



# ST EDMUND'S COLLEGE

CANBERRA · EST 1954

## Year 9/10 Course Guide



# 2021

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## CORE SUBJECTS

### RELIGIOUS EDUCATION

The purpose of Religious Education at St Edmund's College is to allow young people to learn about the person and teachings of Jesus Christ, as well as understanding the world and literature of scripture. Students explore key events and doctrines while also examining the role of Catholic Social Teaching and morality in daily living. Other religious traditions are studied while still allowing students to become aware of the connection between sources of tradition, diverse expressions of faith and mission.

Religious Education in Years 9 & 10 is built upon the foundational curriculum documents and vision mandated by the Archdiocese of Canberra and Goulburn. Cross curriculum priorities are implemented into Religious Education programming and assessment. Written and religious literacy are fostered in each year group to enable students to access and utilise skills that are applicable and relevant to a range of subject areas. There are some core elements of our curriculum that are unique to St Edmund's College, evident within our mainstream Religious Education programmes, while we also offer Youth Ministry as an elective in Year 9 and Year 10.

Prerequisites for Years 11 and 12: Nil

**For further information, please contact Mrs Carmela Wilson, Head of Religious Education: [cwilson@stedmunds.act.edu.au](mailto:cwilson@stedmunds.act.edu.au)**

## ENGLISH

The three main strands of English study are: Language, Literature and Literacy. Students learn about Language, Literature and Literacy through the study and production of fiction and non-fiction texts including articles and reports, short stories, poems, films, novels and visual/multi-modal texts including digital texts.

Junior English classes are not streamed, but programs are differentiated. For those who struggle to access Australian Curriculum content and reporting standards, the decision to modify tasks and grading rubrics may be taken in consultation with student, parents and the head of faculty. For all students, emphasis is placed on the development of specific receptive mode (reading and interpreting texts) and productive mode (writing and creating non-written texts) skills. Such skills include: spelling sentence structure and punctuation, use of evidence, developing ideas in a sustained and logical manner across text types and demonstrating an understanding of audience and meaning.

In line with the Australian Curriculum and the mission of the College, the goal for the study of English is to produce students who have the skills and contextual awareness to be critical but compassionate thinkers, articulate and precise in the expression of their thoughts whether or not they intend to pursue Tertiary study.

### **Advice for students going on to Years 11 and 12:**

It is advisable that students who intend to study English (T) and or Literature (T) in Years 11 and 12 aim for a 'C' grade average or greater in English (non-modified) from Years 7 to 10.

**For further information, please contact Ms Ashleigh Kerin, Head of English:**  
[akerin@stedmunds.act.edu.au](mailto:akerin@stedmunds.act.edu.au)

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## MATHEMATICS

The Mathematics courses in Year 9 and 10 expand on the fundamental principles and concepts developed in Years 7 and 8. Emphasis is placed upon Mathematics as a relevant and practical implement to solve problems of everyday living.

The main areas of study are Number and Algebra, Measurement and Geometry, Statistics and Probability. These topics will not be taught as ends in themselves, but, as important elements in developing practical skills in mathematical modelling and problem solving. Students will develop an appreciation for the significance of the calculator and computer in Mathematics.

### **Year 9 Mathematics**

In Year 9 Mathematics, all students study the same content as prescribed by the Australian Curriculum. There will be one class that will be called Year 9 Accelerated rather than Year 9 Mainstream. This class will be for students who are not challenged by Mainstream Mathematics and who need enrichment opportunities to maintain their interest in the subject.

The composition of the class will be based on grades obtained in Year 8, as well as results from standardised tests. It can be expected that there will be some movement between Mainstream and Accelerated classes through the year, particularly in Term 1.

### **Year 10 Mathematics**

The Year 10 program is designed to prepare students for senior studies in Mathematics. There are two classes that offer the Australian Curriculum Advanced Mathematics course while the others offer the Australian Curriculum Mainstream course. Year 10 is not part of the Maths Pathway program at this stage.

### **Prerequisites for Years 11 and 12**

Even though senior study for students in Year 9 may seem a long way into the future, it is important to be aware that there are some prerequisites for Mathematics course in Years 11 and 12.

Any student seeking to undertake courses of study for which they do not meet the minimum requirements, may apply to the Head of Mathematics for individual consideration of admission.

### **Specialist Mathematics (T)**

Students must be concurrently enrolled in the Specialist Mathematical Methods (T) course. Students intending to undertake Specialist Mathematics (T) are required to have excellent algebra skills, a very strong work ethic, and have achieved at least a B grade average throughout their study of Advanced Mathematics.

### **Mathematical Methods (T)**

Students are required to have achieved at least a C grade average throughout

their study of Advanced, or, an A grade average throughout their study of Mainstream Mathematics.

**Mathematical Applications (T)**

Students are required to have achieved at least a C grade average throughout their study of Mainstream Mathematics.

**Essential Mathematics (A)**

While all students are encouraged to undertake a course of Mathematics in Years 11 and 12, for success, students are expected to have achieved at least a D grade average throughout their study of Mainstream Mathematics.

**For further information, please contact Mr David Mead Head of Mathematics (Acting): [dmead@stedmunds.act.edu.au](mailto:dmead@stedmunds.act.edu.au)**

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## HEALTH AND PHYSICAL EDUCATION (HPE)

Health and Physical Education has two strands: Personal, Social and Community Health (Health) and Movement and Physical Activity (Physical Education). Both are interrelated and support each other.

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventative health practices that build and optimise community health and wellbeing.

In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### **Units studied in Year 9 Health include:**

- Unit 1 – Respectful relationships.
- Unit 2 – Sustainable health challenge.
- Unit 3 – My social responsibility.
- Unit 4 – Sensationalised reporting.

### **Units studied in Year 9 Physical Education include:**

- Athletics.
- Volleyball.
- Sofcrosse.
- Cricket.
- European Handball.
- Badminton.
- Fitness.

### **Units that will be studied in Year 10 Health include:**

- Unit 1 – Looking after myself and others.
- Unit 2 – Cultural connections.
- Unit 3 – I can influence others.
- Unit 4 – Excellence in health.

### **Units that will be studied in Year 10 Physical Education include:**

- Flag Football.
- Football Code (AFL, Soccer, Gaelic).

- Oz Tag.
- Recreational Sports.
- Basketball.
- Elective Sports.

Prerequisites for Years 11 and 12: **None**

**For further information, please contact Mr Joel Richardson, Head of Health and Physical Education: [jrichardson@stedmunds.act.edu.au](mailto:jrichardson@stedmunds.act.edu.au)**

## SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour, arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

**The Australian Curriculum:** Science provides opportunities for students to develop an understanding of important Science concepts and processes, the practices used to develop scientific knowledge of Science's contribution to our culture and society and its implications in our lives.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world, and which can be applied to many of the areas of Science understanding. These overarching ideas are patterns, order and organisation, form and function, stability and change, systems, scale and measurement and matter and energy.

Science aims to ensure that students develop:

- an interest in Science
- an understanding of the vision that Science provides
- an understanding of the nature of scientific inquiry
- an ability to communicate scientific understanding and findings
- an ability to solve problems and make informed evidence based decisions
- an understanding of historical and cultural contributions to Science
- a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences.

### **Science Curriculum Focus**

As students investigate the Science phenomena outlined in these years, they begin to learn about major theories that underpin Science including homeostasis, the nervous and endocrine systems, chemical reactions, plate tectonic theory and energy transfers.

Science is studied at two levels in Year 9 and 10; Extended and Mainstream. Students are allocated to levels by the Head of Science, on the basis of their demonstrated academic potential and learning needs. Internal and external assessment results, advice from the Science teachers and consultation with students and their parents all bear equal weighting in the course allocation process. Student placements are reviewed twice a year, at the end of semester.

### **Advice for Years 11 and 12:**

There are no prerequisites for Science courses offered in Years 11 and 12, however, students expecting to undertake study in Chemistry or Physics should have achieved A or B grades in Science in Years 9 and 10.

**For further information, please contact Ms Francis Sargeant, Head of Science: [fsargeant@stedmunds.act.edu.au](mailto:fsargeant@stedmunds.act.edu.au)**

## SOCIAL SCIENCES

In Year 9, students will study a semester course of History in accordance with the Australian Curriculum.

Units may include:

### **The making of the Modern World**

The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia. The extent of European imperial expansion and different responses. The emergence and nature of significant economic, social and political ideas in the period, including nationalism.

### **Depth Study: Movement of Peoples (1750 – 1901)**

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation. Changes in the way of life of a group(s) of people who moved to Australia in this period.

### **Depth Study: Making a Nation (The Extension of Settlement in Australia)**

Experience of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) and the development of Australian society in the lead up to federation.

### **Depth Study: World War I**

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

In Year 10, students will study a full semester of History in accordance with the Australian Curriculum.

History is a process of inquiry into the past, developing a curiosity amongst students. Historical knowledge is important to understand ourselves and others. It helps students appreciate how the world and its people have changed, but, also emphasises the continuities that exist.

The study of History is based on evidence derived from remains of the past. It develops skills such as interpretation of sources, debating, critical analysis as well as respect for different perspectives amongst others.

The curriculum generally takes a world history approach, within which the history of Australia is taught. Students are essentially prepared for the world on a local, regional and global level. Knowledge about world history creates an appreciation for Australian History. It also develops an understanding of past experience of Aboriginal and Torres Strait Islander people.

Units may include:

### **Overview for the Modern World and Australia**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on

Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

**Depth Study: World War II**

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history and the nature of Australia's involvement.

**Depth Study: The Globalising World: Popular Culture (1945 – Present)**

In the shadow of the Cold War, students investigate the growth and development of popular culture that has shaped Australian society, including the development of the global influence during the twentieth century.

**Depth Study: Rights and Freedoms (1945 – Present)**

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

**For further information, please contact Ms Kylie Rose, Head of SOSE:  
krose@stedmunds.act.edu.au**

## **ELECTIVE SUBJECT OVERVIEW**

For each of Years 9 and 10 students have 4 semester units timetabled for elective study, meaning they will do two electives per semester. Students can make it their preference to stay in an elective subject for both Semesters 1 and 2, or preference single semesters of study in order to have a broader experience of elective offerings.

Students should be aware that preference order matters when making subject selections. Our goal is always to enrol students in their preferred subjects, but sometimes two desired classes may occur at the same time. If this happens, the student will be enrolled in his first priority class. It also happens that elective class can fill up. If this occurs, we will prioritise students who have that class as their first preference (and who have completed their form on time).

### **Choosing electives wisely**

Students are encouraged to choose subjects that will both extend their interests and suit their abilities. Students should also give some consideration to their senior study and their long term academic goals. They should not choose subjects based on what their friends are doing or by the teachers they assume will be taking the classes.

Students will attend a year level meeting during school time where further information will be provided. Students are advised to seek further information from Heads of Department and to discuss their preferences with their parents before making their selections.

### **IMPLICATIONS FOR YEARS 11 AND 12**

Even though senior study will not commence until 2022/2023, it is important to be aware that there are prerequisites or implications for certain courses. These are listed in the subject descriptions.

## HASS ELECTIVES

### GEOPOLITICS

Semester Topics (NB these topics may not run in this order)

- Water is the new gold
- Political Agendas
- International Law
- Human Geography

### HISTORICAL PERSPECTIVES

Semester Topics (NB these topics may not run in this order)

- Warfare through the ages
- Dark and bloodied warfare
- Cold War
- Evolution of political ideology

### THE WORLD OF MONEY

Semester Topics (NB these topics may not run in this order)

- Investing for the future
- Towards independence
- Market movers (economics)
- Entrepreneurial skills (business)

## CREATIVE AND PERFORMING ARTS ELECTIVES

### MUSIC

The benefits of music education have been supported by research. It has shown that music education contributes to students' success in four categories: success in society, success in school, success in developing intelligence and success in life. Skills learned through the discipline of music transfer to study skills, communication skills, and cognitive skills useful in every part of the curriculum. The discipline of music study, particularly through participation in ensembles, helps students learn to work effectively in the school environment.

The music program that we offer to our students provides a chance to experience that music is about better communication, creativity and cooperation.

Individual and group performance is an essential part of the music curriculum in Year 9 and 10. During music class time, students develop their skills in instrument playing by participating in various music ensembles, such as: class band, guitar ensemble and individual performance.

Part of music class time is taught in a music computer laboratory where students enhance their learning by using the latest music software programs such as: Musition 2, Auralia, Mastering Music, Micrologic Fun and Sibelius. All are used extensively in Year 9 and 10 with great success.

**Eligibility:** There is a strong expectation that students electing music in Year 9 and/or 10 are already learning an instrument or willing to supplement their course work with additional tuition. Instrumental performance is an integral component of the program. This is essential if the student is to fully benefit from this course.

Prerequisites for Years 11 and 12:

Students electing to study Tertiary level Music in Years 11 and 12 should have studied Music in Years 9 and 10.

**For further information, please contact Mr Nigel Palfreman, Head of Creative and Performing Arts: [npalfreman@stedmunds.act.edu.au](mailto:npalfreman@stedmunds.act.edu.au)**

### VISUAL ART

Students in Year 9 and 10 Visual Art study Art History topics ranging from the Renaissance through to the end of the Twentieth Century, including street art and popular culture. Students develop their skills and techniques in the production of Art. Students work on projects that include traditional mediums such as oil painting, printmaking and sculpture as well as contemporary themes of appropriation, Australian identities and popular street art. Students in this course visit galleries as well as engaging with exciting mediums and processes.

Prerequisites for Years 11 and 12: **None**



**For further information, please contact Mr Nigel Palfreman, Head of Creative & Performing Arts: [npalfreman@stedmunds.act.edu.au](mailto:npalfreman@stedmunds.act.edu.au)**

## DRAMA

**Duration:** One semester, 1 or 2 Years

Based on the current elective structure, Drama may be studied in Year 9 and/or Year 10

Prerequisites for Years 11 and 12: **None**

The aim of the Year 9 and 10 Drama course is to develop in students, through experiences in drama and theatre, an appreciation and understanding of themselves and their social and cultural environment.

The Year 9 and 10 Drama course at St Edmund's College is performance based and covers a wide variety of dramatic genres throughout the two year period. Essentially, the course provides an avenue for students to improve their interpersonal and communication skills as well as developing specific acting skills. In addition, students will work individually as well as cooperatively and develop an awareness of the discipline needed to be creative.

**For further information, please contact Mr Nigel Palfreman, Head of Creative & Performing Arts: [npalfreman@stedmunds.act.edu.au](mailto:npalfreman@stedmunds.act.edu.au)**

## TECHNOLOGY ELECTIVES

### DIGITAL TECHNOLOGIES

Digital Technologies is offered as an elective to students in Years 9 and 10. The course is constantly evolving to meet student needs and to remain current and relevant.

Students develop skills in using a range of systems and software platforms as they create interactive solutions for real-world problems. Students study everything from website design, digital editing, animation, programming Arduinos to using object-oriented programming languages to create games and Apps. Students are encouraged to explore topics of interest in detail as they develop their project based learning skills.

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

Prerequisites for Years 11 and 12: **None**

**For further information, please contact Ms Margaret Maher, Assistant Principal Innovation & ICT: [mmaher@stedmunds.act.edu.au](mailto:mmaher@stedmunds.act.edu.au)**

### DESIGN TECHNOLOGY

Technology is an integral part of our society and culture. From the earliest time humans have interpreted, shaped and altered their environment in an attempt to improve the quality of their lives. Societies have continually designed and applied technology to solve problems. This course involves practical experiences in a process of designing, making, evaluating, computing and communicating. Design Technology semester units include Woodwork, Metalwork, Research and Development and Engineering & Laser Cutting.

#### **Metalwork**

In this unit, students will apply a process of designing, making and appraising to metal-based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. They pay special attention to finding new ways to use old ideas and translate ideas into worthwhile outcomes. In completing this unit, students would have developed skills in gas welding, metal fabrication and a variety of other metal processes. Practical Projects: Small Tool Box, and Junior Hack Saw.

#### **Woodwork**

In this unit, students will apply a process of designing, making and appraising to wood-based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. In

completing this unit, students would have developed skills in producing different types of timber joints and construction methods required to produce timber joints and construction methods required to produce timber projects to the required design concepts. Practical Projects: Test Joints, Turned Bowl, Small Box, Wine Bottle Holder and Spaghetti Measurer.

### **Research and Development**

In this unit, students will look into the design process and the methods of developing a client profile. Students will look at a range of design factors and the influences on the development of designs and the presentations of ideas. They will gain a deeper understanding of time and project management. Students will also develop the skills of evaluation, and presentation of ideas in a portfolio format.

### **Engineering and Laser Cutting**

In this unit, students will be introduced to systems of manufacture such as: laser cutting, computer numerical control, prototype making, electronics and model and mould making. Students will also develop their use of the process portfolio to document ideas, research, testing and diagnostics, drawing and evaluation.

Prerequisites for Years 11 and 12: **None**

**For further information, please contact Mr Jason Moore, Head of TAS:**  
[jmoore@stedmunds.act.edu.au](mailto:jmoore@stedmunds.act.edu.au)

## FOOD TECHNOLOGY

The Food Technology programs at St Edmund's College actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationship between food, technology, nutritional status and quality of life. Students will develop confidence and proficiency in their practical interactions and their decisions regarding food.

The Food Technology program will focus on the study of technology, which will provide a breadth of experience enabling students to participate in activities that meet their needs and develop their individual potential.

Nutrition will be the focus of the Semester One course. Students will study the nutritional, social, emotional and environmental aspects of using and abusing food.

Semester Two will focus on the Hospitality Industry at an introductory level. Students will explore the nature of this industry and focus on developing practical skills in food preparation and serving. 'Foods for display' is a practically orientated unit of work that is based on the concept: food preparation and presentation. Students will work independently to design, make and appraise food for display.

Prerequisites for Years 11 and 12: **None**

**For further information, please contact Mr Jason Moore, Head of TAS:  
[jmoore@stedmunds.act.edu.au](mailto:jmoore@stedmunds.act.edu.au)**

### COMPUTER AIDED DESIGN (CAD)

The many forms of graphical communication are an integral part of our society and culture. From the earliest times, humans have used drawings, diagrams and text, to convey ideas and messages. As society and its technologies have become increasingly complex, the need for rules and standards has become essential to enable humans to communicate with each other. Technical drawing is one such set of standards that allows graphical information to be understood globally.

In this course, students will explore drawing programs such as Auto CAD 2014, Google SketchUp and 3D Printing and Modelling. Students will explore and develop drawing styles such as Orthographic, Perspective, Isometric and Oblique projection. Students will have the opportunity to develop process portfolios. These portfolios display computer aided drawings, graphics and freehand drawing techniques. Students will also develop research skills and project management tools.

Prerequisites for Years 11 and 12: **None**

**For further information, please contact Mr Jason Moore, Head of TAS:  
[jmoore@stedmunds.act.edu.au](mailto:jmoore@stedmunds.act.edu.au)**

### STEAM – Integrated Science, Technology, Engineering Arts and Mathematics

This course focusses on the integration of Science, Technology Engineering, Arts and Mathematics as students work collaboratively to design, construct and program solutions for authentic problems. Students work with a project from start to finish which typically involves researching a problem, building and testing solutions, evaluating the effectiveness of the solution and then refining and improving it. Each unit of study provides students with the opportunity to take initiative in their learning and the content can include everything from 3D modelling, completing engineering challenges, creating solar cars, designing and creating wearable devices to radio astronomy where students design and build their own radio telescopes.

**For further information, please contact Ms Margaret Maher, Assistant  
Principal Innovation & ICT: [mmaher@stedmunds.act.edu.au](mailto:mmaher@stedmunds.act.edu.au)**

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## LANGUAGE ELECTIVES

### FRENCH

French is considered as a language of diplomacy and culture. It is spoken by more than 200 million people on the five continents, and in the Pacific. Students who study French analyse their own language, improve their literacy skills and general knowledge, and develop a strong intercultural understanding of others. They also acquire a skill that is very attractive to many employers in our global world.

The major goals of language learning at St Edmund's College are:

Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*

Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*

#### Topics in 9/10 French

- Me, my preferences and how I use transport
- Clothes, the past and the French Revolution.
- Houses, questions and alibis.
- More past, culture and songs.
- Past and famous French people.
- The French youth of today.
- My future and my career.
- What I do if I could?

### JAPANESE

Japanese is a language from our geographical region. Japan also has strong economic and political ties with Australia. Japanese students will continue to use practical language, however, Japanese students will also continue to improve their use of Hiragana script and Katakana and Kanji. Language learners who do well are traditionally motivated and independent learners.

Students who study Japanese analyse their own language, improve their literacy skills and general knowledge, and develop a strong intercultural understanding of others. They also acquire a skill that is very attractive to many employers in our global world.

#### Topics in 9/10 Japanese:

All students study the following units, incorporating appropriate developing Language skills:

- My family
- The world around me.
- Eating out.
- What should we do today?
- My life.
- Life in Japan.

- Travelling in Japan.
- My future.

Prerequisites for Year 11 and 12:

Students electing to study Continuing French or Japanese in Years 11 and 12 should have studied these subjects in Years 9 and 10.

**For further information, please contact Ms Ashleigh Kerin, Head of Languages: [akerin@stedmunds.act.edu.au](mailto:akerin@stedmunds.act.edu.au)**

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## HPE ELECTIVES

### SPORTS SCIENCE

Sports Science is to be offered as an elective choice for Year 9 and 10 students in Health and Physical Education. Sports Science has been designed as an introduction for students wishing to study Exercise Science, Sports Recreation and Leadership and Physical Education (A) in Year 11 and 12.

The course is not a prerequisite to be able to study any of the senior courses. Students interested in sports, fitness and function of the human body will benefit from and enjoy this course.

Students will explore the anatomy and physiology of the human body and the science behind programming to maximise health and athletic performance.

Sports Science combines aspects of the senior courses of Exercise Science and Sports Fitness and Administration. Students will explore the anatomy and physiology of the human body and the science behind programming to maximise health and athletic performance.

Semester topics for Sports Science:

- Unit 1 – Building the Body
- Unit 2 – Fueling for Fitness
- Unit 3 – Personal Performance
- Unit 4 – Mind and Motion

The aim of the Sports Science Course is to produce students who are physically educated. The core of Sports Science is focused on the study of anatomy and physiology, motor skills and physical fitness, first aid and other sciences of the human body. It prepares the students for further study in

Coaching, Athletic Training, Fitness Consulting, Exercise Physiology and administrating sports related programs.

**For further information, please contact Mr Joel Richardson Head of Health and Physical Education: [jrichardson@stedmunds.act.edu.au](mailto:jrichardson@stedmunds.act.edu.au)**



## RELIGIOUS EDUCATION ELECTIVES

### YOUTH MINISTRY

Youth Ministry is a tailored course for those who are engaged in the wider Church community and their own personal faith. This can be studied alongside mainstream Religious Education.

Youth Ministry explores discipleship and evangelisation. Students are invited to learn about their own personal faith journey and engage in peer to peer ministry. Opportunities of attending and facilitating retreats will be provided for the students and assessment will be based on concepts covered and experiences encountered during this course. Students who engage in this course have the opportunity to join the Senior Youth Ministry team in years 11 and 12.

#### **Topics in 9/10 Youth Ministry:**

- Self-image & image of God
- Evangelisation and young people
- Connection: How to connect with young people and learn about faith
- Proclamation: How people have proclaimed messages of faith today
- Response: How are we to respond as young individuals of faith?
- Contemporary Challenges
- Leadership
- Discipleship
- Connection, Proclamation and Response: A formula for Youth Ministry
- Media and evangelisation
- Organising a Youth Ministry experience and Retreat

## VOCATIONAL EDUCATION AND TRAINING (VET)

During Year 10 at St Edmund's College, we provide a variety of opportunities for the students to 'test the waters' for possible courses of study in Years 11 and 12 to help crystallise ideas for career options into the future.

These opportunities include:

- Potential work experience
- Tailored Career website
- Career and subject planning
- Attendance at the ACT Careers Expo
- Invitation to attend SEC Careers Expo
- White Card & Asbestos training courses (compulsory occupational health and safety training for those considering the construction industry as a career or work experience).
- Guest Speakers
- Resume building
- Job application assistance
- Interview skills building
- Interviews with the Careers Coordinator & VET Coordinator (by appointment).

An Australian School Based Apprenticeship (ASBA) offers students, 15 years of age or over, the opportunity to achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program.

An ASBA fits within a student's study program whilst at school and can count toward their ACT Senior Secondary Certificate.

Those students exploring an ASBA should make an appointment with the VET Coordinator to discuss the process and the range of employment areas that offer ASBAs. For those students who are considering an ASBA, in most cases, it will require two days per week commitment – one day on the job and one day at a registered training organisation such as CIT and the other 3 days a week attending regular classes.

For further information, please contact:

**Mrs Rebecca Jarman**, Careers Coordinator [rjarman@stedmunds.act.edu.au](mailto:rjarman@stedmunds.act.edu.au)  
**Mr Alex Hausen**, VET Coordinator [ahausen@stedmunds.act.edu.au](mailto:ahausen@stedmunds.act.edu.au)

## DIVERSE LEARNING

St Edmund's Diverse Learning follows a philosophy of inclusive education and tailored individual learning. We seek to support students, family and staff in finding the best programs for the individual, whether that be through learning support, extension, enrichment and/or acceleration. We offer the following programs in support of any learning differences:

- Quicksmart early intervention
- Macqlit early intervention
- MSL small groups in the High School for students who experience Dyslexia
- Literacy Support across Junior and High School
- Koori Homework Help
- EALD small group support
- 1-1 assignment support before school for those who meet diagnostic criteria (by appointment only) in the High School
- AST skill support in Years 11 and 12
- Small group life skills support class for those who meet diagnostic criteria
- Executive functioning small group support for radically accelerated students
- Prolific acceleration programs, including: radical acceleration (multiple year levels), whole grade acceleration (one year level), subject acceleration (one or multiple subjects over a number of year levels), enrichment groups, extension options and social group experiences

At the beginning of each year, families meet with a representative from the College to create an individually tailored Personal Plan that will give information and strategies to those who teach and interact with the student. This plan forms the basis of all interactions to support the student and is an ever changing document. It is usually reviewed annually, but families can request changes at any point throughout the year.

As we seek to implement a therapeutic program, much of our intervention is done outside the traditional classroom. In order to meet the needs of all learners within the classroom, we implement a thorough and regular training program for our teachers who follow differentiation, adjustment and modification as best practice. These programs explore both pedagogical approaches, and understanding of diagnoses and how they may present in the classroom. We work closely as an auxiliary with the Assistant Principal of Teaching and Learning to ensure all faculties have access to support in creating programs that are tailored to the individual needs and learning goals of each student. In some special circumstances, we provide LSA support in the classroom to assist with safety and access to curriculum, but we avoid this as a rule, as it can highlight differences in an unwelcome manner. We encourage students to access after school tutoring, or work closely with their classroom teacher, in order to receive assistance with assignment planning and completion. We can provide time and support in helping students who may need extra space to regulate emotions or require a calm working space.

We also support our Pastoral Care team as an auxiliary in triaging emotional events that may be experienced by students within our care. Communication is frequent between the two departments and assists in supporting the wellbeing of the whole child. As advocates for the child, we avoid implementing consequences of incidents. This will usually be done by a Head of House or Faculty. We also work closely with our School Psychologist in the understanding and interpretation of diagnostic materials. In special circumstances approved by the Head of Faculty, and with parental permission, some diagnostic testing may be administered by our School Psychologist to help provide a clearer picture of the learning differences of a student.

**For further information, please contact Ms Lisa Millar, Head of Diverse Learning: [lmillar@stedmunds.act.edu.au](mailto:lmillar@stedmunds.act.edu.au)**