



CHINCHILLA
CHRISTIAN COLLEGE

Let your light shine

Junior Secondary 2021 Handbook



Index

Message from the Principal.....	3
Our Values.....	3
Education at Chinchilla Christian College	4
Subject selection process.....	7
Subject change.....	8
Homework.....	8
Assessment.....	9
Subjects Offered.....	12
Core Subjects.....	13
Biblical Studies	
English	
Mathematics	
Science	
History	
Geography	
Health and Physical Education	
Electives.....	20
Business	
Civics and Citizenship	
Dance	
Digital Technologies	
Drama	
Industrial Design and Technologies	
Food and Textiles Technologies	
Media Arts	
Music	
Visual Arts	
Vocational Pathways	
Enrichment Support.....	31
Communication.....	32
Appendix.....	33

Message from the Principal

Education is transformational. It changes lives. At Chinchilla Christian College, we count it a privilege to be involved in educating children and young people. In Junior Secondary (Years 7 – 10) we implement the Australian Curriculum, ensuring it is taught from a Biblical, Christian worldview. We seek to educate the whole person. That is, we focus on the head, the hands and the heart. In this way, we encourage students to have strong minds, develop practical skills and cultivate wholesome, Christian values. We believe God has a special plan and purpose for every student and that each one can achieve success. We are a learning community where every student can shine - spiritually, intellectually, physically, socially and emotionally.

At Chinchilla Christian College, we believe Junior Secondary is an important phase of learning and development for our young people. It is a time when they discover more about how God has made them, what they enjoy and what they are good at. In Year 7 students study core subjects and explore a range of additional subjects. In Years 8, 9 and 10, while continuing study in core subjects, students select electives to study. In doing so, they commence their learning pathway which will ultimately lead into Senior Secondary and beyond. As students commence and continue their educational journey through Junior Secondary at Chinchilla Christian College, I pray this phase of learning and development is a significant and successful one as they discover more about God, the world He has made and their place in it.

Mr Nathan McDonald

Principal

Our Values



Education at Chinchilla Christian College

Our Vision

To develop confident and compassionate men and women of character who will shine in their work and service, to the glory of God.

Our Mission

To provide rich, authentic learning opportunities within a Christian environment to equip students to fulfil their potential.

Our Values

In acknowledging the Lordship of Jesus Christ and seeking to grow in Christ-like character, our core values are:

- COMPASSION - showing kindness, care and a willingness to help others
- COMMITMENT - engaging wholeheartedly in all one does
- COMMUNITY - cultivating a sense of fellowship with others
- CREATIVITY - using original ideas and imagination to innovate or to problem solve

What to expect

A significant time of schooling for our students occurs during the secondary phases of Junior Secondary and Senior Secondary. At Chinchilla Christian College, we have developed a safe and encouraging atmosphere where every student is valued. Our personal approach ensures individual attention and guidance. Our programs are designed to engage, educate and enable our students to shine.

Our Distinctive

Our distinctive at Chinchilla Christian College is the belief that we are 'family'. When a new student joins us, whether this be in Prep or at any other stage along their schooling journey, they become a lifelong member of the CCC family.

There are clear benefits of being a member of a healthy, loving family. These include: acceptance, a sense of belonging, encouragement and support. We want each and every student here at CCC to experience these benefits both during their schooling and after they have graduated.

It does not matter when a student departs from the College, we will always consider them to be part our school's family and will be keen to hear how they are going. As students graduate and move on to the next season of their lives, we would like to be updated about how their study or work is progressing and have them know they can get in touch with the College whenever they need any kind of support from us.

As human beings, our greatest need is to be loved. During each student's time at CCC, our hope and prayer is that they will come to know more about God's unconditional love for them and experience the love of their school family.

Our Values in Action

Junior Secondary is a rapid period of growth and change in the lives of our children as they transition from childhood into adolescents. At this stage the students' creativity, energy and interest levels are high. To make the most of this stage, we have created learning that is both fun and engaging.

We develop *compassion* through Home Class Activities and co-curricular offerings:

- Devotional meetings and prayer time three times a week.
- Fundraising days for our sponsor child.
- Participation in Chapel Services.
- Donating to Operation Christmas Child.
- Being involved in community events, such as Relay for Life & 40 Hour Famine.
- Biblical Studies Lessons.

We build *commitment* through:

- Offering updated and innovative technologies to match the growing demand.
- Tutoring services made available by core teachers in English and Mathematics
- Lunch time assignment assist services run by classroom teachers
- 5 Weeks of Fun run by student leaders
- Organisational strategies for students to maintain a balance of school and social life.

We build *community* through:

- College Bands, Chapel & Choirs
- School camps and excursions
- Swimming, Athletics and Cross Country Carnivals
- Inter-school sport
- Competing as a team at District and Regional Sporting Carnivals
- QAMT competitions – Mathematics
- National Maths Competitions
- Fundraising for camps and resources for the College
- College Musicals (every two years).

We develop the *creativity* of the students by:

- Offering a wide variety of Arts subjects with speciality teachers
- Implement growth-mindset model in our classrooms
- Musicals
- Inquiry based learning

Opportunities

Junior Secondary students can expect to find access to support when they feel the need. At Chinchilla Christian College we offer experiences in leadership, learning support and extension as well as extra-curricular activities.

Leadership

At Chinchilla Christian College we give students an opportunity to fulfil their leadership potential by embarking on a leadership process, with the potential to earn a position as a leader representative for our school. Students in each class also vote on a representative to voice their collective opinions and ideas to the Student Representative Council.

Leadership in our Junior Secondary is also seen through taking on buddy classes with our primary students. This provides a great experience for our Junior Secondary students to learn responsibility, respect, compassion and guidance.

Learning Support and Extension

Students have access to learning support and extension through our Enrichment program. This is managed by classroom teachers and the Secondary Enrichment Coordinator, by participating in meetings with key stakeholders in the student's education, implementing an individualised plan for support or extension in class and resourcing where there are certain abilities needing to be met.

A diverse array of supervised lunchbreak activities.

Students can use their time to actively work on assessment, current studies and/or quiet study in the teacher supervised Assignment Assist/Tutoring rooms. This is a lunchbreak activity chosen on a volunteer basis by students in all secondary, running three lunch breaks a week.

Co-Curricular

At Chinchilla Christian College we aim to provide our students with the opportunity to achieve more than they thought possible. To cater for the diverse needs of each student, the co-curricular program is broad, offering a wide range of experiences in: sports, community service, camps, performing arts, visual and creative arts as well as competitive and non-competitive activities.

Our students are strongly encouraged to involve themselves in the co-curricular program as part of their development. Through these activities students develop confidence, leadership, resilience, social skills and many other valuable qualities. Students are encouraged to select activities that provide a more rounded and balanced range of experiences and not just in areas where their passions lie. These activities provide opportunities for individuals to work as part of a team and also allows students to experience a challenge. Physical and creative activities enhances children's cognitive function, concentration and on-task behaviour.

We see great benefit for our students in having a healthy balance between involvement in co-curricular activities as well as their studies. The co-curricular program is conducted before and after school, lunchtimes, weekends and, in some cases, during the school holidays. Although we acknowledge that a student's commitment to engage in a co-curricular activity is their choice, once a commitment is made, students are expected to see the activity through for its duration. This would include regular attendance at practices, rehearsals, meetings and matches.

Subject selection process

Helpful guide to choosing elective subjects

In which subjects am I most successful?

- It is important to acknowledge your natural gifts and talents.

Which subjects do I enjoy the most?

- Students will often do well and work harder in the subjects they enjoy.

Am I keeping my options open so I can change my mind about what I want to do in the future?

- At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it's important for you to explore many options. It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

Have I explored each elective subject thoroughly?

- Read the subject outlines provided.
- Talk to the subject teachers at the College.
- Look at textbooks and resources used by students in the subjects.
- Talk to students who are already studying the subjects.

Will the subject suit me?

- You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:
- Someone told you that you will like or dislike it
- Your friends are or are not taking it.
- You like or dislike the teacher.

Subject Change

Students must arrange to meet with the Careers Advisor in order to collect a Subject Change Form. Before any subject change is considered for approval, the student must complete all outstanding assessment items in order to fulfil academic requirements. The freedom to change a subject should not be taken for granted. Other factors such as a student's motivation and performance will be taken into account before a decision made. Subjects are normally only changed at the end of a Semester.

Homework

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in the learning.

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These may include a range of instrumental music, physical activities or cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

In Junior Secondary, some homework can be completed daily or over a weekly or fortnightly period and may:

- Include daily independent reading,
- Be coordinated across different subject areas, and
- Include extension of class work, projects and research.

In Years 7, 8 and Year 9 students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework in Year 7, 8 and Year 9 would be about 1 hour per night, including this amount of time on the weekend.

Students can take responsibility for their own learning by:

- Being aware of homework set by teacher and record in student diary,
- Discussing with parents/carers homework expectations,
- Following comments made by teachers on assignment drafts,
- Seeking assistance when difficulties arise, and
- Organising their time to manage home obligations, participation in extra-curricular or other commitments

Parents/carers can help their children by:

- Helping them to complete tasks by discussing key questions or directing them to resources,
- Encouraging them to organise their time and take responsibility for their own learning,
- Encouraging them to read and to take an interest in and discuss current local, national and international events,
- Helping them balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities, and
- Contacting the relevant teacher to discuss any concerns about the nature of homework and their child's approach to the homework.

Assessment

Purpose:

Assessment is an essential and integral part of the development of teaching and learning. It is a continual process, informing decisions about classroom practice and planned curriculum to ensure best outcomes for student learning. It provides a framework within which educational objectives may be set and student progress charted and expressed. It forms the basis for planning the next educational steps in response to each student's needs. Evidence collected through the College' assessment processes is used in assigning grades and writing comments for Prep – Year 10 semester reports.

As a College, we value the following when constructing assessment activities:

- They must be valid and be based on Australian Curriculum standards or prescribed in the respective QCAA syllabus
- They need to provide opportunities for students to access and discuss criteria on which they will be assessed
- They should allow students to demonstrate their learning in a variety of different modes and contexts
- They must be reliable, fair and free from bias to accurately represent a student's knowledge, understanding and skills
- They need to enable students and teachers to use feedback to enhance the learning process
- They need to be inclusive and allow for individual students' needs
- They need to be regularly updated, monitored and revised according to the changing needs of students

Scope:

Applies to all teaching staff and students involved in Prep – Year 10 at Chinchilla Christian College.

Policy:

At Chinchilla Christian College, we believe that assessment serves three main purposes:

- Informing teachers, students and parents about what the student is already able to do.
- Informing teachers, students and parents about what has been achieved at a particular stage of learning.
- Facilitating the setting of realistic goals for student learning.

Each teacher has a responsibility to assess students, keep accurate records of their assessment and verify their assessment. A diversity of assessment types should be used to provide students with opportunities to demonstrate the achievement of a variety of outcomes in different ways.

Types of Assessment

Assessment as Learning (Formative Self-Assessment)

Involves students in the learning process where they monitor their own progress, ask questions and practice skills. They use self-assessment and teacher feedback to reflect on their learning, consolidate knowledge and work towards identified learning goals.

Assessment for Learning (Formative)

Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Teachers provide feedback to students about their learning and how to improve.

Assessment of Learning (Summative)

Teachers use this evidence of student learning to assess student achievement against learning goals and standards.

Assessment strategies

Use authentic and contextual learning opportunities and analyse student responses against set criteria with rubrics, both student and teacher version.

Types of Assessment	
Formative	Summative
Teacher observation	Work samples
Questioning	Self-evaluation
Anecdotal records	Group tasks
Work samples	Student portfolios
Peer evaluation	Student conferences
Self-evaluation	Assignments
Group tasks	Exams
Student portfolios	Integrated tasks
Student discussions	Presenting to an audience
Student conferences	Quizzes
Presenting to an audience	Oral presentation
Quizzes	Extended research tasks

Assessment Expectations

Students' Own Work

Students are to do their own work when completing assessment, unless they are directed to work with others in the task's guidelines. Feedback provided by staff and families while a student is completing an assessment task is to be minimal and only for the purpose of encouraging students to make enhancements to their work. Others are not to do any of a student's work for them.

Due Dates

Students are required to complete assessment set by teachers within the specified timeframe. Students may be given time in class to work on their assessment. There may be checkpoints that students are to meet along the way in completing their assessment.

Drafts

Drafts for assessment tasks (excluding exams) are to be submitted before the final copy is due. Drafts need to be complete. Drafts that are submitted late or incomplete, without prior arrangement with the teacher, will result in a Responsible Thinking Referral and the student will use break times at school to complete the task. Late or incomplete submission of drafts will also involve the parents/carers of the student being informed.

Extensions

If an extension of time is needed, the student must negotiate with their teacher at least three school days prior to the due date, using the Assessment Extension Request Form (Appendix 1), unless extenuating circumstances (such as illness) occur.

Illness

If students are unable to complete an assessment task because of circumstances beyond their control, the teacher may set an alternative task or use other samples of work to evaluate a topic or subject, depending on the situation. The request for consideration must be forwarded to the teacher promptly. If illness results in the late return of an assessment task, the student must provide the teacher with a written explanation – a letter from their parents and/or medical certificate.

Late Submission

Final copies of assessment tasks that are submitted late, without prior arrangement, will result in a Responsible Thinking Referral and the student will use break times at school to complete the task. Late submission of assessment tasks will also involve the parents/carers of the student being informed.

Changes to Due Dates

Circumstances sometimes require alterations to be made to due dates. Any changes with due dates will be communicated to students and their families.

Subjects Offered in Junior Secondary

All subjects offered at Chinchilla Christian College are founded on the Australian Curriculum achievement standards for each subject area. Biblical Studies will be taught across all Year levels in Pastoral Care time and throughout each subject.

	Year 7	Year 8	Year 9	Year 10	Senior Pathways
Core Subjects	Biblical Studies				Religion and Ethics*
	English				Essential English
					English
					English & Literature Extension*
	Mathematics			Mathematics OR Extension Mathematics	Essential Maths
					General Maths
					Mathematical Methods
					Specialist Mathematics
	Science				Chemistry
					Biology
				Physics	
Ancient History	Medieval History	Modern History	Ancient and Modern History	Ancient History	
				Modern History*	
Geography				Geography*	
Health and Physical Education		Compulsory for at least one Semester. Elective for full year.		Physical Education, Health*	
Additional subjects for Year 7		Electives for Years 8 – 10			
The Arts	Visual Art	Visual Art			Visual Art
	Dance	Dance			Dance in Practice
	Music	Music			Music
	Drama	Drama			Drama
	Media Arts	Media Arts			Media Arts in Practice
Technologies	Industrial Design and Technologies	Industrial Design and Technologies			Industrial Technology Skills
	Digital Technologies	Digital Technologies			Digital Solutions*
	Food and Textiles Technologies	Food and Textiles Technologies			Food and Nutrition*
				Hospitality Practices	
Humanities	Business	Business	Certificate courses in Business		Business, Certificate II in Business
	Civics and Citizenship	Civics and Citizenship			Legal Studies

*Not offered on campus at the College in 2021

Core Subjects

Students in Years 7 - 10 will study the following core subjects:

Biblical Studies	
Description	<p>Biblical Studies helps to teach students to view their world from a Biblical perspective. In developing a Biblical worldview, students can apply this to other subjects and activities in both school and in the community and in order to live lives that reflect and honour Christ.</p> <p>In Biblical Studies, students learn to read the Bible, understand and interpret what they read, and explore how it applies to their lives.</p>
Learning experiences	Teaching programs are created to provide relevant practical applications of Biblical concepts to students. These will be taught through individual and group activities.
Assessment	There is no formal or informal assessment of any areas of studies in Biblical Studies
Links to senior subject	<p>Biblical Studies in Year 7-10 could lead students to future subject pathways for senior.</p> <p>For University pathways – Religion and Ethics (Applied)</p>
Career pathways	<p>The core skills of Biblical Studies is to build capacity of students to understand how to view the world from a Biblical perspective.</p> <p>Students who study Biblical Studies could study Religion and Ethics.</p> <p>Possible career paths include social work, counselling, pastoring, mission work etc.</p>

English

Description	Fluency in English is a fundamental aspect of effective communication and productive citizenship. At Chinchilla Christian College we maintain a rigorous curriculum whilst embedding Biblical Christian perspectives. An example of this is through use of scripture when teaching about morals and values in a text that is studied. The English program at Chinchilla Christian College aims to develop students' use of language in order to promote meaningful participation in communities and cultures.
Learning experiences	Teaching programs are designed around three interrelated strands of Language, Literature and Literacy.
Assessment	Students read, write and speak using a range of genres including: <ul style="list-style-type: none"> • Narratives • Plays • Persuasion • Recounts • Analytical • Reflection
Links to senior subject	English in Year 7-10 will lead students to a range of future subject pathways for senior. Vocational education pathways – Essential English (Applied) University pathways – English, English Literature (General)
Career pathways	English prepares students for every career. All students need to be able to use language accurately and appropriately in the work force.

Mathematics

Description	<p>Our Mathematics lessons provide students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our programs aim to develop the numeracy capabilities that all students need in their personal, work and civic lives. We provide students with carefully paced, in-depth study of critical skills and concepts. We encourage and help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.</p> <p>In Year 10, students consolidate their mathematical skills and build a foundation for their <i>Senior Phase</i> of education. Sound procedural practices are emphasised in order to enable students to make an informed decision on their choice of mathematics for their senior years. Students are exposed to the means of assessment used in senior Mathematics A and B, including problem solving tasks, reports and supervised exams.</p>
Learning experiences	<p>Teaching programs in Mathematics are designed to meet the requirements of the new Australian Curriculum specifically addressing the criteria of 'fluency', 'understanding', 'reasoning' and 'problem solving' with an emphasis on consolidation of basic skills as the basis for developing higher order thinking. Students are given the opportunity to work in groups to develop problem solving skills. Students also work independently to complete set tasks.</p>
Assessment	<p>Students will complete two modelling and problem-solving tasks throughout the year, as well as an end of term exams.</p>
Links to senior subject	<p>The study of Mathematics in years 7 to 10 lead to the possibility of studying several courses in years 11 and 12. These include, Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics. It is also an essential requirement for some science courses, particularly Physics and Chemistry.</p>
Career pathways	<p>Possible career pathways include: science, engineering, teaching, business management, accountancy, finance, digital technology and many more.</p>

Science

Description	<p>Secondary Science is a broad subject encompassing a range of disciplines: Biological Science, Chemical Science, Earth and Space Science and Physical Science. The Australian Curriculum structures Science in three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Throughout the course of each science unit, students undertake various practical experiments which will enhance their inquiry skills in science and provide a greater understanding of the foundational content in their unit. In science lessons, students are encouraged to be independent thinkers and to view their learning through a creative lens and think scientifically. Students develop scientific knowledge, understanding and skills to make informed decisions about local, national and global issues.</p>
Learning experiences	<p>Teaching programs in Science are designed to meet the requirements of the Australian Curriculum specifically addressing the criteria of Science understanding, Science Inquiry Skills and Science as a Human Endeavour. Which is primarily consolidated when a person student selects and integrates appropriate science knowledge to explain and predict phenomena and applies that knowledge to new situations.</p> <p>Students can work in groups to develop an inquiry approach to learning through the criteria of Science as a Human Endeavour where they question, justify and evaluate aspects of developing Science.</p> <p>Students Inquiry skills are fostered through experimentation in laboratory experiences, to test and make predications based on foundational knowledge.</p>
Assessment	<p>Students complete a variety of assignments and examinations in relation to specific content taught in the strands of Science.</p>
Links to senior subject	<p>The study of Science in Years 7 to 10 lead to the possibility of studying several courses in years 11 and 12. These include, Biology, Chemistry, Physics, Agricultural Science and many more.</p>
Career pathways	<p>Career pathways include: Science, Engineering, Teaching, Medicine and many more.</p>

History

Description	Chinchilla Christian College offers the study of History in Years 7 – 10. The historical content in each year level involves two strands: Historical Knowledge and Understanding, and Historical Skills. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The Year 7 curriculum covers the ancient period. The Year 8 content spans the period from ancient history to the end of the Middle Ages. Year 9 content identifies important features of the early modern period including the Industrial Revolution. Year 10 students study the modern era also, including World War II well as an optional unit of Ancient History for preparation to Senior Ancient History.
Learning experiences	Teaching programs are designed around these three historical periods. It is an imperative in our teaching and learning experiences that students have an embedded Biblical Christian perspective taught in their lessons, to understand God's creation and factors influencing historical events.
Assessment	Students complete inquiry-based learning assessment where they practise skills in reading maps, data as well as sources. Students complete multi-modal and written assessment pieces, with a focus on historical terminology and historical knowledge and understanding.
Links to senior subject	History in Year 7-10 will lead students to a range of future subject pathways for senior. For University pathways – Modern History, Ancient History
Career pathways	The core skills of History will prepare students for university. These subject areas ultimately prepare students with skills, such as researching, interpreting, analysing, predicting and evaluating. Careers that can be reached are wide in range, including teaching, politics, library and museum posts, tourism and research.

Geography

Description	<p>Geography is the study of geographical processes, interconnections within environments and between people and places, and how these interconnections change places and environments. The content of each year level is organised into two strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p>Year 7 units include 'Place and Liveability'.</p> <p>Year 8 students examine 'Landforms and Landscapes'.</p> <p>Year 9's study 'Biomes'.</p>
Learning experiences	<p>Teaching programs are created to provide rich and authentic learning experiences. At Chinchilla Christian College, we provide students with in-depth studies on complex issues of the natural and man-made worlds. In our lessons, we research and analyse data and information to form well-rounded opinions on the state of the world, through topics on land formations of God's great creation and Noah's flood, to understanding the complexities of life-experiences in third-world countries with low Human Development Indicators.</p>
Assessment	<p>Students complete inquiry-based learning assessment where they practise skills in reading maps, data as well as sources. Students complete multi-modal and written assessment pieces, with a focus on geographical terminology and geographical knowledge and understanding.</p>
Links to senior subject	<p>Geography is not offered in Senior.</p>
Career pathways	<p>The core skills of Geography will prepare students for university. These subject areas ultimately prepare students with skills, such as researching, interpreting, analysing, predicting and evaluating. Careers that can be reached are wide in range, including teaching, politics, library and museum posts, tourism and research.</p>

Health and Physical Education

Description	<p>Health and Physical Education is a core subject for Years 7 – 8 and an elective for Years 9 – 10. The Physical Education component of the subject focuses on the development of fundamental movement skills in various sports and physical contexts. It also embraces the importance of teamwork and tactful decision making in game-like scenarios. Students are required to demonstrate their understanding of objectives through three dimensions: acquire, apply and evaluate. Students apply this knowledge in practical scenarios and evaluate their own performance in a given context.</p> <p>At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally.</p> <p>The Health component primarily focuses on developing an understanding of healthy nutrition, relationships and mental well-being. In particular, it provides students with an understanding of healthy choices in their social, personal and community relationships. Health and Physical Education focuses on a holistic view of health encouraging students to maintain and seek purpose and quality in their physical, mental, social and spiritual health.</p>
Learning experiences	<p>The learning experiences in Health and Physical Education are designed to meet the requirements of the new Australian curriculum addressing knowledge and understanding primarily through addressing ways to develop actions to promote positive change in relation to their own and others health. They also aim to develop physical skills through movement experiences which is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.</p>
Assessment	<p>Students will complete two examinations during the year, along with two assignments which address knowledge and understanding.</p>
Links to senior subject	<p>The study of Health and Physical Education in years 7 to 10 lead to the possibility of studying two courses in years 11 and 12. These include, Physical Education and Health.</p>
Career pathways	<p>Possible career pathways include: Health and Physical Education Teacher, Outdoor Education Officer, Health Officer, Sports Coach, Corporate Health and Recreation Manager and many more.</p>

Elective Subjects

In Year 7 students study each additional subject before deciding on their electives for Years 8, 9 and 10. Students choose four electives to study in Years 8, 9 and 10.

Business	
Description	The study of Business is an important one in this day and age. This course allows students to become familiar with the world of business in consumer choice, personal finance, promoting and selling, the law and running a small business. Students engage in both theoretical and practical learning experiences to assist them in developing an awareness of business.
Learning experiences	Teaching programs are created to provide engaging and informative lessons. Students that choose this elective in Year 9-10 complete work based on Australian Curriculum requirements. Topics covered are work roles, investment options, financial literacy and strategic management. Teaching the management of a business, includes teaching students that money is a valuable resource but also something that needs to be managed wisely, as we cannot serve both money and God in our daily walk with the Lord.
Assessment	Students complete research assignments that produce a portfolio of work. Students have written assessment with aspects of multi-modal.
Links to senior subject	Business in Year 7-9 will lead students to a range of future subject pathways for senior. Vocational Education pathways – Business Studies (Applied) For University pathways – Business (General)
Career pathways	The core skills of Business will prepare students for university. These subject areas ultimately prepare students with skills, such as researching, interpreting, analysing, predicting and evaluating. Careers that can be reached are wide in range, including teaching, politics, entrepreneur, management, tourism and hospitality.

Civics and Citizenship

Description	The study of Civics and Citizenship is an important one in this day and age. This course allows students to understand the role of an Australian citizen and what governs our choices, actions and policies. Students engage in both theoretical and practical learning experiences to assist them in developing an awareness of civics and citizenship.
Learning experiences	Teaching programs are created to provide engaging and informative lessons. Students that choose this elective in Year 9-10 complete work based on Australian Curriculum requirements. Topics covered include the current Australia's justice system, law makers, Australian Constitution and many more.
Assessment	Students complete research assignments that produce a portfolio of work. Students have written assessment with aspects of multi-modal. Students complete examinations on unit topics.
Links to senior subject	Civics and Citizenship in Year 7-10 will lead students to a range of future subject pathways for senior. For University pathways – Legal Studies (General) Modern History (General) Ancient History (General)
Career pathways	The core skills of Civics and Citizenship will prepare students for university. These subject areas ultimately prepare students with skills, such as researching, interpreting, analysing, predicting and evaluating. Careers that can be reached are wide in range, including teaching, politics, entrepreneur, management, legal pathways.

Dance

Description	Dance is explored as an art form through choreography, performance and appreciation. Students examine how and why dance reflects the contexts in which it is created by reflecting on, responding to and evaluating various dance genres and styles. Theoretical and practical aspects of Dance are explored in this subject. The study of Dance also develops a broad range of highly valuable life-skills, including communication skills, confidence, teamwork, trust, cooperation, problems solving skills and creative thinking.
Learning experiences	Teaching programs are created to provide practical as well as theoretical concepts to students. Students work independently and in groups to complete set tasks. A range of topics are covered in Junior Secondary Dance, including Dance Cultures (Line Dancing and Stepping), Musical Theatre, Jazz, Contemporary Dancing, Hip Hop, Ballet, Cultural and Indigenous Contemporary Dancing and Vocal Choreography.
Assessment	Students are assessed through the dimensions of Making (choreography and performing) and Responding. In Choreography, students develop danceworks in response to stimuli to convey their choreographic intent. In Performance, students demonstrate their technical and expressive skills through the performance of danceworks. In Responding, students reflect on their own dance journey as well as critiquing danceworks they view.
Links to senior subject	Senior Dance (General) Dance in Practice (Applied)
Career pathways	Dance students could pursue opportunities in a range of creative careers such as Choreographers, Choreologist, Costume Designer, Dance Company Director, Dance Instructor, Secondary Teacher, Professional Dancer, Dance Studio Owner, Dance Therapists, Talent Agent, Yoga or Pilates instructor or Interpretive Dancer.

Digital Technology

Description	Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge.
Learning experiences	Teaching programs are created to provide practical and theoretical concepts to students. Students work independently to complete set tasks.
Assessment	Students complete practical and theoretical assessments. Students complete a variety of practical tasks with formative and summative assessment utilizing a variety of programs to create virtual networks, code in a variety of languages, manipulate data to provide analytical information and analyse appropriate digital citizenship.
Links to senior subject	Digital Technology in Year 7-10 could lead students to a range of future subject pathways for senior. Vocational Education pathways – Information and Communication Technology (Applied) For University pathways – Information and Communication Technology (Applied) and Digital Solutions (General)
Career pathways	The core skills of Digital Technology is to build capacity of students to utilize available applications effectively and design, build and program computer applications. Students who complete Digital Technologies could study Information and Communication Technology and Digital Solutions in Senior. Possible career pathways include: software developer, webmaster, logistics, cyber security, networking, technical support, digital marketing and many more. See the following website for more information – https://www.digitalcareers.edu.au/

Drama

Description	<p>Students in Drama develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. Students collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences.</p> <p>Overall, the study of Drama develops a broad range of highly-valuable life skills, including verbal and non-verbal communication, confidence, empathy and leadership. Students develop team building skills, trust and cooperation, all in a creative, innovative and safe learning environment.</p>
Learning experiences	<p>Teaching programs are created to provide practical as well as theoretical concepts to students. Students work independently and in groups to complete set tasks. A range of topics are covered during units in Junior Secondary, including Improvisation, Play Building, Scriptwriting, Physical Theatre (miming and clowning), Monologues, Contemporary Australian Drama, Process Drama, Anatomy of the Voice and the Melodrama.</p>
Assessment	<p>Drama is assessed through two dimensions, <i>Making</i> and <i>Responding</i>. <i>Making (forming)</i> entails the creation of drama, including improvisation, character development, play building and directing. Making also includes the area of performing which requires students to present dramatic works; both student devised and published scripted texts. <i>Responding</i> requires the students to reflect on their learning and respond to live theatre or viewing of theatrical performances through analytical writing.</p>
Links to senior subject	<p>Senior Drama (General) Drama in Practice (Applied)</p>
Career pathways	<p>Drama students could pursue opportunities in a range of creative industries including entertainment and performance. Drama is beneficial for any career that requires high levels of communication skills, confidence, presentation, creativity, leadership, emotional intelligence and empathy.</p>

Food and Textiles Technologies

Description	<p>Food and Textiles Technologies provides students with fundamental skills to effectively and safely use a broad range of materials, equipment and skills needed to design solutions. In relation to Food Technology, students are equipped with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.</p> <p>With regards to Textiles Technologies, students analyse and interpret the design cycle and complete a textiles construction. They investigate processes used in textiles design such as, ideas generation, sustainability, cost, ethical consideration, textiles care and maintenance and advertising.</p>
Learning experiences	Teaching programs are created to provide practical as well as theoretical concepts to students. Students work independently and in groups to complete set tasks.
Assessment	Students complete practical and theoretical assessments. Students complete practical tasks in the kitchen, with formative and summative assessment on the quality of the product and the safe working methods used. They also are assessed in the production of textiles pieces including tote bags, aprons, pillow cases and boxer shorts.
Links to senior subject	<p>Food and Textiles Technology in Year 7-10 will lead students to a range of future subject pathways for senior.</p> <p>Vocational Education pathways – Hospitality Practices (Applied), Fashion (Applied) Certificate II in Hospitality</p> <p>For University pathways – Hospitality Practices (Applied), Food and Nutrition (General), Fashion (Applied)</p>
Career pathways	The core skills of Food and Textiles Technology is to build capacity of student skills in cooking, design, textiles, time management and event management. Students who complete Food and Textiles could study the specific study in senior. Possible career pathways include: tourism, hospitality services including: chef, cook, hotel management, barista and food services manager, fashion designer, advertising, marketing, early childhood educator, trainer in certificates, business management, seamstress and more.

Industrial Design and Technologies

Description	Industrial Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of industrial technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop innovative designed products, both for themselves and for the school.
Learning experiences	Teaching programs are created to provide practical and theoretical concepts to students. Students work independently to complete set tasks.
Assessment	Students complete practical and theoretical assessments. Students complete a variety of practical tasks with formative and summative assessment utilizing a variety of processes to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. They are also assessed on the production of engineered projects (e.g. model bridge), 3D printed prototypes (e.g. phone holder, rocket car, bike light attachment) and individual concept (e.g. own choice design solution)
Links to senior subject	Industrial Design Technology in Year 7-10 could lead students to a range of future subject pathways for senior. Vocational Education pathways – Industrial Technology Skills (Applied), Industrial Graphics Skills (Applied), Engineering Skills (Applied) For University pathways – Engineering (General), Industrial Technology Skills (Applied), Industrial Graphics Skills (Applied), Engineering Skills (Applied)
Career pathways	The core skills of Digital Technology is to build capacity of students to safely plan, produce and evaluate design solutions. Students who study Industrial Design and Technologies could study Industrial Technology Skills, Industrial Graphics Skills, Engineering Skills or Engineering. Possible career paths include manufacturing, industrial design, architectural drafting, building, carpentry etc.

Media Arts

Description	<p>In Media Arts, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.</p> <p>Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.</p>
Learning experiences	<p>Teaching programs are created to provide practical as well as theoretical concepts to students. Topics include advertising, still images (photography and cinematography), documentaries, music videos, animation, edutainment, short films, online media, filmmaking, television, news stories, radio and media censorship.</p>
Assessment	<p>Students complete a variety of assessment tasks in the areas of Making and Responding. Assessment ranges from project-based tasks to panel reviews, artist statements and film critiques. Students complete tasks individually and as members of design teams.</p>
Links to senior subject	<p>Film, Television and New Media, Media Arts in Practice.</p>
Career pathways	<p>Media Arts is a good foundation for future studies in industries such as media, journalism, television, filmmaking, animation and gaming, forensics, advertising and marketing, real estate, event management, graphic designer, cinematographer, visual effect designer, sound designer, director, curator, web designer, 3D and mobile application design, concept art, digital illustration, photographer and teaching.</p> <p>A course in Media Arts could also establish a basis for self-employment and self-driven career opportunities.</p>

Music

Description	In Years 7 – 10, students studying Music build upon the skills and techniques learnt through the simple repertoire used in Primary School to access a wide variety of masterworks written over the 1500 years. They demonstrate their understanding by listening and responding to artworks for both appreciation and analysis, developing their own performances and creating their own compositions and improvisations. Singing and basic keyboard skills are fundamental tools that are constantly used and honed throughout this course, although students are encouraged to specialise in either voice or an instrument should they choose to continue studying Music in Years 9 – 10.
Learning experiences	<ul style="list-style-type: none"> • Singing • Playing instruments • Listening, repeating and analysing • Improvising • Composing (using notation software in Years 9-10)
Assessment	<ul style="list-style-type: none"> • Composition • Performance • Musicology
Links to senior subject	The assessment found in Years 7-10 Music mirrors the assessment found in Senior Music. It also provides a foundation for Music Extension specialising in composition, musicology or performance.
Career pathways	<ul style="list-style-type: none"> • Musician • Music teacher • Composer • Conductor • Musicologist

Visual Art

Description	Visual Art allows students to evaluate how representations communicate artistic intentions in artworks they make and view. Students evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Topics may include, drawing, painting, digital media, photography, short film, time-based media, water colour pencils/paint, collage, sculpture, pottery/ceramics and various printmaking processes, 2D and 3D
Learning experiences	Through making, students 'learn about and use knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions' (Australian Curriculum 2017). Making is working in the art form as artist. Through responding, students 'explore, respond to, analyse and interpret artworks' (Australian Curriculum 2017). Responding is working about the art form as audience. Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.
Assessment	Bodies of Work, Folios, Essays, Critiques, Appraising, Exhibitions, Oral Presentations, Resolved Artworks.
Links to senior subject	Studying Visual Art in Junior Secondary prepares students for the QCAA General subject – Visual Art, or the QCAA Applied Subject – Visual Art in Practice. It is desirable for students to complete Visual Art studies if they intend to study Visual Art during Years 11 and 12 and seek an ATAR.
Career pathways	The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Careers in many diverse fields include areas such as: Advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist • Communication, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer • Creative Industries, e.g. visual artist, illustrator, photographer, screenwriter • Design, e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer • Education, e.g. specialist classroom teacher, lecturer, private teacher • galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator • Film and Television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer • Public Relations, e.g. campaign manager, publicist, creative director • Science and Technology, e.g. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer.

Vocational education and training (VET)

Alongside the ATAR and QCE students have the opportunity to finish school with a range of vocational certificates I, II and III. Students can complete these certificates which also contribute to the QCE and their future employment from Year 10 to Year 12 as one of their electives or through a traineeship/apprenticeship.

Students need to be active participants in their pathways if they choose an apprenticeship or traineeship as it will require making up class work missed while on their placements. Most of our certificate courses can be completed during allocated time.

Students can access VET programs through the school in multiple ways including:

- Chinchilla Christian College is a registered location of Christian Community Ministries Ltd's registered training organisation (RTO). Several certificates are offered via CCM RTO
- through our third-party arrangement with an external provider, iVET
- through our third-party arrangement with TAFE
- via online learning of other training organisations who offer certificates to students
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Students can choose a combination of vocational certificates and general or applied subjects. It is possible to receive an ATAR and some certificates by the end of Year 12.

VETiS funding is available for students to receive one certificate by the end of Year 12. Some of the outside courses are eligible for students to use this funding. Internal courses (such as CCM RTO provided courses) have no cost to students attending our school. It is possible to get multiple certificates with no further cost to the student.

Please see the current Certificate Options in the appendices

Enrichment Support

Students who have a disability or are identified for Enrichment support often require additional education support needs. In Junior Secondary at Chinchilla Christian College we offer an inclusive approach to supporting students with all needs, as well as individually tailored programs, learning experience and/or curriculum approaches to help each student achieve success. At Chinchilla Christian College we adhere to the definition of a disability as outlined in the Disability Discrimination Act 1992 (DDA) and make reasonable adjustments to ensure that all students with a disability are able to participate in education in the same basis as a student without a disability.

This legislation defines disability, in relation to a person, as:

- Total or partial loss of the person's bodily or mental functions, or
- Total or partial loss of a part of the body, or
- The presence in the body of organisms causing disease or illness, or
- The presence in the body of organisms capable of causing disease or illness, or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction, or
- A disorder, illness or disease that affects a person's thought processes, perception or reality emotions or judgement or that results in disturbed behaviour.
- Also included is a disability that may be imputed to a person.

All students covered under the DDA are supported through a range of provisions at Chinchilla Christian College including learning support staff, behaviour support, assistive technology, alternative format material, special provisions for assessment and wellbeing guidance.

Some students who have significant educational support needs may meet the eligibility criteria for the state-funded Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational experiences that are designed to meet the need of students within the inclusive school setting. These resources are allocated to the school, not an individual basis.

Communication

Methods of communication and correspondence include:

School website: <https://www.chinchillacc.qld.edu.au/>

School Facebook page: <https://www.facebook.com/ChinchillaChristianCollege/>

School newsletters: Sent via email to parents fortnightly

Administration: 07 4668 9777

admin@chinchillacc.qld.edu.au

88 Oak Street, Chinchilla QLD 4413

PO BOX 242, Chinchilla QLD 4413

Appendix I

Elective forms for Years 8, 9 and 10



Years 8 - 2021

Elective Selection Form

When completing this form, please note:

- Students are to select four electives – one from each line.
- *Students must choose Health and Physical Education in one of their lines for at least one semester.*
- *Students must choose at least one subject from the Arts for at least one semester (Music, Media Arts, Visual Arts, Drama or Dance)*
- *Students must choose at least one subject from the Technologies (Industrial Design and Technologies, Digital Technologies, Food and Textiles Technologies) for at least one semester.*
- In each line, please number preferences 1-3 (1 being most preferred). The provision of electives is conditional on viability.
- Students can change their subject selections at the end of a semester, through consultation with staff and parents

Line 1	Line 2	Line 3	Line 4	Line 5		Line 6		Line 7		Line 8	
English	Maths	Science	HASS	Music		Media Arts		Visual Arts		Drama	
				OR		OR		OR		OR	
				Health and Physical Education		Health and Physical Education		Digital Technologies		Food and Textiles Technologies	
				OR		OR		OR		OR	
				Industrial Design and Technologies		Food and Textiles Technologies		Dance		Business and Civics	

Student name: _____

Student Signature: _____

Parent/Carer Signature/s: _____

Head of Secondary Signature: _____

Date: _____

Date: _____

Date: _____



Years 9 - 2021

Elective Selection Form

When completing this form, please note:

- Students are to select four electives – one from each line.
- *Students must choose Health and Physical Education in one of their lines for at least one semester.*
- In each line, please number preferences 1-3 (1 being most preferred)
- Students can change their subject selections at the end of a semester, through consultation with staff and parents
- The provision of electives is conditional on their viability.

Line 1	Line 2	Line 3	Line 4	Line 5		Line 6		Line 7		Line 8	
English	Maths	Science	HASS	Music		Media Arts		Visual Arts		Drama	
				OR		OR		OR		OR	
				Health and Physical Education		Health and Physical Education		Digital Technologies		Food and Textiles Technologies	
				OR		OR		OR		OR	
				Industrial Design and Technologies		Business		Dance		Civics and Citizenship	

Student name: _____

Student Signature: _____

Date: _____

Parent/Carer Signature/s: _____

Date: _____

Head of Secondary Signature: _____

Date: _____



Years 10 - 2021

Elective Selection Form

When completing this form, please note:

- Students are to select four electives – one from each line
- *Students must choose Health and Physical Education in one of their lines for at least one semester.*
- In each line, please number preferences 1-3 (1 being most preferred)
- Students can change their subject selections at the end of a semester, through consultation with staff and parents
- The provision of electives is conditional on their viability.

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7	Line 8
English	Maths	Science	HASS	Music	Media Arts	Visual Arts	Drama
				OR	OR	OR	OR
				Health and Physical Education	Health and Physical Education	Digital Technologies	Food and Textiles Technologies
				OR	OR	OR	OR
				Industrial Design and Technologies	Certificate courses	Dance	Civics and Citizenship

Student name: _____

Student Signature: _____

Date: _____

Parent/Carer Signature/s: _____

Date: _____

Head of Secondary Signature: _____

Date: _____



Junior Secondary Request for Elective Change

Student reason for request:

Name	Signature	Date
Student: Year:		
Parent/Carer signature:		
Elective withdrawn from:		
Teacher of withdrawn subject: Signature		
Student's exit grade from course: <i>(Academic, Behavior, Work Ethic)</i>		
New elective:		
Teacher of new subject: Signature		
Head of Secondary: <i>(Must have all above signatures first)</i>		
Registrar: <i>(Please sign to indicate an updated timetable has been provided to student)</i>		

Year 10 Certificate Courses – Selection Form

Certificate	Preference
Certificate II in Business	
Certificate II in Information, Digital Media and Technology	
Certificate II in Active Volunteering	
Certificate II in Skills for Workplace and Vocational Pathways	
Certificate II in Electrotechnology (VETiS funding would be used)	
Certificate II in Tourism (VETiS funding would be used)	
Certificate III in Business (Potentially to go to the Diploma)	

Please indicate your thoughts around your future pathway as to what made you choose this certificate course.

Please sign below to confirm you are committing to the work required in this certificate course.

Student name: _____

Student Signature: _____ Date: _____

Parent/Carer Signature/s: _____ Date: _____

Careers Advisor Signature: _____ Date: _____

ICT20115 Certificate II in Information, Digital Media and Technology

This course will give learners the foundational skills needed to work effectively in an information technology environment. The skills and knowledge gained in this course can be applied in any industry and is beneficial to those wanting to increase their digital literacy.

To complete ICT20115 Certificate II in Information, Digital Media and Technology, learners must complete seven (7) core units and seven (7) elective units.

Core Units

BSBWHS201	Contribute to health and safety of self and others
BSBSUS201	Participate in environmentally sustainable work practices
ICTICT201	Use computer operating systems and hardware
ICTICT202	Work and communicate effectively in an ICT environment
ICTICT203	Operate application software packages
ICTICT204	Operate a digital media technology package
ICTWEB201	Use social media tools for collaboration and engagement

Elective Units*

ICPDMT321	Capture a digital image
CUADIG303	Produce and prepare photo images
ICTICT205	Design basic organisational documents using computing packages
ICTICT207	Integrate commercial computing packages
ICTSAS206	Detect and protect from spam and destructive software
ICTWEB302	Build simple websites using commercial programs
ICTWEB303	Produce digital images for the web

Training and Assessment

Learners are expected to engage in class/chat sessions on a regular basis, meet course requirements and undertake a certain amount of self-directed preparation, reading and practice at their initiative and in their own time.

Assessments include short answer questions, quizzes, observations, activity sheets, case studies, assignments, portfolio of documents, and simulations.

Digital Equipment

Learners will need access to a digital video recording device and a digital camera and associated software to save and upload video, image and audio files to Learner.Link. Software such as Adobe Reader, Windows Media Player, Windows Photo Viewer etc. are available as a free download from the internet.



*Correct at time of publication, subject to change
30 July 2020

Delivery

Face to Face & Online

College

Chinchilla Christian College
(Face to Face)

Groves Christian College
(CRICOS Provider #03246J)
(Face to Face)

Groves Christian College
Distance Education
(Online)

Warwick Christian College
(Face to Face)

Duration

Equivalent to 8 Terms
(2 Year)

QCE Credits

This course contributes to QCE Credits. Please see your Careers advisor for more information.

Fees

There are no additional fees to the learner.

Entry

Requirements

Learners are required to take a Language, Literacy & Numeracy assessment pre-enrolment. This will help us support you if necessary in achieving a successful course outcome.

Possible Pathway Options

Learners may continue with further study post school with another RTO

Possible Career Outcomes

Office Assistant, Data Entry Operator, IT Assistant

FSK20119 Certificate II in Skills for Work and Vocational Pathways

This qualification allows learners to develop skills to prepare for work or further education and is suitable for those looking for a pathway into employment or vocational training. It is also suitable for learners wishing to improve their reading, writing, numeracy and oral communication skills. They will gain a basic knowledge of business activities and the skills necessary to undertake routine activities typically required in a business environment.

To complete FSK20119 Certificate II in Skills for Work and Vocational Pathways, learners must complete one (1) core unit and thirteen (13) elective units

Core Unit

FSKLRG011 Use routine strategies for work-related learning

Elective Units*

FSKLRG010 Read and respond to routine workplace information

FSKWTG008 Complete routine workplace formatted texts

FSKDIG002 Use digital technology for routine and simple workplace tasks

FSKRDG010 Read and respond to routine workplace information

TLIK2003 Apply keyboard skills

FSKOCM005 Use oral communication skills for effective workplace presentations

FSKNUM015 Estimate, measure and calculate with routine metric measurements for work

FSKRDG002 Read and respond to short and simple workplace signs and symbols

TLIF1001 Follow work health and safety procedures

FSKNUM017 Use familiar and routine maps and plans for work

FKSRDG008 Read and respond to information in routine visual and graphic texts

FSKNUN014 Calculate with whole numbers and familiar fractions, decimals and percentage for work

TLIP2032 Maintain petty cash account

Training and Assessment

Learners are expected to engage in a class/online chat sessions on a regular basis, meet course requirements and undertake a certain amount of self-directed preparation, reading and practice at their initiative and in their own time.

Assessment include observation of performance, short answer questions, quizzes, activity sheets, case studies, role plays, portfolio of documents, and assignments.



Digital Equipment

Learners will need access to a digital video recording device and/or a digital camera and associated software to save and upload video, image and audio files to Learner.Link. Software such as Adobe Reader, Windows Media Player, Windows Photo Viewer etc. are available as a free download from the internet.

*Correct at time of publication, subject to change
30 July 2020

Delivery

Face to Face & Online

College

Chinchilla Christian College
(Face to Face)

Dalby Christian College
(Face to Face)

Groves Christian College
(Face to Face)

Groves Christian College
Distance Education (Online)

Warwick Christian College
(Face to Face)

Duration

Equivalent 4 Terms (1 Year)
– may be extended

QCE Credits

This course contributes to QCE Credits. Please see your Careers advisor for more information

Fees

There are no additional fees to the learner.

Entry Requirements

Learners are required to take a Language, Literacy & Numeracy assessment pre-enrolment. This will help us support you if necessary in achieving a successful course outcome.

Possible Pathway Options

Learners may continue with further study post school with another RTO

Possible Career Outcomes

Learners may gain a pathway to employment or vocational training

BSB20115 Certificate II in Business

Whether you just want to brush up on your office administration skills, or you need to learn these skills from scratch, this course will teach you the basics of working in a business environment. This course has been designed to teach you about different procedures in business including becoming proficient in office technology (such as using a computer), dealing with customers and clients, and developing your writing skills.

To complete BSB20115 Certificate II in Business, learners must complete one (1) core unit and eleven (11) elective units.

Core Unit

BSBWHS201 Contribute to health and safety of self and others

Elective Units*

BSBCUS201 Deliver a service to customers

BSBIND201 Work effectively in a business environment

BSBINN201 Contribute to workplace innovation

BSBWOR202 Organise and complete daily work activities

BSBWOR204 Use business technology

BSBITU312 Create electronic presentations

Further Elective Units will be selected in consultation with trainer

BSBITU211 Produce digital text documents

BSBSUS201 Participate in environmentally sustainable work practices

BSBITU212 Create and use spreadsheets

BSBWOR203 Work effectively with others

FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

FSKNUM015 Estimate, measure and calculate with routine metric measurements for work

BSBCMM201 Communicate in the workplace

BSBITU213 Use digital technologies to communicate remotely

BSBITU313 Design and produce digital text documents

Delivery

Online & Face to Face

College

Groves Christian College
(CRICOS Provider #03246J)

(Face to Face)

Groves Christian College

Distance Education

(Online)

Endeavour Christian College

(Face to Face)

Duration

Equivalent to 8 Terms

(2 Years)

QCE Credits

This course contributes to QCE Credits. Please see your Careers advisor for more information.

Fees

There are no additional fees to the learner.

Entry Requirements

Learners are required to take a Language, Literacy & Numeracy assessment pre-enrolment. This will help us support you if necessary in achieving a successful course outcome.

Possible Pathway

Options

Learners may continue with further study in Business post school with another RTO

Possible Career

Outcomes

Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk or Receptionist

Delivery

Online & Face to Face

College

Groves Christian College
(CRICOS Provider #03246J)
(Face to Face)

Groves Christian College
Distance Education
(Online)

Endeavour Christian College
(Face to Face)

Duration

Equivalent to 8 Terms
(2 Years)

QCE Credits

This course contributes to QCE Credits. Please see your Careers advisor for more information.

Fees

There are no additional fees to the learner.

Entry Requirements

Learners are required to take a Language, Literacy & Numeracy assessment pre-enrolment. This will help us support you if necessary in achieving a successful course outcome.

Possible Pathway

Options

Learners may continue with further study in Business post school with another RTO

Possible Career

Outcomes

Administration Assistant,
Clerical Worker, Data Entry Operator, Information Desk Clerk or Receptionist

Training and Assessment

Learners are expected to engage in class/chat sessions on a regular basis, meet course requirements and undertake a certain amount of self-directed preparation, reading and practice at their initiative and in their own time. Assessments include observation of performance, questioning, quizzes, simulations, online short responses and group tasks.

Digital Equipment

Learners will need access to a digital video recording device and/or a digital camera and associated software to save and upload video, image and audio files to Learner.Link. Software such as Adobe Reader, Windows Media Player, Windows Photo Viewer etc. are available as a free download from the internet.



*Correct at time of publication, subject to change
30 July 2020

CHC24015 Certificate II in Active Volunteering (VCAA Program 1)

This certificate provides students and schools with the ability to engage with their local school and wider community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our community under direct supervision.

This program is perfect for students and schools that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.

LEARNING AREAS

- Working with others
- Communication in the workplace
- Volunteering
- Work health and safety
- Workplace information
- Diversity in the workplace



Course Structure 2021

UNITS		TYPE	NOMINAL HOURS	WEEKS DELIVERY
HLTWHS001	Participate in workplace health and safety	Core	20	4
BSBCMM201	Communicate in the workplace	Core	40	7
CHCDIV001	Work with diverse people	Core	40	8
HLTAID003	Provide first aid	Elective	18	3
CHCVOL001	Be an effective volunteer*	Core	25	5
CHCCOM001	Provide first point of contact	Elective	35	7
CHCCOM005	Communicate and work in health or community services	Elective	30	6
TOTAL			208	40

All units are shown in IVET's standard (suggested) sequence of delivery.

The weeks delivery per unit is based on a 40-week delivery period (avg 4 x 10-week terms).

*The CHCVOL001 unit requires students to complete 20 hours of volunteer work (which is incorporated into the assessment).

COURSE DURATION	RECOMMENDED WEEKLY TIME COMMITMENT (Scheduled [^])		
1 Year	In-class	4 hrs	Homework 1.25 hrs

Student workbook

- Supplied as hard-copy workbook
- Supplied as digital flip-book within the IVET Portal
- Contains interactive student activities
- Written by experts in the field

Certificate II in Tourism SIT20116

(Career Training Institute of Australia RTO Code 6517)
Stand Alone VET Certificate Course

Overview

Career Training Institute of Australia (CTIA) is offering SIT20116 Certificate II in Tourism which includes both theory and practical delivery in a holistic Indigenous setting where students will consolidate the practical application of the qualification in consultation with Indigenous community leaders.

The objective is to provide students with a program that addresses all the necessary criteria for the Certificate II in Tourism in an exciting, cost effective experience of a lifetime. Study is required over 11 units of competency which is disseminated into experiential learning through participating in the Indigenous practical experience and classroom activities.

Objectives

Career Training Institute of Australia (CTIA) are able to facilitate an experience specifically for students in years 10 to 12 where students share aspects of local indigenous culture as required in SITTGDE001 – Interpret aspects of local Indigenous culture. Students liaise with local Indigenous community members and elders while attending the mandatory cultural experience. Students learn about acceptable protocols and sharing of local Indigenous culture.

The training offers students a qualification in an interactive environment, training is taken out of the classroom allowing students opportunity to participate in this hands on experience, whilst completing both theory and practical training within a workplace context to emphasise the employability skills required today.

Australian Indigenous Culture
Indigenous language

Stolen generation
Hunting techniques

Team building
Bush tucker

Students complete 11 units of competency as part of the Certificate II in Tourism; the practical requirements for these units are assessed while students participate in the essential Indigenous cultural program.

Structure

The course includes the following eleven competencies that students must achieve in order to complete the certificate:

- SITTIND001: Source and use information on the tourism and travel industry
- SITXWHS001: Participate in safe work practices
- SITHIND001: Use hygienic practices for hospitality service
- SITXCCS001: Provide customer information and assistance
- SITXCOM001: Source and present information
- SITXCOM002: Show social and cultural sensitivity
- SITXCCS003: Interact with customers
- SITXCCS004: Provide lost and found services
- SIRXPDK001: Advise on products and services
- SITTGDE001: Interpret aspects of local Australian Indigenous culture
- SITTGDE007: Research and share general information on Australian Indigenous cultures

Assessment

Assessment is competency based, in that the participant will be required to demonstrate competency in a range of tasks. Assessment procedures are transparent and address the key assessment principles of being valid, reliable, flexible and fair. Assessment strategies include a range of techniques, which include, but are not limited to the use of; direct observation, questions & answers, practical exercises, and case studies.

Cost

The Certificate II in Tourism VETiS program is funded by the VET investment budget, this means there are no costs to eligible students. This funding covers the cost of the qualification and all costs associated with the delivery of the 11 units of competency including resources and consumables and the 5 day cultural program.

Pathways

When you complete SIT20116 Certificate II in Tourism graduates will be qualified to apply for various positions including, retail travel agencies, tour wholesalers, tour operators, attractions, visitor information centres, cultural and heritage sites and any small tourism business requiring multi skilled employees. Job roles could include: Museum attendant, receptionist and office assistant in a tourism business, retail sales assistant at an attraction.

Students could also progress to a wide range of other qualifications in the service industries. These include SIT30116 Certificate III in Tourism and finally SIT50116 Diploma of Travel & Tourism Management.

Course Information current as at 03 August, 2020

BSB30115 Certificate III in Business

This qualification will help you to build a career in business administration. You will gain a broad range of administrative and business skills that can be used in any business role. You will learn how to manage and maintain good customer service, produce business documents and spreadsheets, maintain business records, and the basics of workplace organisation. This qualification will give you confidence to work in a variety of business administration support roles and will help you improve your efficiency in regular business operations.

To complete BSB30115 Certificate III in Business, learners must complete one (1) core unit and eleven (11) elective units.

Core Unit

BSBWHS302 Apply knowledge of WHS legislation in the workplace

Elective Units for all Delivery locations*

- BSBITU312 Create electronic presentations
- BSBITU314 Design and produce spreadsheets
- BSBCUS301 Deliver and monitor a service to customers
- BSBCMM301 Process customer complaints
- BSBDIV301 Work effectively with diversity
- BSBITU313 Design and produce digital text documents
- BSBITU306 Design and produce business documents
- BSBWRT301 Write simple documents
- BSBITU309 Produce desktop published documents
- BSBADM302 Produce text from notes

Elective Unit for Warwick Christian College*

BSBWOR301 Organise personal work priorities and development

Elective Unit for Chinchilla Christian College, Dalby Christian College & Groves Christian College*

SIRXHWB001 Maintain personal health and wellbeing

Training and Assessment

Learners are expected to engage in class sessions on a regular basis, meet course requirements and undertake a certain amount of self-directed preparation, reading and practice at their initiative and in their own time.

Assessments include short answer questions, quizzes, observations, activity sheets, role plays, and assignments.

Digital Equipment

Learners will need access to a digital video recording device and/or a digital camera and associated software to save and upload video, image and audio files to Learner.Link. Software such as Adobe Reader, Windows Media Player, Windows Photo Viewer etc. are available as a free download from the internet.



Delivery

Face to Face

College

Chinchilla Christian College

Dalby Christian College

Groves Christian College
(CRICOS Provider #03246J)

Warwick Christian College

Duration

Equivalent 8 Terms
(2 Years)

QCE Credits

This course contributes to QCE Credits. Please see your Careers advisor for more information.

Fees

There are no additional fees to the learner.

Entry

Requirements

Learners are required to take a Language, Literacy & Numeracy assessment pre-enrolment. This will help us support you if necessary in achieving a successful course outcome.

Possible Pathway Options

Learners may continue with further study in Business post school with another RTO

Possible Career Outcomes

Administration Assistant,
Clerical Worker, Data Entry Operator, Information desk Clerk or Receptionist.