

Subject Information Evening Years 9 & 10



St Joseph's
College
TODDWOOLBA



Let's create
your best
future, **together.**

ST JOSEPH'S
COLLEGE

We acknowledge the traditional custodians of the land on which we stand today, the descendants of the Western Wakka Wakka Nation.

This land has been home to learning for First Nations peoples for thousands of years and holds significant cultural, spiritual, and historical importance.

We pay our respects to the Elders past, present, and emerging, and recognise their ongoing connection to the land and their contributions to our community.



Prayer

All-wise God, give me discernment today. Sharpen my senses so I can use good judgment in my life.

Help me see and properly assess the positives and negatives in every situation, opportunity, and decision that I face.

Guide me as I make choices. Help me pursue what will bring satisfaction, growth, and fruitfulness in my life.

Help me to be selective and never impulsive. Develop in me a cautious and patient disposition so that I don't make rash decisions and actions.

Give me boldness to seize and pursue all opportunities and goals that are ahead of me.

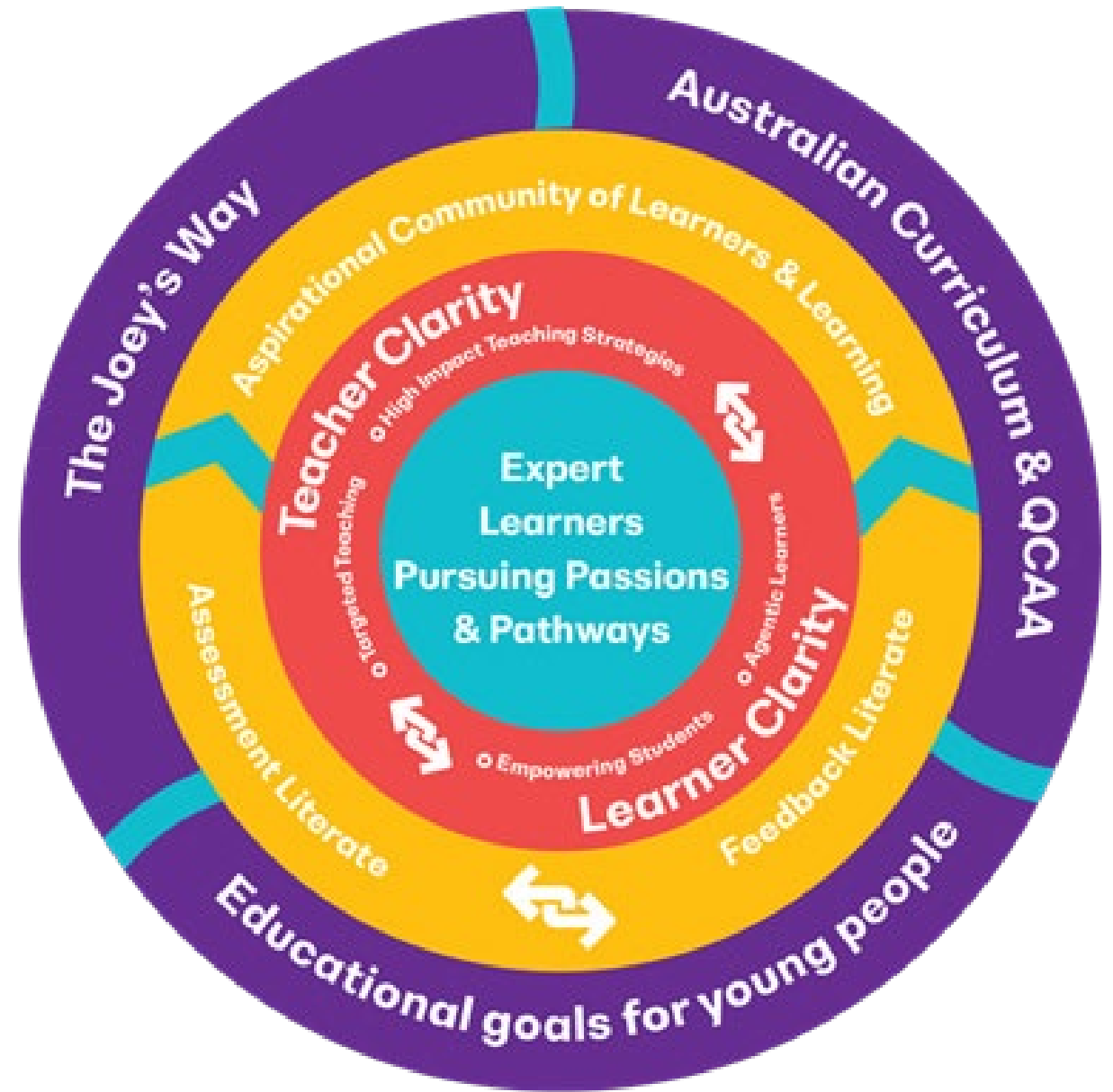
Amen



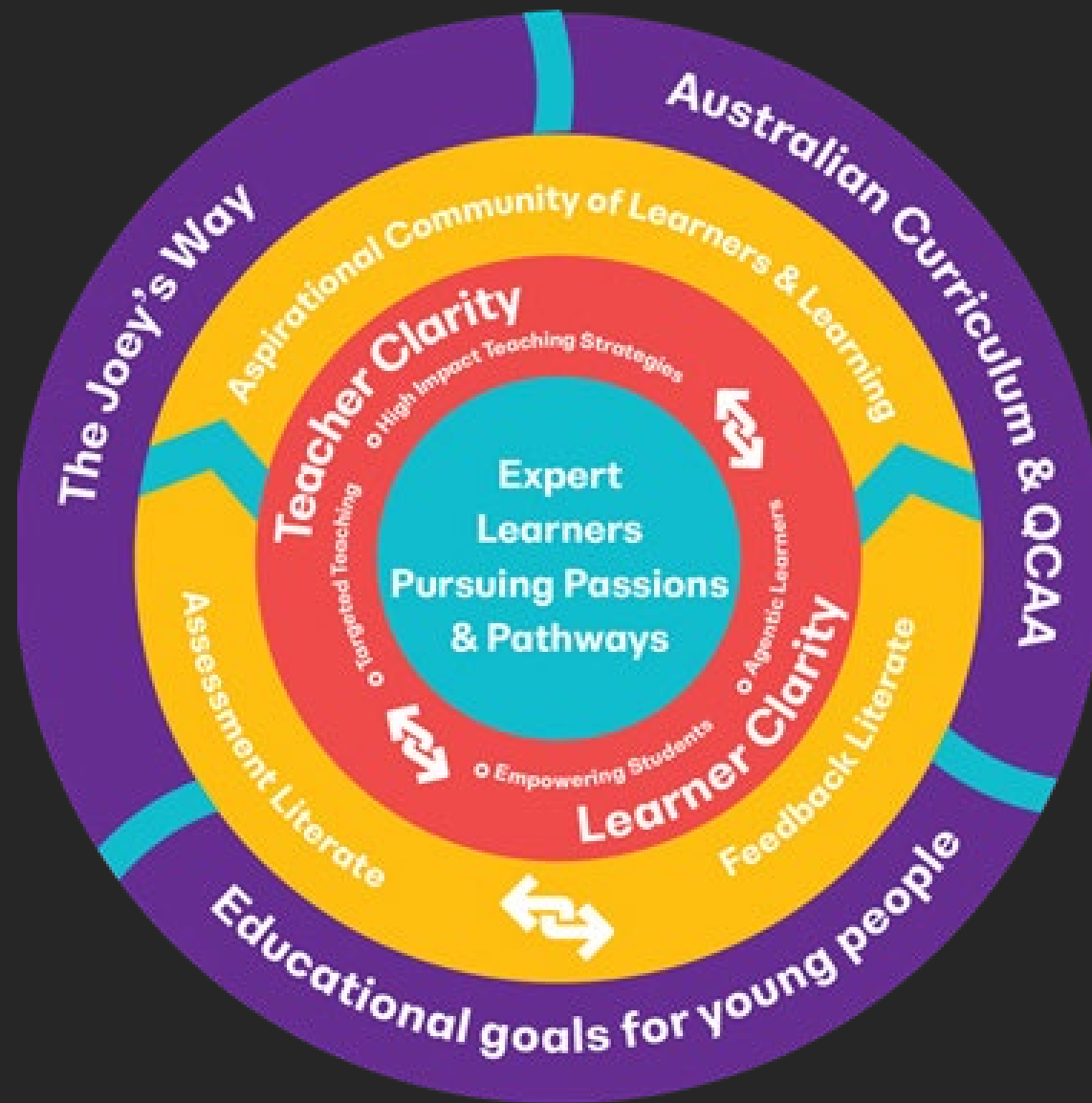
Learning in Years 9 & 10



St Joseph's College Teaching & Learning Framework



Educational Goals for Young People	Curriculum & QCAA	The Joey's Way	Aspirational Community of Learners & Learning	Assessment Literate	Feedback Literate
<p>TEACHERS & LEADERS WHO:</p> <ul style="list-style-type: none"> provide high-quality inclusive education recognise the individual needs of all students and promote personalised learning encourage students to achieve their full potential promote a culture of excellence in all learning environments 	<p>TEACHERS & LEADERS WHO:</p> <ul style="list-style-type: none"> Engage with, and have a deep understanding of the Curriculum, QCAA guidelines, and VET programs Plan for, and assess, student understanding using the Curriculum Documents, QCAA guidelines and/or VET programs. Share curriculum policies and processes with the parent and community body Monitor and track student progress and provide feedback on student growth. Provide feedback on student learning through reporting process 	<p>TEACHERS & LEADERS WHO:</p> <ul style="list-style-type: none"> Model Joey's Way Values & Imperatives Build positive relationships based on knowing their students to maximise their engagement in learning Provide information and support on the Joey's Way Curriculum with the parent and community body Develop their understanding of the Joey's Way as recontextualising the Jesus story, Edmund Rice story, and Our Community story 	<p>TEACHERS & LEADERS WHO:</p> <ul style="list-style-type: none"> Value and promote life-long learning Are expert teachers and leaders who collaborate, support, and empower one another Encourage all students to strive for personal excellence across multiple areas of their schooling. Develop positive and productive partnerships with parent/caregivers Assist students to pursue their passions and pathways 	<p>TEACHERS & LEADERS WHO:</p> <ul style="list-style-type: none"> Refer to syllabus documents and QCAA conditions and techniques Communicate with parents/ caregivers about College and QCAA Assessment Policies and Procedures, and assessment dates with assessment calendars Use exemplars at the start of the unit to plan the learning experiences Construct summative tasks ensuring the assessment rubric is accurate and reflects the task 	<p>TEACHERS & LEADERS WHO:</p> <ul style="list-style-type: none"> Communicate to parents and students the importance of feedback in the learning process. Provide feedback to learners in a timely manner, using a common language which focuses on next steps Report using student & parent friendly language Receive feedback by reviewing assessment and evaluate the impact they have had on learning and to reflect on their teaching
<p>STUDENTS WHO:</p> <ul style="list-style-type: none"> Are confident and creative individuals Have a sense of belonging, purpose, and meaning in their learning environment Have confidence and the capability to pursue learning Are successful, life-long learners and are active and informed members of the local and wider community 	<p>STUDENTS WHO:</p> <ul style="list-style-type: none"> Engage with the Australian Curriculum, QCAA guidelines and/or VET programs to become confident and creative, active & informed citizens Engage with their learning pathway of choice Monitor and track their progress across their subjects and certificate courses Work towards attainment of QCE/QCIA in the senior years 	<p>STUDENTS WHO:</p> <ul style="list-style-type: none"> Live out, and model Joey's Way Values & Imperatives Build positive relationships and engage in their learning both in and outside the classroom 	<p>STUDENTS WHO:</p> <ul style="list-style-type: none"> Commit to regular school attendance, and are punctual and prepared for all lessons Have a growth mindset and who set goals and work towards achieving them by displaying willingness and flexibility Display grit and agency in aspiring to excellence 	<p>STUDENTS WHO:</p> <ul style="list-style-type: none"> Access syllabus documents including exemplars and resources via the QCAA, ACARA and RTO websites Understand what assessment objectives/standards look like in their work Seek to understand objectives-based feedback and how to improve their work Ask clarifying questions when necessary 	<p>STUDENTS WHO:</p> <ul style="list-style-type: none"> Enact feedback to improve their learning Engage in the feedback cycle with their teacher, peers & parents/ caregivers Ask, and respond appropriately to, questions in class Use self-feedback as a form of critical evaluation against success criteria.
<p>PARENTS/CAREGIVERS WHO:</p> <ul style="list-style-type: none"> Support and encourage life-long learning Collaborate with teachers to support students to achieve their full potential Help nurture confidence and capability in their children Are active and informed members of the community 	<p>PARENTS/CAREGIVERS WHO:</p> <ul style="list-style-type: none"> Understand and support the Curriculum and QCAA Assessment Procedures and Processes Support College processes and procedures Read report cards and review with their child to track progress and support appropriate pathways 	<p>PARENTS/CAREGIVERS WHO:</p> <ul style="list-style-type: none"> Are informed, supportive and in alignment with the Joey's Way Values and Curriculum Model and encourage the development of positive, reciprocal relationships between students and teachers 	<p>PARENTS/CAREGIVERS WHO:</p> <ul style="list-style-type: none"> Play a role in the learning of their child/ren by committing to developing productive partnerships with all teachers Celebrate their child's growth and achievement Support the pathway choices of their child/ren 	<p>PARENTS/CAREGIVERS WHO:</p> <ul style="list-style-type: none"> Understand and support College Assessment Procedures and Processes Are aware of Assessment tasks and due dates through assessment calendars Encourage an 'aspiring to excellence' attitude with their child towards assessment 	<p>PARENTS/CAREGIVERS WHO:</p> <ul style="list-style-type: none"> Understand the purpose of feedback in developing an aspirational community of learners Engage with their children to unpack feedback and reporting provided by teachers



Expert Learners Pursuing Passions & Pathways

TEACHERS & LEADERS WHO:

- Develop and engage with their Professional Growth Plan
- Lead and contribute to Professional Learning Communities and Teams
- Understand, and reflect, on AITSL Professional Standards according to their individual career's stages.
- Participate actively in professional development aligned to the College's Strategic goals and their personal growth plan

STUDENTS WHO:

- Are resilient, strategic, self-regulated, adaptable, curious, organised, collaborative, motivated and reflective
- Graduate with a Queensland Certificate of Education or QCIA
- Graduate with a Pathway – Study / Work / Apprenticeship or Traineeship

PARENTS/CAREGIVERS WHO:

- Support events and opportunities provided by the College (Parent Engagement Network Group, Curriculum, Pastoral and Careers Information events)
- Engage in Parent-Student-Teacher Interviews twice yearly

In 'Aspiring to Excellence' in Years 9 & 10 we believe that:

Learning is a partnership between:

- The student
- Parents and Caregivers
- The College



Year 9 & 10 Subject Offerings



Core Subjects in Year 9 & 10

Year 9

- Religion
- English or Extension English
- Mathematics or Extension Mathematics
- Science
- Humanities (History & Geography)
- Health & Physical Education
- Literacy Improvement English
- Literacy Improvement Humanities

Year 10

- Religion
- **Semester 1** – English &
Semester 2 – English, Literature, Essential English or Short Course Literacy
- Mathematics or **Extension** Mathematics
Semester 2 – Short Course Numeracy
- **General** Science or **Applied** Science (Chemistry, Physics, Biology)
- Humanities (History & Geography)
- Health & Physical Education





Year 9 English & Mathematics Extension

Year 9 - **Invited** based on academic excellence in:

- Year 8 Maths/English
- NAPLAN
- PAT-R
- PAT-M

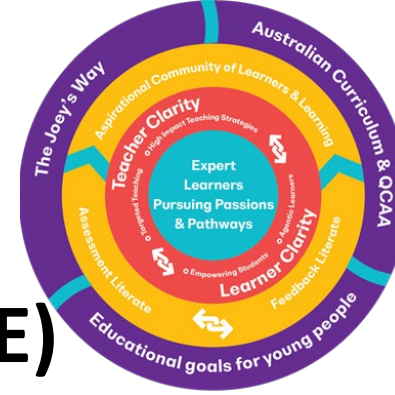
Year 10 – **Student can choose Extension Maths** based on a pre-requisite of a B or higher in Year 9 Maths.

All Year 10s will continue in **English for Semester 1**.

Semester 2 – English, Literature or Essential English & Short Course in Literacy
(based on Semester 1 results)



Senior School Pathways



**General Pathway : Queensland Certificate of Education (QCE)
: ATAR (direct entry to University Pathway)**

**Applied Pathway : Queensland Certificate of Education (QCE)
: School Based Apprenticeship
: School Based Traineeship
: TAFE
: Full-time work
: Queensland Certificate of Individual Achievement (QCIA)**



Year 9 & 10 Elective Subjects 2025



Year 9 & 10 - Elective Subjects

Two (2) electives each semester

- ✓ Languages are electives
- ✓ Continue with electives from the same subject in Semester 2 or select different electives.
- ✓ Students are required to select **two (2) reserve elective units** to study if original preferences cannot be met



	Enrolment Example 1	Enrolment Example 2	Enrolment Example 3
Semester 1	French Music	Food Tech Drama	Textiles Bus & Eco
Semester 2	French Music	Food Tech Wood Tech	Metal Tech Design



Student Email

noreply@selectmysubjects.com.au

noreply@selectmysubjects.com.au

Year 9 Subject Selection - Your Web Preferences Access Guide

Web Preferences Access Guide

noreply@selectmysubjects.com.au

Year 10 Subject Selection - Your Web Preferences Access Guide

Web Preferences Access Guide



Click onto the link



The following steps outline how to enter your subject preferences online.

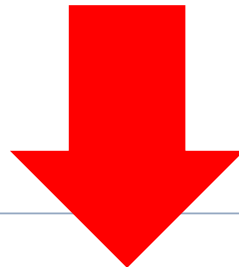
<p>1 Internet Access</p>	<p>You will need a computer with an internet connection. We recommend using Google Chrome or Firefox.</p>
<p>2 Log In</p>	<p>Or Log In to https://www.selectmysubjects.com.au/student using: Student Access Code: ST381-59445-7697502 Password: FQYFT7</p>
<p>3 Home Page</p>	<p>To view your subject information click "View Subject Details" at the top right of the screen. To select/change your preferences, click "Add New Preferences" at the top right of the screen.</p>
<p>4 Preference Selection</p>	<p>Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click "Proceed". Note: You are not finished yet.</p>
<p>5 Preference Validation</p>	<p>If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.</p>
<p>6 Preference Receipt</p>	<p>Once you have submitted your selections, your Student Portal will display a link to the receipt, which you can view and/or download to PDF. To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences", otherwise exit by clicking "Log Out". End of steps.</p>

[Click here to open Web Preferences](#)

Click onto **Add New Preferences**

[View Instructions](#)

1. All students need to select **2 electives each semester (and 1 reserve each semester)**.
2. All students need to select subjects in **order of preference**. If a subject is important to you, then select it higher on your preference list.
3. The number of classes to be run in a subject will depend upon the number of students who select that subject in their preferences, school resources and staffing constraints.
4. Selections must be finalised by **Friday 9 August 2024**
5. Any questions, please see Mrs Kirstie Andrews (kandrews@sjc.qld.edu.au) or Mrs Fellenberg (kfellenberg@sjc.qld.edu.au)
6. Year 9 Handbook will be provided electronically by Monday 29 July and will be saved online at : <https://www.sjc.qld.edu.au/learning-journey/junior-years/>




[+ Add New Preferences](#)

[View Subject Details](#)


[Log Out](#)

Subject Selection - Online Preferences


Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

Semester 1


Preference 1

Preference 2

Reserve 1


 

Semester 2


Preference 3

Preference 4

Reserve 2

Semester 1

Preference 1

Preference 2

Reserve 1

Preference 3

Preference 4

Reserve 2

-----UNSELECTED-----

-----UNSELECTED-----

Business & Economics – BUE1 Yr 9

Design – DES1 Yr 9

Design Technology – Food DTF1 Yr 9

Design Technology – Metal DTM1 Yr 9

Design Technology – Textile DTT1 Yr 9

Design Technology – Wood DTW1 Yr 9

Digital Technology – DIG1 Yr 9

Drama – DRA1 Yr 9

French – FRE1 Yr 9

Japanese – JAP1 Yr 9

Music – MUS1 Yr 9

Visual Art – VAR1 Yr 9

Reserves for each semester required

Semester 1

Preference 1

Business & Economics – BUE1 Yr 9

Preference 2

Design Technology – Food DTF1 Yr 9

Reserve 1

Visual Art – VAR1 Yr 9

Semester 2

Preference 3

Drama – DRA2 Yr 9

Preference 4

Digital Technology – DIG2 Yr 9

Reserve 2

Business & Economics – BUE2 Yr 9



+ Proceed



Add Parent/Guardian Email

2025_FELK

Please add Parent/Guardian email for Signature

Parent/Guardian Email Address:


Your Preferences

Preference No	Preference Name	Unit Value
Preference 1:	Business & Economics - BUE1 Yr 9	1 Unit
Preference 2:	Design Technology - Food DTF1 Yr 9	1 Unit
Preference 3:	Drama - DRA2 Yr 9	1 Unit
Preference 4:	Digital Technology - DIG2 Yr 9	1 Unit
Reserve 1:	Visual Art - VAR1 Yr 9	
Reserve 2:	Business & Economics - BUE2 Yr 9	
Total:		4 Units



Student Signature & Submit Valid Preferences

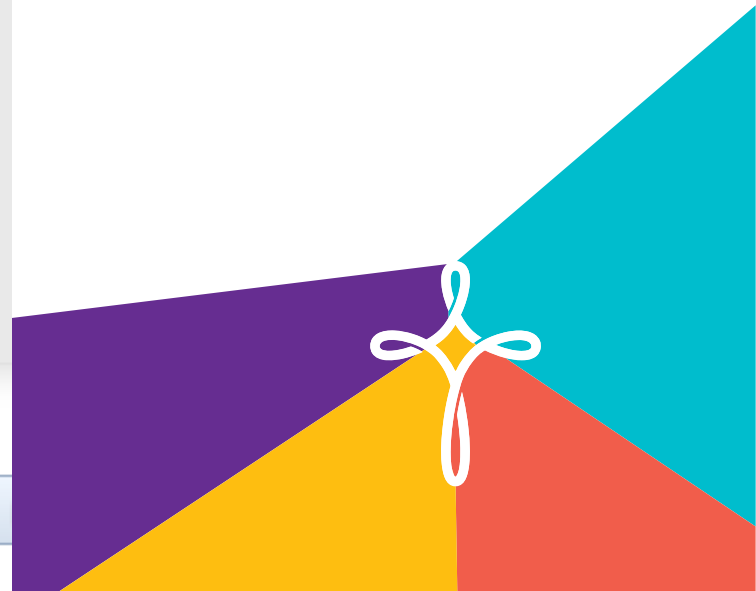
Student Signature



Sign Type Upload

Save Signature

+ Submit Valid Preferences





Parent / Guardian Signature

Web Preferences Receipt

St Joseph's College (Year 9 - 2025_FELK)

Student Name: K Fellenberg

Home Group:

Date:

Receipt Code:

28/07/2024 12:17:44 PM

ST381-59445-7697502-4626103

Preference List:

- Preference 1: Business & Economics - BUE1 Yr 9
- Preference 2: Design Technology - Food DTF1 Yr 9
- Preference 3: Drama - DRA2 Yr 9
- Preference 4: Digital Technology - DIG2 Yr 9
- Reserve 1: Visual Art - VAR1 Yr 9
- Reserve 2: Business & Economics - BUE2 Yr 9

Please sign by Friday 9 August.

For your records, print a second receipt.

Student Signature: _____

Parent / Guardian Signature: _____

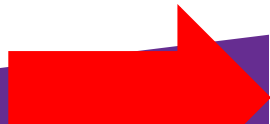
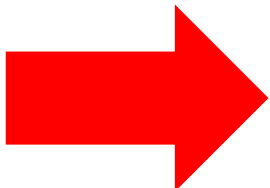
Student Signature

Parent/Guardian Signature request email sent: 28/07/2024 12:17:44 - parent@yahoo.com.au

Sign electronically via the email address you have added

OR

Print, sign and return to Student Entrance.





Year 9 & 10 Subject Handbooks

St Joseph's College
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Our College ▾ Learning Journey ▾ School Life ▾ Student Engagement ▾ Our Community ▾

Current Parents ▾ Staff & Students ▾ Pathway2Teach

Learning Journey

The St Joseph's learning journey prepares students for the real world

- Middle Years
- Senior Years ▾
- House System
- Career Pathways
- Learning Services

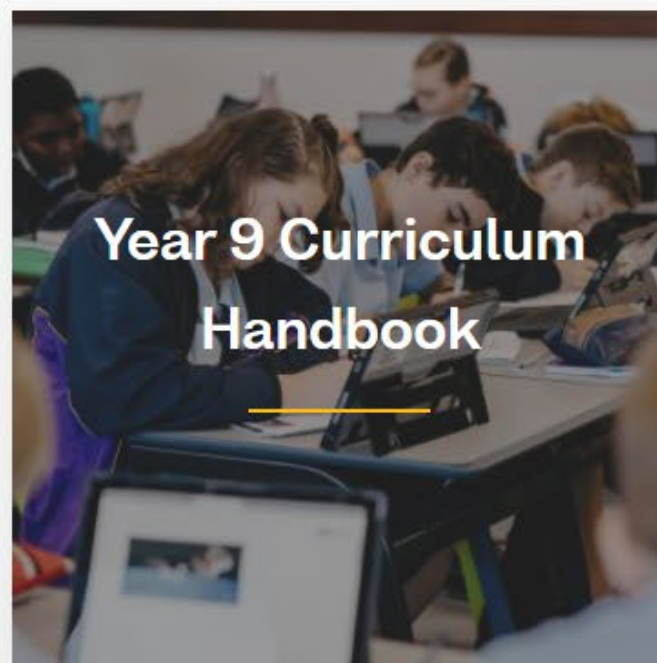
LEARNING JOURNEY

HOUSE SYSTEM



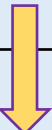



MIDDLE YEARS

SENIOR YEARS

CAREER PATHWAYS



Business and Economics

Year 9	Business and Economics	Business and Economics	Business and Economics
Year 10	 Accounting 	 Economics & Legal Studies 	 Business & Economics Venture 
Years 11 & 12	<ul style="list-style-type: none"> • Accounting (G) • Certificate III Business (VET) • Diploma of Business (VET) 	<ul style="list-style-type: none"> • Legal Studies (G) • Economics (G) • Tourism (A) • Social & Community Studies (A) • Certificate III Business (VET) • Diploma of Business (VET) 	<ul style="list-style-type: none"> • Economics (G) • Tourism (A) • Social & Community Studies (A) • Certificate III Business (VET) • Diploma of Business (VET)







Design & Digital Technologies

Year 9	Design ↓	Design Wood ↓	Design Metal ↓	Design Food ↓	Design Textiles ↓	Digital Technologies ↓
Year 10	Design ↓	Design Wood ↓	Design Metal ↓	Design Food ↓	Design Textiles ↓	Digital Technologies ↓
Years 11 & 12	<ul style="list-style-type: none"> • Design (G) 	<ul style="list-style-type: none"> • Design (G) • Furnishing Skills (A) • Certificate I & II Construction Pathways 	<ul style="list-style-type: none"> • Design (G) • Certificate II Engineering Pathways 	<ul style="list-style-type: none"> • Design (G) • Hospitality Practices (A) 	<ul style="list-style-type: none"> • Design (G) • Fashion (A) 	<ul style="list-style-type: none"> • Digital Solutions (G) • Certificate III Information Technology









Languages

- French
- Japanese

Year 9	French 	Japanese 
Year 10	French 	Japanese 
Years 11 & 12	French (General)	Japanese (General)



The Arts

<p>Year 9</p>	<p>Visual Art</p> 	<p>Drama</p> 	<p>Music</p> 
<p>Year 10</p>	<p>Visual Art</p> 	<p>Drama</p> 	<p>Music</p> 
<p>Years 11 & 12</p>	<ul style="list-style-type: none"> • Visual Art (G) • Visual Art in Practice (A) 	<ul style="list-style-type: none"> • Drama (G) • Drama in Practice (A) 	<ul style="list-style-type: none"> • Music (G)



Strategies for choosing Subjects

It is suggested students choose subjects:

- ✓ Enjoy and are successful in
- ✓ Chosen Pathway or Prerequisite
- ✓ Develop skills, knowledge and attitudes useful throughout their life.



Strategies for choosing Subjects

It is unwise to choose or avoid a subject because:

- someone told them they will like or dislike it,
- their friends are / are not taking it,
- they like / dislike the teacher,
- “only certain types of students take that subject” – all subjects have equal value for all students.
- “someone told them that they do/don’t need that subject for the course they want to take in Year 12/at university.”

You are encouraged to speak to the relevant Curriculum Leader, check tertiary prerequisites or see the Careers Development Practitioner.





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Curriculum Handbook Year 9



Let's create
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future, *together.*



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Curriculum Handbook Year 10



Let's create
your best
future, *together.*

Next steps

- Attend the subject rotations and read the information in the handbooks
- Discuss as a family the subjects you would like to put in order of preference for 2025
- Complete the web preferences form by: **Friday 9 August**



An Introduction to the Senior School



What you will hear us talk about in Year 10

- ✓ Queensland Certificate of Education (**QCE**) or Queensland Certificate of Individual Achievement (**QCIA**)

Pathways

- ✓ School Based Apprenticeships/Traineeships
- ✓ ATAR Pathway (direct entry to University)
- ✓ Applied Pathway (Diploma, Certificate courses, full-time work)
- ✓ Academic tracking/monitoring of students



Preparation to enter the Senior Years

- Year level meetings
- Academic Intervention (combined with Student Engagement Team)
- Academic Tracking (Term & Semester)
- Career Education
- Work Experience
- Careers Avenue Profiling (Careers and Pathway)
- Senior Years Preparation

Welcome to YOUR Future Pathways Day (preparing for Year 11)

Subject Selection information

SET Plan interviews



The Queensland Certificate of Education

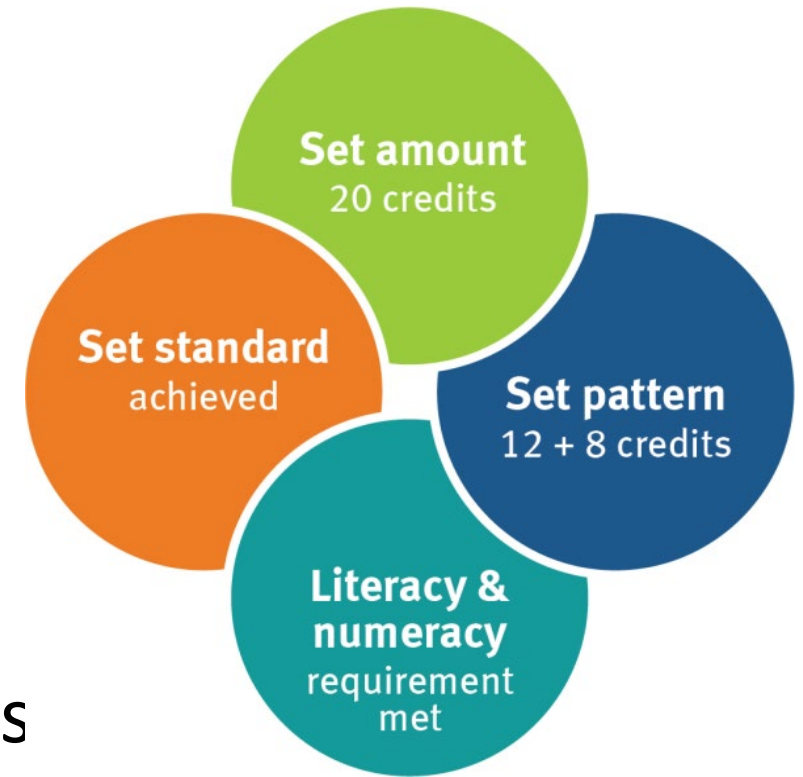


- ✓ The Queensland Certificate of Education (QCE) is Queensland's senior school qualification. It provides evidence of student's senior achievements.
- ✓ It is awarded to eligible students at the end of Year 12 by the Queensland Curriculum and Assessment Authority (QCAA).
- ✓ The requirements for a QCE are different to those for tertiary entrance.
- ✓ Year 10 students will begin to accrue QCE points (First Aid & CPR course) – 2pts

At St Joseph's College we aspire for all students to graduate with a QCE.

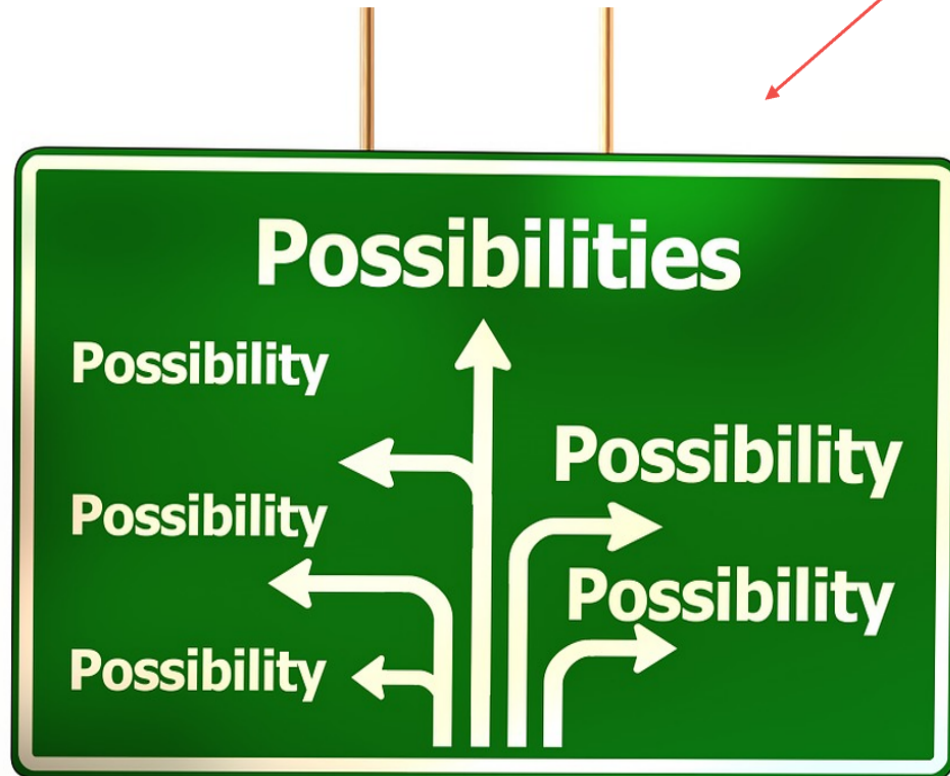
How does the QCE work?

- ✓ Set amount: 20 credits
- ✓ Set pattern:
 - 12 credits from completed Core courses
 - 8 credits from Core, Preparatory & Complementary courses
- ✓ Satisfactory completion
- ✓ Literacy & Numeracy



Pathway Options – Senior Years

Pathway Options



That's the key! There are lots of pathway options:

EVERYONE is on a QCE or QCIA pathway

ATAR Pathway (direct entry into University)

Applied Pathway (vocational, work, or University at a later stage)



ATAR Pathway – Direct Entry to University

- **Australian Tertiary Admissions Rank (ATAR)**
- An **ATAR** pathway is seen as a **direct entry** into University study.
- An **ATAR** is the primary mechanism used nationally for tertiary admission (2000-point scale from 99.95 down to 0 in steps of 0.05)
- An **ATAR** is not considered a '**back-up**' or '**just in case**' plan.
- An **ATAR** will provide students an overall academic achievement in relation to that of other students in their year group.





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OTHER PATHWAYS TO UNIVERSITY



VET Qualifications

- Certificate III (rank – 68)
- Certificate IV (rank - 74)
- Diploma of Business course (rank – 82)

**** depends on the university, the course & prerequisites.**

Tertiary Preparation Program

University Preparation Program

Applied Pathway – leading towards vocational education, training or work

- Vocational Education, Apprenticeships, Traineeships, TAFE or work.
- A combination of General, Applied and Certificate courses would make up an Applied pathway.
- Vocational education and training courses are nationally recognised courses that are delivered at school and by external providers.
- Certificate courses contribute to QCE points.



Setting yourself up for success in Year 10

Use Year 10 wisely by:

- ✓ Reflecting on and evaluating your **learning behaviours**. Moving into Year 11 is a big jump so start making small changes now to your application and approach to study.
- ✓ Engage in **pathway planning** opportunities presented to you. Be informed by speaking to the **Careers team** and attend Lunch & Learn sessions.
- ✓ 100% **apply yourself to your learning**. To enrol in subjects in the senior school, you need to **meet prerequisites**. You can do this by ensuring that you work hard to pass all of your subjects – set yourself up for success.
- ✓ Select electives that **you enjoy and reflect your interests**.





**Subject
Expo**

Information about Rotations

Parents and students are asked to attend 5 rotations of their choice

Or you are invited to visit the Library

- ✓ School Based Apprenticeships & Traineeships (TCSO)
- ✓ University of Southern Queensland
- ✓ Mater Hospital Education (Health Hub at SJC 2025)
- ✓ Aurora Diploma of Business



Information about Rotations

Rotations are 12 minutes in length with the Curriculum Leader or specialist teacher giving a 5-minute presentation and time for questions.

- Please move to the next rotations as indicated by the bell.
 - 6.18pm – Rotation 1
 - 6.30pm – Rotation 2
 - 6.42pm – Rotation 3
 - 6.54pm – Rotation 4
 - 7.06pm – Rotation 5
 - **7.20pm - Evening Concludes**





Curriculum Evening Information about Rotations

Parents and students are asked to attend 5 rotations of their choice or you are invited to visit the Library for external providers and information on SBAs and Traineeships. Rotations are 12 minutes in length with the Curriculum Leader or specialist teacher giving a 5 minute presentation and time for questions. Please move to the next rotations as indicated by the bell.

Year 9 & 10, 2025

5:45pm – 6:15pm MacKillop Centre
Presentation by Mrs Fellenberg
(Assistant Principal Curriculum)

6:18pm – Rotation 1
6:30pm – Rotation 2
6:42pm – Rotation 3
6:54pm – Rotation 4
7:06pm – Rotation 5
7:20pm – Evening Concludes

Year 11, 2025

6:30pm – 7:25pm MacKillop Centre
Presentation by Mrs Tobin
(Senior Years Learning Leader)

7:30pm – Rotation 1
7:42pm – Rotation 2
7:54pm – Rotation 3
8:06pm – Rotation 4
8:18pm – Rotation 5
8:30pm – Evening Concludes

Top Floor (above library) – Mary Rice Building	
Room 43	Design Technology (Design, Wood, Metal)
Room 44	Digital Technology
Room 45	Languages (French & Japanese)
Room 46	Humanities
Room 47	Business & Economics
Ground Floor (below library) – Mary Rice Building	
Room 48	Design & Technology – Food & Textiles
Room 49	The Arts – Music
Room 50	The Arts – Drama & Visual Art
Ground Floor – Waterford Building	
Room 52	Health & Physical Education
Room 53	Science – Chemistry & Physics
Room 54	Science – Biology & Psychology
Library	
Library	Religion, English, Mathematics
Library	Visiting Displays (School Based Traineeships & Apprenticeships, University of Southern Queensland, Mater Hospital Health Hub, Aurora Diploma of Business).



Thank you

