



Saint Stephen's College

Year 9 in 2023

Experiences Program

Academic Courses Handbook

Developing character,
inspiring hope

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YEAR 9 CURRICULUM

Students are introduced to new and exciting subject offerings, as well as new academic routines. In Year 9 (the Experiences Program), students undertake more intensive studies across a range of options.

English, History, Languages other than English (LOTE), Mathematics, Health and Physical Education and Science are compulsory subjects and will be undertaken by **all** students. There is also an opportunity for students to select from a suite of electives. Student academic strengths and personal interests will influence subject selection decisions.

The subjects offered are grouped under the following categories:

- Core
- Elective
- Additional

Core and **Additional** subjects are studied by **all** students, and each student must choose *two elective subjects per semester*. Specific information on each subject is contained within this handbook.

Core Subjects

The Core subjects consist of:

- English
- Health and Physical Education
- History
- Japanese or Spanish
- Mathematics
- Science

Successful completion of the Year 9 Core subjects means students will have a sound base upon which to progress to Years 10, 11 and 12 subjects.

Additional Subjects

In addition to the *Core* and *Elective* subjects described above, **all** students in Year 9 will take part in *Additional* subjects/activities, as listed below:

- | | |
|---------------------------------------|-------------------------|
| • APS Sport | Three periods per week |
| • Assembly | Rotational |
| • Chapel | One period per week |
| • Habits of Mind | One period per week |
| • Pastoral Care | One period per week |
| • Tutor Group | 15-minute session daily |
| • Year Level and House Group Meetings | Rotational |

COLLEGE TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.20 Tutor Group 8.35	8.20 Tutor Group 8.35	8.20 Tutor Group 8.35	8.20 Tutor Group 8.35	8.20 Tutor Group 8.35
8.35 1 9.15	8.35 1 9.15	8.35 1 9.15	8.35 1 9.15	8.35 1 9.15
9.15 2 9.55	9.15 2 9.55	9.15 2 9.55	9.15 2 9.55	9.15 2 9.55
9.55 3 10.35	9.55 3 10.35	9.55 3 10.35	9.55 3 10.35	9.55 3 10.35
10.35 Morning Tea 11.00	10.35 Morning Tea 11.00	10.35 Morning Tea 11.00	10.35 Morning Tea 11.00	10.35 Morning Tea 11.00
11.00 4 11.40	11.00 4 11.40	11.00 4 11.40	11.00 4 11.40	11.00 4 11.40
11.40 5 12.20	11.40 5 12.20	11.40 5 12.20	11.40 5 12.20	11.40 5 12.20
12.20 6 1.00	12.20 6 1.00	12.20 6 1.00	12.20 6 1.00	12.20 6 1.00
1.00 Lunch 1.45	1.00 Lunch 1.45	1.00 Lunch 1.45	1.00 Lunch 1.45	1.00 Lunch 1.45
1.45 7 2.25	1.45 7 2.25	1.45 7 2.25	1.45 7 2.25	1.45 7 2.25
2.25 8 3.05	2.25 8 3.05	2.25 8 3.05	2.25 8 3.05	2.25 8 3.05

THE SUBJECT SELECTION PROCESS

Elective Subjects

The elective subjects provide opportunity for students to choose subjects from a range of Learning Areas. Elective subjects offered at the College include:

Subject	Faculty
Business	Global Studies
Design	Creative Arts
Digital Solutions	Global Studies
Drama	Performing Arts
Film, Television and New Media	Creative Arts
Geography	Humanities
Physical Education (Extension)	Health and Physical Education
Visual Art	Creative Arts

Students must select **two** elective subjects to study in **each semester** of Year 9.

Subject Selection Process

The selection of subjects is a four-stage process:

1. Students will complete a '**Subject Preferences Nomination**' online survey indicating in order of preference, the subjects they wish to study in Year 9.
2. A '**line structure**' will be developed that provides the widest range of elective combinations (within timetabling constraints).
3. '**Subject Allocation**' will occur for those students whose preferences are satisfied by the 'line structure'. Students will be advised in writing about their 'subject allocation'.
4. '**Subject Selection**' will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the 'line structure'. This will be achieved via an interview with the Dean of Teaching and Learning.

*Note: Subject selections for **new enrolments** will be made according to the 'line structure' and are subject to class size constraints.*

Choosing Electives

It is important to remember that you are an individual, and that your needs and requirements in subject selection will be quite different to those of another student.

This means it is **unwise** to either take or avoid a subject because:

- another person says it is good or bad; or your friends are, or are not, taking it.
- you supposedly like or dislike a teacher.
- you think it is only for particular types of students.

It is **wise** to take a subject because:

- you believe you will enjoy it and you expect to do well.
- it will help you gain knowledge and skills for further study or a career you are considering.
- it develops skills, knowledge, and values useful to you in life.

Consider obtaining a broad and balanced portfolio of subjects. Strengths and interests can change as you mature. Sensible decisions incorporate a healthy balance across the Learning Areas. Premature specialisation in any one Learning Area may restrict options in Years 11 and 12.

Pre-requisites

Subject choices for Year 9 may be influenced by what you plan to pursue in Years 10, 11 and 12. The table below indicates whether it is 'recommended' or 'highly recommended' for you to study the Year 9 subject specified to increase your chance of successfully completing the corresponding subjects in Years 11 and 12.

Subject Desired in Years 11 and 12	Corresponding Subject to be Studied in Years 9
Accounting	Business (<i>recommended</i>)
Design	Design (<i>highly recommended</i>)
Digital Solutions	Digital Solutions (<i>highly recommended</i>)
Drama	Drama (<i>recommended</i>)
Film Television and New Media	Film Television and New Media (<i>recommended</i>)
Music	Music (<i>highly recommended</i>)
Physical Education	Physical Education (Extension) (<i>recommended</i>)
Visual Art	Visual Art (<i>recommended</i>)

Be Prepared to Ask for Help

Do not be afraid to consult the appropriate teachers, Subject Coordinators, Heads of Faculty, Head of Year, Career's Department or the Dean of Teaching and Learning. Do not be afraid or too shy to seek their assistance, they are prepared to help you.

BUSINESS

*Business has several components that will assist students with the study of Accounting, Business and Economics in Years 10, 11 and 12. If students are considering studying Accounting, Business and Economics in the future, they are **encouraged** to complete Business in Year 9.*

The purpose of Business is to give students an introduction to, and an awareness of, the activities of business. This subject promotes knowledge, skills, attitudes, and values that will enable students to participate as active and informed citizens. Significant matters, such as ethics, rights, and social and moral responsibilities will be examined. Students will be required to exhibit thinking processes, such as problem-solving, flexibility, strategic planning, and decision-making. They will also be required to gather information about the business world, as well as apply their knowledge in practical and relevant situations.

Business, by its very nature, is a dynamic and constantly evolving subject. The subject content is designed to encompass a wide variety of foundation business concepts while remaining flexible enough to incorporate the continuing developments in the business, economic and technology environments. As a result, students learn to apply their knowledge in 'real-world' circumstances which are current and relevant to them. The course is designed to encompass the following major topics:

- Entrepreneurship.
- Intrapreneurship.
- Innovation.
- Marketing.
- The role of Basic Accounting and Finance.
- eCommerce and Business.
- Economics, Business, and the Local Economy.
- Social Responsibility - Business and the Environment.
- Business and Globalisation.
- International Business and Cross-Cultural Communications.
- International Business and Global Markets.
- International Business and Governance in a Global Economy.

BUS1: Entrepreneurship

Entrepreneurship is a key driver of our economy. Wealth and a vast majority of our jobs are created by small businesses started by entrepreneurially minded individuals, some of whom go on to create big businesses. People exposed to entrepreneurship frequently have more opportunity to exercise their creativity, have higher self-esteem, and a greater sense of control over their lives. As a result, political leaders, economists, businesspeople, and educators believe that fostering a robust entrepreneurial culture will maximise individual and collective economic and social success on a local, national, and global scale.

Through the development of a business plan, the development of a website and product prototype, and culminating in a marketing pitch at the Future Millionaires Expo, students will gain an understanding of the issues and complexities of starting a business in the local environment.

Topics will include:

- Ideation of products and services
- Business opportunities
- Target markets
- Innovation
- Business environments and business ownership
- Entrepreneurship
- Marketing and promotion
- Basic considerations of business finance

BUS2: Social Media Marketing and the Tourism Industry

Tourism is one of the four pillars of Queensland's economy, with 1 of every 11 Queenslanders employed in the state's \$28 billion-dollar tourism industry. To build awareness of the broad social, cultural and economic tourism environment in Queensland, students will create a tour itinerary which includes accommodation, attractions and cultural information, as well as time zone and exchange rate differences. Students will also learn about marketing strategies and the dynamic nature of social media marketing and how to prepare a Social Media Plan containing relevant posts and analysis for an authentic Gold Coast business.

Topics will include:

- Tourism – creating an itinerary
- Tourism attractions in Queensland
- The economic effect of tourism on Queensland
- Currency exchange and time zone differences
- Tourism marketing organisations
- Tourism and cultural differences
- Marketing and promotion
- Online and social media marketing
- Marketing mix
- Marketing channels

Assessment

A variety of assessment instruments will be used, including short and extended response examinations, supervised assignments, responses to stimulus material and research assignments, projects, and expos. An emphasis will be placed on assignment work throughout the course to develop valuable skills and knowledge of computer technology and its application in the business world.

DESIGN

The Design subject focuses on the practical application of design thinking to envisage creative ideas in response to a design problem. Designing is a complex and sophisticated form of problem solving using divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of the production processes to allow them to appreciate and exploit new and innovative ideas. The teaching and learning of Design are based around a design process and grounded within a problem-based learning framework. This approach enables students to learn about and experience design through the exploration of client needs, wants and opportunities to make informed decisions before developing and synthesising ideas. Drawing and low fidelity prototyping skills, analysing design information, and evaluating design decisions are all tools' students use in order to deliver their design proposal. Students will be exposed to a variety of Computer-aided design (CAD), software; some of which include, ArchiCAD, Sketchup, Adobe Creative Cloud and Solidworks. All provided software is industry standard and available for all Design students.

DES1: Architecture, Landscape Architecture and Graphic Design (Semester One)

Students will engage with stakeholders and use comprehensive design processes to gain experience of how designers work using the design process. They will learn about the nature and complexity of design problems through eyes of an Architect and how to identify and address design criteria based on the principles of good design. Students will learn about sustainability, design trends and influential design styles and how to analyse and evaluate their designs using elements and principles of visual design.

Students will devise architectural, landscape and graphic design solutions using divergent thinking strategies and drawing and digital prototyping skills. They will apply elements and principles of design to create a final design solution and gain knowledge of producing work with Computer Aided Design, (CAD). Students will gain experience in technology using a laser cutter to construct a scaled model of their final architectural design to be showcased for exhibition.

DES2: Product Design and Graphic Design (Semester Two)

This course focuses on the application of design thinking to envisage and create products and services in response to human needs, wants and opportunities. Product and Graphic Design examines influential design styles and trends within the framework of sustainable design, introducing design through the experience of applying a design process. Students are required to define design problems and describe design criteria to represent ideas, design concepts and design information. Using drawing and low fidelity prototyping skills, students will produce a sustainable flat-packed product based on a given design brief. They will create digital files and assemblage of design parts before delivering and communicating a design proposal in response to a given audience. Through this process, students learn about construction methods and gain experience with laser cutting as they prototype their final product to be showcased in a design installation.

Special Equipment

It is a requirement that students have an A3 sleeved display folder to organise their handouts and sketches for the duration of this course.

Pathways

Studying Design can establish a basis for further education and employment in the fields of architecture, technical drafting, cartography, mechanical/electrical design, engineering, landscape architecture, product design, town planning, building and commercial artistry.

Assessment

Students are required to keep a record of their folio of work in their A3 sleeved display to be scanned and submitted through D2L drop box. There will be three assessable items due for each semester that cover the following elements:

- Using drawing, analysis, and evaluation to produce a Design Folio.
- Using technical and presentation skills to deliver a Design Proposal.
- Using hand building skills to develop a High-Fidelity Prototype.

DIGITAL SOLUTIONS

*This subject has several components that will assist with the study of Digital Solutions in Years 11 and 12. Future Digital Solutions students are **encouraged** to complete Digital Solutions in Years 9 and 10. There is a strong academic component involving solving programming-like issues.*

We live in a world of rapid technological change. Students who have an awareness and mastery of current technology will always have an advantage over other students. More importantly, students who can analyse problems, design solutions, and then use the best technology to implement these solutions, will have a skill that can be used with any technology.

Digital Solutions allows students to master some of the latest software. It also allows them to master the analytical thinking and communication skills that are needed to complement this technology. The confidence that students gain in working with a variety of technologies will assist them to cope with the change that is certain to be a part of their future.

DIS1: Programming Digital Solutions

Students begin by studying computer networks. They will examine different types of networks, protocols and the role of software and hardware. Students will learn about programming for the web, including HTML and CSS, culminating in the creation of a website. Students will then learn about game design and object-orientated programming. Building on from their knowledge gained in Years 7 and 8, students will produce a text-based adventure game using the programming language Python. Students will problem-solve the process to design, build and evaluate a digital game.

DIS2: Innovative Digital Solutions

This unit will be for students who are both new to the subject and those who have completed DIG1 in Semester One. Semester Two will cover different concepts and skills.

Students will examine the way 'big data' is being used on a large scale to inform decision-making and foster innovation in a variety of sectors. Students will explore differences between AR and VR and explain some practical uses of both. They will then produce and create an augmented reality app. Students will build on their knowledge of robots gained in Years 7 and 8 to manage a group project in which they collaboratively develop a robotic solution to a problem, including the creation of three-dimensional printed material.

Pathways

Many of the careers that this subject will assist with do not exist yet; however, it leads to careers in programming, multimedia, desktop publishing, database, and web graphics.

Assessment

Assessment is both theoretical and practical; however, as this is a very practical oriented subject, both projects **and** examinations are often of a practical nature. Written reports and oral presentations may also occur.

DRAMA

It is **preferable** that students undertake Drama in Year 9 if they plan to continue with Drama studies in their senior years. Although it is **not compulsory**, senior studies in this subject will be more achievable with the sound grounding that the subject Drama in Year 9 provides.

Drama is a unique way for students to blend intellectual and emotional experiences to define their identity in the context of their immediate surroundings and of the broader society. Drama offers students a forum for independent social thinking and criticism and teaches them how to learn to cooperate and coordinate with other people. Most importantly, Drama builds a sense of self-confidence and fosters speaking and listening skills in students. The focus of Junior Drama is to allow students to represent various “points of view” and build confidence in front of peers and an audience.

DRA1: Theatre for Young Audiences

Students will explore the style of Children’s Theatre and explore theatre that appeals to contemporary teenagers. Students will produce and feature in a performance for a young audience. Students will study the skills of acting, with a focus on the elements of voice and movement and will also apply technical elements, such as lighting and sound in a polished performance.

DRA2: Theatre of the Past and Present

Students will create and devise an original theatrical performance. Students will work collectively, focusing on the conventions of devising, scripting, directing, and performing a play. The Elements of Drama will be utilised and explored to ensure the play has dramatic meaning. Students will explore the origins of theatre through ritual and mask focusing on epic tragedies and classic tales of woe.

Special Equipment and Costs

It is hoped that students will have the opportunity to see suitable professional performances. The cost of such excursions varies; however, group bookings for students are very reasonable.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Assessment

Students will undertake assessment across the following dimensions:

- Creating - Shaping the Drama.
- Presenting - Performing the Drama.

ENGLISH

English is a compulsory subject for all students in Year 9.

Students in Year 9 follow the Australian National Curriculum in English.

English requires students to interact with peers, teachers, individuals, groups, and community members in a range of face-to-face and online/virtual environments. Students will experience learning in familiar and unfamiliar contexts, local community, vocational and global contexts. Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss, and perform a wide range of literary texts whose primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances, and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Year 9 comprises of Australian literature, as well as classic and contemporary world literature, including texts from and about Asia. Students will study language, literature, and literacy in Year 9 in four term units. Possible units will include narrative writing, advertising, a novel and a playscript.

Pathways

A course of study of English can establish a basis for further education and employment in the fields of acting, radio and television announcing, librarian, court reporting, lawyer, teaching, publishing, interpreting, playwriting, editing, travel consultancy, reception work, politics.

Assessment

Assessment will be continuous and can take the form of *Reading and Viewing*, *Writing and Shaping*, and *Speaking and Listening*. All assessment tasks aim to give students a realistic opportunity to perform their understanding in a variety of genres and to a range of audiences. Students will create a range of imaginative, informative, and persuasive types of texts, including narratives, performances, and literary analyses.

Students will be expected to draft their work and seek parent, student, and teacher input to develop their ideas and editing skills. The English course aims to give students a chance to be creative, to develop their skills, to appreciate how vital it is to be able to communicate successfully in today's world and enjoy themselves.

ENGLISH AS AN OTHER LANGUAGE

English as an Other Language (EOL) is a subject, which *supports* English second language students who are integrated into full mainstream courses. Pupils receive individualised and group tuition, with an emphasis on the content and editing assistance of set tasks in English as an Additional Language, to develop their English language skills and their ability to self-edit.

As most assessment is based on written tasks or essays, special attention is given to writing skills, essay planning and techniques to improve the quality of the students' writing. Pupils are also given supportive notes to enhance their understanding of English texts and helped to prepare their set tasks and examinations in English as an Additional Language to ensure they refer to the relevant criteria and perform to the best of their ability.

Special Equipment and Costs

English as an Other Language tuition is charged at \$750 per term, which is significantly less than home tutoring services of the same duration and expertise. Students should have an A4 display folder to organise their EOL handouts.

Assessment

Assessment for English as an Other Language is based on the National Languages and Literacy Institute of Australia (NLLIA) band scales, which is different to the grading system used in other subjects. English as an Other Language tutoring consists of timetabled lessons, while additional classes are also conducted outside of school hours.

FILM TELEVISION AND NEW MEDIA

*Saint Stephen's College offers the senior subject Film Television and New Media in Year 11, and it is **advisable** to undertake these units if you wish to study the senior subject in the future.*

Australia leads the world in the development of media studies as a separate subject for secondary school students. In Queensland, Media Studies is one of the five strands of the Years 1 to 10 Arts Syllabus.

Media develops a young person's ability to:

- communicate information and ideas.
- use and explore technology.
- create for a purpose.
- produce for an audience.
- work in teams.
- persevere through to completion.
- be self-directed and self-assured.
- be innovative and entrepreneurial.
- explore new ideas and concepts.
- be critical of what they see, hear, or read.

The course content includes a range of aspects. Listed below are several examples of the types of activities students will be involved in during Film Television and New Media in Year 9.

- creating newspapers, magazines, videos, websites, and radio scripts.
- recording interviews.
- analysing and deconstructing television programs and stereotypes.
- videoing their communities.
- photographing people and objects.
- creating storyboards.
- targeting audiences using music and soundtracks.
- recording voice-overs.
- writing scripts.
- focussing on the history of film.
- analysing important films/filmmakers.
- conducting meetings.
- designing brochures and posters.
- advertising media products.
- focussing on elements of Youth Culture.
- experiencing filming techniques.
- constructing characters.
- editing images and sound.
- using computers to design and create.
- researching on the Internet.
- using scanners and digital cameras.
- interpreting words, sounds, and images.
- examining the role of media.
- analyse the varying styles in presenting and reporting news on television, radio, and newspaper.
- designing packaging and labels.

Students will develop a range of skills and processes, including:

- creative problem-solving.
- communication skills.
- cooperation with others.
- an understanding of visual text and meaning.
- application of ICT technologies.
- critical analysis skills.
- revising and reworking material.
- being sensitive to individual differences.
- being organised, following design briefs.
- visualising ideas and implementing plans.
- meeting deadlines.

FTM2: Television – Reality TV (Semester Two)

This unit explores the way reality is 're-represented' by Reality and Lifestyle television, with a focus on being able to critically evaluate media representations, techniques used by institutions to position audiences, and the characteristics of the Reality television genre. Students will then apply this knowledge to designing and pitching a concept for a new Reality television show before preparing for the filming and editing of a Television Commercial or Introduction Package for their own Reality Show. Students will gain many useful skills that will make them critical media consumers, good team members and skilled with multimedia technologies.

Pathways

A course of study in Film Television and New Media can establish a basis for further education and employment in the fields of advertising, animation, audio engineering, events management, film production, graphic design, make-up artistry, multimedia, music recording, photography, public relations, promotions, publishing, sales and marketing, hospitality, interior design, journalism, scriptwriting, stage design, web design.

GEOGRAPHY

It is ***preferable but not essential*** that students undertake Geography as an elective in Year 9 if they plan to continue with Geography in their senior years.

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students will engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people and the environment. Geography investigates how humans and nature interact and how these interactions will shape the future.

GEO1: Restless Earth

The earth is a restless, dynamic planet. Powerful forces deep below the earth's crust create volcanoes and earthquakes, build mountains, and pull continents apart. The surface of the earth is made up of massive plates that rest on the earth's molten interior. The movement of these plates is called plate tectonics. In this unit you will examine these processes and how they create a range of landscape hazards, such as earthquakes, volcanoes, coastal erosion, and mudslides. Case studies from around the world will focus on hazards as they happen, and you will be able to understand the challenges faced by people living in these hazard zones.

GEO2: Biomes and Food Security

Biomes and food security' focus on investigating Earth's many biomes to develop an appreciation of the diversity that exists on our Earth and how humans have altered these biomes. You will study the environmental challenges of and constraints on expanding food production to feed the ever-growing world population and will look at case studies drawn from Australia and across the world.

Key skills developed in Geography include:

- fieldwork investigation (sampling, data collection, data presentation, statistical techniques, and analysis).
- researching, report writing, preparing maps and diagrams.
- using social survey and interpretative methods.
- collecting and analysing information using GIS and remote sensing.
- recognising the values and attitudes involved in debates and enquiries.
- analysing, problem-solving and decision-making.
- critically interpreting data and text.
- developing a reasoned argument.
- numerical skills.
- interpreting and presenting relevant numerical information.
- team working and planning skills.
- information, communication, and technology skills (ICT).

Pathways

The demand for Geography graduates is high both in Australia and Internationally. From helping to design and manage cities, to assessing, monitoring, and managing our coast and outback environments, geographers have key roles in understanding natural and built environments, managing environmental systems, and creating liveable spaces. There are exciting opportunities for employment in areas, such as:

- natural resources management including coast, river, and catchment systems.
- ecotourism and mining.
- national parks and wildlife conservation.
- Environmental consultancy.
- Demography and defence industries.
- Teaching and research.
- Environmental monitoring and pollution control.
- Planning the delivery of human services (health, infrastructure, emergency services).
- Transport planning.
- Urban planning.

HEALTH AND PHYSICAL EDUCATION

***Health and Physical Education is a compulsory subject for all students in Year 9.
Students in Year 9 follow the Australian National Curriculum in Physical Education.***

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different classroom, leisure, social, movement and online situations. Physical Education will assist students to develop the knowledge, understanding, skills, values, and attitudes to lead healthy, productive, and satisfying lives. Students learn to apply more specialised movement skills and complex movement strategies in different physical activity settings.

Students will analyse how participation in physical activity and sport influence an individual's identity and explore the role participation plays in shaping our community and cultures. Opportunities are present which will allow students to consolidate personal and social skills in demonstrating leadership, teamwork, and collaboration in a range of physical activities.

Learning Experiences

Active engagement in physical activity is a major emphasis in this core subject. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.

Health and Physical Education (Core) is a core subject and highlights the acquisition of understanding physical activities, as well as the motor skills required for participation in such activities. This is achieved through students' involvement in games, sports and other physical activities through monitoring and evaluating movement sequences and improving strategic awareness. A significant amount of lesson time will be allocated to learning experiences that actively engage students in physical activity, such as invasive sports, court sports and individual performance sports.

Students will engage in physical activity integrated with exercise physiological concepts, and theoretical units where they will learn to apply health and physical activity information to devise and implement personalised plans for maintaining their health and safety.

The focus areas to be addressed in Year 9 include:

- mental health and well-being.
- relationships.
- first aid and safety.
- health benefits of physical activity.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in human movement-related fields, including teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics, and program analysis.

Assessment

A variety of assessment techniques will be used to gather information about each student's performance. Student responses can be physical, multi-modal, or written.

Practical activities will be assessed throughout the unit and in a more formal setting at the end of the unit. Criteria-based assessment in skill development and performance, movement patterns in authentic environments, understanding of rules and safety and cooperation with others.

HISTORY

History is a compulsory subject for all students in Year 9 and draws from the Australian National Curriculum in History (Years 9 and 10).

History involves the process of inquiry into both the distant and recent past that develops student's curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes an understanding of the events that have shaped humanity and still shape it today. History, by nature is interpretive, it promotes debate and encourages thinking about human values, including present and future challenges.

The study of history promotes the following values and skills:

- social justice and equity.
- empathy and understanding of others.
- informed and critical citizens who can participate in effectively in society.
- communication skills (writing and critical reading, development of logical arguments and debate.
- critical thinking – questioning of accepted thinking and assumptions, logical analysis, supporting ideas with evidence.
- abstract thought – learning about concepts, ideas, and principles rather than facts.
- creative thinking – creating something new based on knowledge from the past.

Semester One

Students will study the period of history from 1750 to 1918. This was a period of rapid change in the ways people lived, worked, and thought. Students will study two units – The Industrial Revolution and World War I.

Semester Two

Students will study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will study two units – World War II and Rights and Freedoms.

Pathways

Year 9 History is a Humanities subject. In Year 10, students can choose from several Humanities subjects, including Modern History, Geography, Philosophy and Reason and Legal Studies.

JAPANESE

A LOTE (Languages Other Than English) subject is a compulsory subject for all students in Year 9. Students in Year 9 follow the Australian National Curriculum in LOTE.

It is ***desirable*** that students wishing to take Japanese in Year 9 can recognise and can produce the hiragana script. It is also ***desirable*** that students have studied Japanese in Year 8 and achieved ***at least*** a Sound Level of Achievement (C grade).

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence, and opens new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and one of our major trading partners. The Gold Coast is also a popular holiday destination for Japanese tourists and attracts many Japanese students wishing to study here. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese culture while learning about similarities of modern Australian and Japanese societies.

Saint Stephen's College students will have the opportunity to travel to Japan every two years on short-term exchanges and experience Japanese lifestyle through a home stay situation at our sister school in Kyoto. Our students also have the opportunity to meet Japanese exchange students on a regular basis.

Course Information

- all lessons are taught with a communicative approach and students are generally immersed in the target language.
- the Japanese language has three scripts: hiragana, katakana and kanji. By the end of Year 9, students should have mastered both hiragana and katakana and will be able to recognise about 50 kanji characters.
- Japanese is a phonetic language which means that pronunciation is easily acquired because of the consistency of sound patterns.
- Japanese has regular structure which assists students in comprehending and composing patterns.
- The study of culture is an integral part of language learning.

Pathways

Even partial knowledge of a foreign language is desirable for potential employees in any sector, particularly given the global community in which we now live. In the long-term, knowledge of Japanese language and culture is advantageous as an additional skill even when not utilised daily. It can be pursued at university through Asian Studies or Linguistics and combined with other disciplines, such as the Arts, Law, Journalism, Education, Business, Medicine and Science. Having knowledge of Japanese only widens opportunities for future employment and career paths.

A course of study in Japanese can establish a basis for further education and employment in the fields of travel and tourism, including consulting, aviation, management, and accommodation. It is also a desirable skill in the fields of translating and interpreting, politics and government, diplomacy, the defence forces and intelligence services, international business and law, journalism, international trade (imports/exports), the construction and mining sectors and teaching (both domestically and overseas).

Assessment

There are one or two summative assessments per term. Assessment focuses on the student's ability to communicate and understand the language and assessment can take the form of a quiz, examination, project, written assessment, speech, or conversation. It is expected that students revise and rehearse vocabulary regularly for homework.

MATHEMATICS

***Mathematics is a compulsory subject for all students in Year 9.
Students in Year 9 follow the Australian National Curriculum in Mathematics.***

Mathematics

Mathematics plays an integral role in the holistic development of the individual, enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students prepare to face these challenges by developing higher order thinking processes so they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information. It also encourages students to elaborate on their knowledge interpretations through extended communication. Learning mathematics creates opportunities for, and enriches the lives of, all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In recognition of the existing and future challenges facing today's students, the Mathematics courses at Saint Stephen's College have been designed to actively encourage students to construct knowledge. This is fundamentally different from the traditional emphasis on rote learning and reproducing of knowledge. For students to *construct* knowledge they need to use skills, such as organisation, synthesis, interpretation, explanation, and evaluation; skills used extensively in adult life. This sort of student enquiry incorporates three important intellectual activities:

- it draws upon an established knowledge base.
- it stresses a deep understanding of the problem.
- it encourages students to elaborate on their knowledge interpretations through extended communication.

The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. This marks a shift in mathematics learning to more abstract ideas. Through key activities, such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated. The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts.

Together with other key components of the course, already discussed, the language framework of mathematics is also recognised as a critical foundation for student success. It is only through words that meaning can be given to the ideas that are the foundation of clear thinking and Mathematics. Students who understand the meaning behind the words will make meaning of the facts and procedures of mathematics and enhance their success. Digital technologies will be used to facilitate the expansion of ideas, deeper understanding of concepts and to provide access to new tools for continuing mathematical exploration and invention. The use of technology also teaches students to be creative. There will be up to four courses available. There will be a continuation of the mainstream course, and for students who find this course challenging, there are two alternative courses available. These include:

Foundational Mathematics

Foundational Mathematics is designed for students who want to extend their mathematical skills where their future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. The Foundational Mathematics stream is designed to reflect these links between real-life and mathematics and to provide the foundations for study of General Mathematics at the Senior Mathematics level.

Foundational Mathematics is a course of study intended for those students who require a less mathematically rigorous course of study but who still require a level of mathematical knowledge necessary for further formal study at the Senior General Mathematics level and, even more importantly, provide for the achievement of proficiency in those aspects of mathematics needed in a rapidly changing technological society. At the same time, it is hoped that this course of study will give students an appreciation of mathematics that will encourage them to go on learning and using mathematics. Indeed, the aim of the Foundational Mathematics course at Saint Stephen's College is to deepen students' understanding and appreciation of mathematics, and broaden their experience of an exciting, enjoyable, and relevant discipline.

An Essential Mathematics course of study is an individualised program available for students who are struggling in Foundational Mathematics content. Selection is by teacher discretion after consultation with parents and guardians or evidence of achievement at an appropriate level.

The Advanced Mathematics program is a hybrid subject involving Mathematics coursework in greater depth and some Specialist Mathematics topics. Selection is by teacher discretion after consultation with parents and guardians or evidence of achievement at an appropriate level.

Structure

- the Mathematics Course is organised around the interaction of three content strands and three proficiency strands.
- the content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*, they describe what is to be taught and learnt.
- the proficiency strands are *Understanding*, *Procedural Skills*, *Problem-Solving* and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

For more details, please visit the ACARA website www.acara.edu.au

Assessment

Assessment tasks could include traditional written examinations, practical investigations, oral tasks, written assignments and/or reports, and ICT tasks.

By the end of Year 9, **all** students should:

- appreciate the value of Mathematics and its applications in everyday life.
- know and apply concepts, facts, and procedures associated with number, measurement, space, chance and data, patterns and algebra, and be able to work reliably and accurately.
- be willing to think mathematically to interpret and solve problems and to investigate and explore situations.
- be able to effectively communicate mathematics.
- be confident, show initiative, creativity and be persisted in the face of initial difficulties.
- be **well-prepared** for the successful study of Mathematics in Years 11 and 12.

PHYSICAL EDUCATION (EXTENSION)

The Physical Education (Extension) coursework has been designed for students wishing to study Physical Education in Years 11 and 12.

Physical Education (Extension) is to be studied in addition to Physical Education (Core).

*It is **desirable**, but not essential, that students wishing to study Physical Education in Years 11 and 12 engage in Physical Education (Extension) in Year 9.*

Building on the foundations established in earlier years of Physical Education, the Extension program has been designed to encourage a smooth transition of student understanding and skill development through Years 9 and 10 Physical Education to Senior Physical Education in Years 11 and 12. Electives in Physical Education involve students learning in, about and through physical activity. The elective focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. The elective also focuses on the wider social attitudes to and understandings of physical activity. Learning in, about and through physical activity will enable students to acquire knowledge, skills, and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers the thinking skills, associated with the cognitive processes, are part of the learning in these electives.

Students will study four physical activities over the duration of the elective, with equal time and emphasis given to each activity. These will include studies in several the major sports categories, which include net and court, invasion, striking and fielding, performance, and aesthetic sports. 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.

The Year 9 sport electives may change from year to year based on facility availability; however, students may be involved in learning:

- Invasion Sports: Floorball, Flag Football
- Striking and Fielding Sports: Softball
- Net and Court Sports: Badminton

Physical skills will be developed and applied in drills, modified games and match play, using different learning approaches and strategies. The study of each of these activities will include classroom and physical performance tasks. Students will learn to collect primary data and create folio evidence of their performance in the sport to develop the skills needed for assessment tasks in Senior Physical Education.

Learning Experiences

Students will critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They will analyse the impact attitude has to community connection and wellbeing and evaluate the outcomes of emotional responses to different situations. This allows them to investigate the impact sport can play on their own health and well-being.

Students will examine the role physical activity has played historically in defining cultures and identity. They will apply decision-making and problem solving to enhance their own health. Students will demonstrate leadership, fair play, and cooperation across a range of movement and health contexts. Students will apply and transfer movement concepts and strategies to new and challenging movement situations, and will apply criteria to make judgements about, and refine their own skills and performances.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in human movement-related fields, including teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics, and program analysis.

Assessment

A variety of assessment techniques will be used to gather information about each student's performance. Assessment will include demonstration of skills and abilities in a range of different theoretical components, including research reports, and multimodal presentations. Practical activities will be assessed throughout the unit, and in a more formal process at the end of the unit.

Students will be required to evaluate their own performance using a collection of primary data and an annotated analysis. Aspects in skill development, and performance and movement patterns will be observed in modified and authentic environments. In addition, students will be assessed on the understanding of rules, safety, and cooperation with others.

SCIENCE

Science is a compulsory subject for all students in Year 9.

Students in Year 9 follow the Australian National Curriculum in Science

The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation, and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided.

The Saint Stephen's College Science Work Program provides many opportunities for students to develop the valued attributes of life-long learners. Course content for Science covers the main areas of Science understanding (Biology, Chemistry and Physics), Science inquiry skills and Science as a human endeavour. This provides students with an introduction into these main areas and a taste of the subject material that will be covered further in Year 10, then again in the senior levels.

Science is taught primarily through first-hand experiences and has an emphasis on acquiring and practising skills. Projects undertaken throughout the year allow students to develop their research skills and use technology appropriately. Science is also concerned with testing ideas and theories against evidence. Thus, it has a key role to play in developing the ability to draw logical, evidence-based conclusions, use problem-solving strategies and accept the provisional nature of scientific explanations.

By the end of Year 9, students will be able to use their knowledge to design research questions that can be investigated using a range of inquiry skills. They will apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They will be able to plan experimental procedures, which include the accurate control and measurement of variables. Students will also be able to identify inconsistencies in results and suggest reasons for uncertainty in data. They will use scientific language and representations when communicating their results and ideas.

The Year 9 Science Program has been designed to give students an opportunity to experience the three senior Science subjects, Biology, Chemistry and Physics, with each of the subject's studied for a whole term during Terms One to Three.

Topics covered include:

- Biology - Ecosystems and Plants, and Human Physiology (Term One).
- Physics – Heat and Electricity, and Physics of Motion (Term Two).
- Chemistry – Atoms and Chemical Reactions (Term Three).
- Tasters of Biology, Chemistry and Physics to prepare for Year 10 courses (Term Four).

Assessment

Assessment items include:

- Examinations (one per semester) worth 50% of the semester.
- Student Experiment (Semester One) / Research Investigation (Semester Two) worth 40% of the semester.
- Data Test (one per semester) worth 10% of the semester.

SPANISH

A LOTE (Languages Other Than English) subject is a compulsory subject for all students in Year 9. Students in Year 9 follow the Australian National Curriculum in LOTE.

It is **desirable** that students wishing to take Spanish in Year 10 have a basic knowledge of Spanish and its alphabet. It is also desirable that students have studied Spanish in Year 9 and achieved **at least** a Sound Level of Achievement (C grade).

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence, and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies, and enriches learners' cognitive, social and linguistic development.

Language is the essence of people. If we wish to understand other people and live in a harmonious, multiethnic society, we need to learn to communicate with other nations and identify with their culture. Learning another language not only develops communicative and intercultural competence, but it also opens up new perspectives for the learners, widens their horizons and broadens their cognitive and cultural experience.

There are many reasons to study Spanish.

- Spanish is the third most spoken language in the world and will overtake English this century.
- it is the official language of 21 countries and is the most widely spoken European language. Spanish is now a de facto second language in the United States, Brazil, and virtually all the smaller states in the Caribbean and Central/South America.
- Spanish is one of the six languages of the United Nations Organisation and is the preferred language on the Internet after English.
- it is a language that is relatively easy for English speakers to learn, as in it is grammatically straight-forward and quite easy to pronounce.
- Hispanic immigration into Australia dates back to the 19th Century. There are more than 100,000 speakers of Spanish living in Australia.
- a significant number of Australian companies have investments or trade with Spanish speaking countries, such as BHP, Hoyts and Qantas.
- several Queensland Universities have significant links with Latin America and Spain and offer an extensive Spanish program.

Pathways

In the global world that we now live, communication across nations is crucial and frequent. The means by which we communicate are ever changing and so are our life paths. Even a partial knowledge of a foreign language is desirable for potential employees in any sector. In the long-term, knowledge of the Spanish language and culture is advantageous as an additional skill, even when not utilised daily. It can be pursued at university combined with other disciplines, such as the arts, law, journalism, education, business, medicine, and science. Having knowledge of Spanish could only widen the learner's opportunity for future employment and career paths.

A course of study in Spanish can establish a basis for further education and employment in the fields of travel and tourism, including consulting, aviation, management, and accommodation. It is also a desirable skill in the fields of translating and interpreting, politics and government, diplomacy, the defence forces and intelligence services, international business and law, journalism, international trade (imports/exports), the construction and mining sectors and teaching (both domestically and overseas). For Australians, Spanish opens a whole world of opportunities with trade and business partners across the whole American continent.

Assessment

There are one or two summative assessments per term. Assessment focuses on the student's ability to communicate and understand the language and assessment can take the form of a quiz, examination, project, written assessment, speech or conversation. It is expected that students revise and rehearse vocabulary regularly for homework.

VISUAL ART

Students wanting to further their Visual Art studies in senior years are **encouraged** to study Visual Art in Year 9 to equip them with the relevant skills and experience essential for the course requirements in Years 10, 11 and 12.

The study of Visual Art enhances students' creative thinking, problem-solving skills, questioning and interpreting skills and helps them with the expression of ideas. Visual Art provides opportunities for students to apply a variety of image making approaches in two-dimensional, three-dimensional, and digital media to express their thoughts, passions, ideas and beliefs. Students develop self-confidence, social and personal skills whilst exploring a personal aesthetic and style in their individual responses to concepts. Students will gain experience in generating and developing ideas, using a variety of skills and techniques to experiment, problem solve and invent visual responses and images. Students will learn to reflect upon their own artwork and the work of others whilst developing skills to analyse and respond to art from a diverse range of cultural, personal, and contemporary contexts.

VAR1: Ceramics and Sculpture

This course enables students to learn and participate in a variety of three-dimensional image making approaches in Ceramics and Sculpture. Students will learn the fundamental and technical skills using a range of media including clay, glazes, oxides, wire, glass and textiles to create objects based on various concepts. Students will be shown correct safety procedures using a slab roller, clay tools and kiln firing processes. Students will become familiar with the history of ceramics and sculpture to gain a developed understanding of the many diverse approaches in the way that society has created functional and non-functional objects in different times, places and cultures.

VAR2: Painting, Printmaking and Digital Art

This course enables students to learn and participate in a variety of two-dimensional image making approaches in painting, printmaking, and digital art. Students will learn fundamental and technical skills using a wide range of mixed media including acrylic, ink, and watercolour to develop and represent concepts. Students will be shown practical demonstrations using wet/dry media, tools, equipment, and software to create a series of experimental and resolved artworks. Students become familiar with art movements throughout history to gain a developed understanding of the many diverse approaches in the way that Visual Art has evolved from traditional techniques to contemporary technologies and processes.

Special Equipment and Costs

Students may have the opportunity to view exhibitions at HOTA Gallery (Home of the Arts) during their excursion and participate in workshops mentored by local visiting artists. The cost of such excursions varies; however, group bookings for students are very reasonable. Most equipment will be supplied; however, some equipment may need to be purchased by the student depending on their individual projects.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of:

- Advertising - art director, photographer, graphic artist.
- Communication - writer, journalist, sign writer, web content producer.
- Creative Industries - visual artist, illustrator, screenwriter.
- Arts Administration and Management - art project manager, agent, events, and festivals.
- Design - architect, fashion designer, graphic design.
- Education - specialist classroom teacher, lecturer, private teacher, art gallery education officer.
- Film and Television - animator, storyboard artist, costume designer, special effects make-up artist.
- Public Relations - gallery curator, campaign manager, publicist, creative director.

Assessment

Students will be assessed at the end of each term based on their responding and making skills to be submitted as a folio of resolved work, PowerPoint and VAPD. The Visual Art Process Diary will contain process documentation, sketches, artist research and reflections to support their development by working as both artist and audience. Students will be given the opportunity to showcase their work in our annual Prep to Year 12 Creative Arts Exhibition and various community projects and competitions.

BYOL (BRING YOUR OWN LAPTOP) PROGRAM

All students require a Windows 10 or Windows 11 laptop computer.

The College is a Windows environment, devices must be a Windows 10 or Windows 11 device built on hardware with minimum specifications. Any other type of device, such as an Apple laptop running Windows via BootCamp, parallels of any other type of virtual environment, or a Linux computer running Windows in a virtual environment is not suitable. **Unsuitable devices or devices running unsuitable operating systems will not be connected to the network** and cannot be used in class. **Please do not purchase anything other than a Windows 10 or Windows 11 laptop that meets the specifications for use at Saint Stephen's College.** If you need further advice, please email Greg Wilkinson, Director of eLearning via elarning@ssc.qld.edu.au.

'Hand me down' Computers

Pre-owned computers will experience battery and hardware problems as the computer will be slow and without necessary specifications. It is imperative that laptops meet the minimum specifications. A laptop must be able to operate for most of the school day without the need for recharging. The minimum working period should be six hours. Many laptops have batteries that cannot be removed; however, if the battery has limited life and it can be removed, it is worth buying a replacement. If a laptop has a battery that is failing, it may indicate that the laptop is reaching replacement age.

Security

Each student is able to store his/her laptop in a locker during breaks. Laptops should not be left unattended.

Software

Most software needed by students is provided by the College. This includes the latest version of Microsoft Office, which is the standard software used across all subject areas. ***Please do not purchase Microsoft Office when purchasing a computer.*** Each student will be shown how to download and install a legal copy of Microsoft Office at no cost. For students studying subjects that require the Adobe suite, this will also be provided by the College. ***Please do not purchase Adobe Programs when purchasing a computer.***

Updating Laptops

Students are expected to keep software (the operating system, Microsoft Office, anti-virus software, plug-ins and other software) updated. Windows should be updated when required; however, updates should be done at home, as they can take some time to complete and often require a reboot which may impact class time. ***Students should check for updates the weekend prior to returning to school after holiday periods.***

Charging Laptops at the College

Students are expected to bring their laptops to school fully charged each day. Twenty 'charging lockers' are available in the *Teams* area (ground floor of QW/Science building); however, these are for 'emergency' use only, at lunchtime and outside of lesson times, rather than for regular daily charging by individuals. A good strategy is to put the laptop on charge before bed each night.

"Loaner" Laptops

The College has a small number of 'loaners'. These are available at no cost for short-term loans of up to two weeks in the event that a student has a computer being repaired. They will not be available for excessive loan periods or if students simply forget to bring their laptops to school. The application form for a 'loaner' laptop is available in Student Cafe, Parent Lounge, the D2L Brightspace Home Page and from the IT Department. The agreement must be signed by a parent or guardian before a laptop can be provided. Please note that the College does not sell computers or loan computers for long term arrangements. Please arrange for the student laptop to be repaired as soon as it becomes damaged or inoperable.

Anti-Virus, Spyware and Malware

Students must have viable and current anti-virus software operating on their laptops. For uniformity, we recommend the default product that is provided with Windows 10 (Defender) rather than any other free or commercial anti-virus product. These other products have caused support problems in the past.

Warranty

Please check the conditions of the warranty to ensure the service provided is acceptable. When purchasing a new computer, some questions you should be asking yourself and the retailer, include:

- Does the computer warranty conversation happen with the store I purchased it from, or do I phone a state/national phone number?
- What is the normal turnaround time for repairs? (days, weeks?)
- Is the computer repaired locally or does it have to be sent away?
- If the computer is sent away, who arranges the courier? Do I have to wait at home for the courier to collect the device?
- What happens if what was thought to be a warranty repair isn't? (i.e., It was a software problem, or it appears that the device was dropped, which caused the problem.) Is there a cost?

Many laptops come with a standard 12-month warranty; however, *an extended warranty is recommended* as a laptop should last two to three years in a school environment (depending on the physical treatment of the device). It is safer to have the warranty cover this full period of use.

Insurance

Accidental Damage Insurance is essential. A large percentage of the hardware problems that we see are due to physical damage, which is not covered by warranty. This can be arranged at the time of purchase.

Accessories

Laptop Case/Bag: The hybrid laptop/tablet devices (e.g. Surface Pro) should be encased in custom-made protective case in order to minimise the chance of damage. These are available from companies, such as STM, UAG and Targus. Each student should have a padded case for his/her laptop. This reduces the risk of damage when travelling around the College or to and from home. The College is happy for each student to choose his/her own laptop case, *as long as it is appropriate and will fit inside a College bag for travelling to and from the College grounds.* A general guide for students regarding appropriateness is, 'Would the student be happy to show his/her laptop case at assembly when all staff and students are present'? Individualised laptop cases will also reduce confusion amongst students. We do not want students accidentally picking up the incorrect laptop because their case looks the same as everyone else's.

Computer Mouse: For ease of use and ergonomic reasons, it is recommended that students have a mouse to use with their laptops. This can be wired or cordless. A cordless mouse offers greater flexibility. A Bluetooth cordless mouse does not use a USB port, which is useful for some devices with a limited number of USB ports.

Headsets: Each student must have a headset for every lesson in a classroom. These can be ear buds, headphones, Bluetooth, with a USB connection, etc. Headphones with a microphone are recommended.

Hardware Specifications - What needs to be purchased?

Minimum laptop specifications have been outlined to ensure that each student can use his/her laptop efficiently and effectively in order to maximise potential learning. When purchasing a new computer, it is important to get one that will meet minimum requirements. Computers that use Atom, Pentium, Celeron, Intel-Core 2 and similar CPUs may be inexpensive but are not suitable for the learning environment at the College.

CPU (Processor)	Intel i5 or i7 recommended, AMD equivalent acceptable
Screen	Touch screen with battery-powered pen; 11inch minimum with detachable or 360 rotation for a flat surface
Battery Life	6 hours of continuous use is a <i>minimum</i> .
Memory (RAM)	8GB is the minimum recommended. Of course, more is better.
Operating System	Windows 10 on a Windows 10 device or Windows 11 on a Windows 11 device (not Apple, Android or Chromebook)
USB Ports	One minimum
Hard Drive	128 GB SSD minimum
Front and Rear Camera	Devices must have front and rear cameras
Warranty and Accidental Damage Protection	It is recommended parents purchase 3 years of Warranty and 3 years of Accidental Damage Protection ADP when purchasing a device.

For further information or guidance with regards to purchasing laptops, please contact Greg Wilkinson, Director of eLearning at the College on (07)5573 8600 or via elearning@ssc.qld.edu.au.



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