4.1 Mobile phones must be switched off and kept out of sight during classroom lessons. Exceptions may be permitted only if the parent/guardian specifically requests it. Such requests will be handled on a case-by-case basis and should be directed to the Principal or Assistant Principal. Parents are reminded that in cases of emergency, the school office is the first point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

4.2 While on school premises, students should use soundless features such as text messaging, answering services, call diversion and vibration alert to receive important calls.

4. UNACCEPTABLE USES

4.1 Mobile phones must not be used in any manner that may harm, offend, embarrass or intimidate others or interfere with or interrupt the teaching learning program at St Joseph's School

4.2 Students are not to use Mobile phone cameras or other cameras to take images on school grounds or at a school authorised activity unless they are authorised to do so by a staff member.

5. THEFT OR DAMAGE

6.1 The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. (Enrolment Contract Para.16)

6. CONSEQUENCES

6.1 Students who infringe these procedures outlined above may face one or more of the following; have their mobile phone confiscated by a staff member have the agreement to allow the student to bring a mobile phone to school withdrawn have the infringement referred to police for investigation whatever disciplinary measures are deemed appropriate or necessary

PARENT/GUARDIAN PERMISSION

I have read and understand the above information about appropriate use of mobile phones at St Joseph's School and I understand that this form will be kept on file at the school and that the details may be used (and shared with a third party, if necessary) to assist identify a phone should the need arise (e.g. if lost, or if the phone is being used inappropriately).

I give my child permission to carry a mobile phone to school and understand that my child will be responsible for ensuring that the mobile phone is used appropriately and correctly while under the school's supervision, as outlined in this document.

Parent name (print) _____

Parent signature _____

Date _____

Student name (print) _____

Mobile phone number _____

Student signature _____

Date _____

PC Teacher name (print) _____

PC Teacher signature _____

Date _____

If you require further clarification, have comments or suggestions, please contact your child's PC teacher, the Principal, Mr McCarthy or Assistant Principal, Mrs Perrett.