



YEAR 9 PARENT & STUDENT INFORMATION BOOKLET

TABLE OF CONENTS

	Page
Aim	3
Vision and Mission Statements	4
Our Educational Philosophy and School Ethos	4
Charitable Purposes	5
Principal's Message	6
School Hours	7
School Personnel	7
Term Dates	8
Year 8 Core Subjects and Electives	9
Timetables	10
Additional Charges	10
Equipment List	10
Attendance and Punctuality	11
Uniform	12-13
Bell Times	13
Homework and Application to Study	14
Bookwork Criteria	15
Textbooks	16
Homework Guidelines	16
Excursions	17
Sport	18
Discipline at Rissalah	19-23
Process for Breach of Uniform Policy	23
Contacting Parents and Photos/Videos	24
Code of Conduct	25
School Reports	26
Learning Support and Careers	27
Wellbeing	28
Year 9 Course Details	29-46

RISSALAH COLLEGE HIGH SCHOOL

Achieving Excellence Together



YEAR 9

INFORMATION HANDBOOK

FOR

STUDENTS AND PARENTS

AIM

The purpose of this handbook is to;

- *give students and parents information which will help students begin the year smoothly and achieve their best in Year 9.*
- *inform students and their parents of policies, procedures and rules that are essential for the organisation and functioning of Rissalah College High School*
- *provide course and assessment information to students and their parents*

2022

Achieving Excellence Together

VISION STATEMENT

Rissalah College High School aims to maintain excellence in education for all our students and perspective of continual future improvements in all aspects of the school's life. Rissalah College consistently demonstrates high expectations of the whole school community, providing a structured, disciplined and high-quality teaching and learning environment which fosters excellent standards of academic achievement and wellbeing of students. This provides opportunities for students to reach their individual potential as confident, successful learners ready to engage in future education and a career that contributes to our society as informed, responsible and productive citizens who display the vital values of integrity, responsibility and respect for all.

MISSION STATEMENT

As a selective-entry Islamic Private school, we take pride in providing stimulating and challenging education of the highest quality, Rissalah College High School is in a unique position to enhance the vast and varied talents of its diverse body of students, preparing them for academic, civic and vocational leadership, whilst encouraging individual happiness and satisfaction in-line with Islamic teachings and values.

OUR EDUCATIONAL PHILOSOPHY

Our educational philosophy values a culture of optimism, excellence and celebration within an Islamic context. Our Islamic principles permeate every aspect of our school life. We strive for academic excellence by providing quality, innovative educational programs that are inspiring, comprehensive and challenging. We foster respectful relationships where everyone's voice counts. We strive to nurture each student and assist them in developing high levels of emotional, spiritual and social wellbeing. We believe in making learning spaces that drive new ideas and take initiatives to provide first-rate facilities.

SCHOOL ETHOS

In our values, we recognise all members of our learning community, including our students, our staff and our parents.

We value the relationship between learning and teaching.
Our values and virtues are underpinned by the Islamic ethos.

CHARITABLE PURPOSES

Our school's charitable purpose(s) are as follows:

- a. enable students to thrive in a rapidly changing world through their collaborative skills, enterprising spirit, technological competence and creative and innovative capacity, underpinned by a sound knowledge and daily expression of Islamic values;
- b. provide good education to students in NSW Australia with a strong foundation for further education;
- c. support teachers, staff members and other staff in delivering education and related services to the students;
- d. be recognised as a leader in the provision of education to students in the state of NSW;
- e. to achieve the all-round development of each of its students as confident, articulate global citizens. They will have been encouraged to achieve academic excellence and have been exposed to a wide range of opportunities to achieve their full potential. They will be well prepared to become thoughtful, caring and well-balanced young adults;
- f. to deliver the message of holistic education, coupled with Values for Australian Schooling which correlate to Islamic values and to universal human values. Thus, creating the best possible learning atmosphere for its students;
- g. to provide a supportive environment that enables students to attain their full potential through appropriate and diverse learning opportunities;
- h. to promote values that foster genuine acceptance of difference and diversity. We believe that all humans must be treated with dignity, equity, respect and compassion irrespective of their race, ethnicity, belief or gender. Particular attention is given to instilling devotion to promoting peace and harmony as life principles; and
- i. to strive to engage, participate, build and nurture relationships within our community, working in harmony with parents, government and private educational institutions as well as the wider community in our program of activities, to produce students who embody the universal values of our faith. That is, functioning effectively as responsible, compassionate and balanced individual global citizens, cherishing diversity and actively contributing to Australia's development and the global community.

PRINCIPAL'S MESSAGE



Dear Parents and Carers,

Welcome to Rissalah College High School.

I would like to take this opportunity to warmly welcome you to a new year at Rissalah College High School. It is with great joy that we welcome students back to continue their education at our College.

We have high expectations for our students, and we will do our best to help each child reach their full potential. We will endeavour to make their educational experiences engaging and memorable.

We are proud to offer our Grade 9 students exciting electives that enrich and empower all students of our College. The curriculum choices available for our students are all about providing opportunities for achievement and success for all.

This parent and student booklet is designed to help you assist your child to make the most of their commencement of their new grade at Rissalah College High School.

Before your child begins Grade 9, please read through this booklet with them and encourage them to participate in the many co-curricular activities available to them and reassure them that there will be opportunities to foster friendships and high academic achievements.

Our aim is to make the transition from Grade 8 as smooth as possible for every student.

Thank you,

Ms. Yilmaz
Principal

INFORMATION ABOUT RISSALAH COLLEGE HIGH SCHOOL

▪ School Emblem



▪ School Motto

Achieving Excellence Together

▪ School Hours

School hours for Year 9 are as follows:

Mon - Fri 8:10 am Halaqa

Mon – Fri Afternoon dismissal, 3:10 pm

▪ Key Personnel

Principal	Ms. Yilmaz
Deputy Principal	Mrs. Allazze
Curriculum Coordinator	Mr. Hawat
Wellbeing Officer	Mr. Attia
Learning Support Coordinator	Ms. El-Hamawi
School Counsellor	Ms. Amira
Year Advisor – Year	Mr. Yilmaz
Teaching Staff	
English	Ms. Bussawon
Mathematics	Mr. Chami
Science	Ms. Anny
HSIE	Ms. Allazze
PDHPE	Mr. Charaf
Food Technology (elective)	Mr. Charaf
Commerce (elective)	Mr. Ali
Arabic (elective)	Ms. Ahlam
Islamic Studies	Shaikh Nabeel

SCHOOL TERM DATES 2022

The Year 9 cohort will commence the academic year on Wednesday, 2nd February 2022.

Term dates for 2022 are as follows:

TERM	START	END
TERM 1	TUESDAY, 1ST FEBRUARY 2022 ▪ KINDERGARTEN AND YEAR 7 WEDNESDAY, 2ND FEBRUARY 2022 ▪ YEARS 1-6 AND 8-10	FRIDAY, 8TH APRIL 2022
END OF TERM 1 HOLIDAYS	MONDAY, 11TH APRIL 2022	MONDAY, 25TH APRIL 2022
TERM 2	TUESDAY, 26TH APRIL 2022	FRIDAY, 1ST JULY 2022
END OF TERM 2 HOLIDAYS	MONDAY, 4TH JULY 2022	MONDAY, 18TH JULY 2022
TERM 3	TUESDAY, 19TH JULY 2022	FRIDAY, 23RD SEPTEMBER 2022
END OF TERM 3 HOLIDAYS	MONDAY, 26TH SEPTEMBER 2022	FRIDAY, 7TH OCTOBER 2022
TERM 4	MONDAY, 10TH OCTOBER 2022	THURSDAY, 1ST DECEMBER 2022

Please note, these dates may be subject to change as a result of COVID requirements, new information, changes in process requirements and the availability of resources.. If so, parents will be advised via email.

CURRICULUM IN YEAR 9

In Year 9 every student will study the same core subjects;

Year 9 Core Subjects	
English	
Mathematics	
Science	
HSIE: History & Geography	
Personal Development Health & Physical Education	
Electives	
Food Technology	
Commerce	
Arabic (mandatory elective)	
Islamic Studies	

Rissalah College is proud to offer CORE and ELECTIVE subjects. Core subjects are a **mandatory** requirement for the completion of the Stage 5 course (Year 9 and 10). Students will also complete 2 **optional** Elective subjects, which are also a mandatory requirement for the completion of the Stage 5 course. As per the Enrolment Policy terms and conditions, Arabic is a mandatory elective in Years 9 and 10 at Rissalah College.

Furthermore, a Record of School Achievement (RoSA) is awarded to students at the end of Year 10 in courses which they have fulfilled the NSW Education Standards Authority (NESA) and NSW Department of Education (DoE) requirements. The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement. To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or NESA and
- completed Year 10.

Students must receive a minimum C grade average in all examinations and assessment tasks to progress to the following academic year. Failure to meet the minimum requirements may mean that students must repeat the following year/be placed on probation or have their enrolment terminated.

TIMETABLES

Student timetables will be provided to each student with their orientation package. Students will be provided with a new timetable per term, which is to be glued into their student diaries.

ADDITIONAL CHARGES FOR YEAR 9 2022

- Any additional excursions, camps or events

EQUIPMENT LIST

Please note, that students will be provided with all exercise books at the beginning of their school year.

- Blue, black and red pens
- HB Pencils
- Glue sticks (quality)
- Scissors
- Clear plastic or wooden ruler
- Sharpener

English

- Oxford Dictionary

Maths

- Geometry set (clear plastic)
- 1 x Casio FX-882AU Plus Scientific Calculator
- Compass
- Grid page A4 196-page workbook (provided)
- Flexible measuring tape (white colour)

Science

- Protective goggles
- Water resistant apron
- A4 196 page lined workbook (provided)

Visual Arts (elective)

- Apron or painting smock
- Lead pencils
- A4 120-page Visual Arts Diary (provided)

PDHPE

- A4 196 page lined workbook (provided)

ATTENDANCE AND PUNCTUALITY

ROLL CALL

Attendance is recorded for Year 8 during roll call at 8:25 a.m. A class roll is marked in all other periods.

EARLY LEAVERS OR LATENESS

- When students arrive late (after 8:35am) or leave early, the times of arrival and departures will be recorded on the *Register of Daily Attendance (Sentral)* by the Administration Assistant with the relevant code approved by the Minister of Education.
- Students will be provided with a Late or Early Leave slip to give to their teacher.
- After sighting the slip, the teacher returns it to the office on the same day.

OUT OF CLASS

If a student is out of class at any time he/she must have permission from the teacher clearly written in his/her student diary. Students are discouraged from going to the toilet during lessons.

TRUANCY

It is your responsibility to attend each lesson. If you do not, the fractional (period) truancy will be recorded on your attendance record. This includes private study periods. Students who leave the school grounds without permission will be marked as truant.

If you have a parental permission note allowing you to leave the school, you must check with the relevant Head Teacher to collect any work before leaving.

LEAVE OF ABSENCE

- The Principal will not accept a reason for travel during school term if it is not in the best interests of the student. A *Certificate for Extended Leave -Travel* will not be issued where the Principal is aware that the student has been the subject of a Child Protection report made to Family and Community Services, and for whom unresolved issues concerning a risk of harm remain.
- Parent/carers seeking to make an application for *Extended Leave -Travel* should contact the Administration Assistant to obtain an application form. The details of the reasons are to be specified on the application. The Principal will request travel documentation, such as travel itinerary or e-ticket, to be attached to the application.
- If required, the Principal will provide a translation service to assist parents/carers with the completion of the application. The application must be submitted at least 10 working days prior to the date of the application for *Extended Leave -Travel* requested.
- The Principal will consult with parents/carers about the intention of the travel and in the case of family holidays, parents/carers are encouraged to take holidays with their child during school vacation periods.

HIGH SCHOOL UNIFORM (7-10)

Rissalah College students must wear our school uniform when attending school every day. It is aimed at promoting a sense of belonging for students and creates a positive identity for the school community. School uniforms also contribute to the personal safety of students by allowing easier recognition of students inside the school and in the community.

GIRLS' UNIFORM

- White long sleeve blouse
- Rissalah College navy skirt
- Navy blue blazer with Rissalah College emblem
- Navy blue cardigan with Rissalah College emblem
- White chiffon scarf with a bond/cap
- Navy stockings
- Black **leather** shoes (WH&S)
- Navy blue hat with Rissalah College emblem
- Rissalah College school bag

SPORTS UNIFORM

- Rissalah College tracksuit (pants and jacket)
- Long sleeve polo shirt with Rissalah College emblem
- White socks
- Sports shoes
- Navy blue hat with Rissalah College emblem

BOYS' UNIFORM

- White long or short sleeve blouse
- Navy blue pants
- Navy blue tie with Rissalah College emblem
- Navy blue blazer with Rissalah College emblem
- Navy blue jumper with Rissalah College emblem
- Navy socks (mid-calf length)
- Black **leather** shoes (WH&S)
- Navy blue hat with Rissalah College emblem
- Rissalah College school bag

SPORTS UNIFORM

- Rissalah College Tracksuit (pants and jacket)
- Three quarter shorts
- Long or short sleeve polo shirt with Rissalah College emblem
- White socks
- Sport shoes
- Navy blue hat with Rissalah College emblem

If for any reason a student does not wear the correct school uniform, a note will be necessary from parents. Should a student come to school out of uniform or wearing items that are not part of the school uniform, or wearing dirty and/or torn uniform items, the Wellbeing Officer will contact parents to come and collect their child. The child will only return to school when they have the correct uniform. This will be documented on Sentral.

BELL TIMES

Grades 7-10	
Girls' Recess	10:50 am – 11:10 am
Boys' Recess	10:50 am – 11:10 am
Girls' Lunch	1:25 pm – 1:55 pm
Girls' Prayer	1:55 pm – 2:25 pm
Boys' Prayer	1:25 pm – 1:55 pm
Boys' Lunch	1:55 pm – 2:25 pm
Dismissal	3:10 pm – 3:30 pm

Time	Grade
8:00	7-10 arrival
8:10	Primary arrival
8:10-8:25	7-10 Halaqa
8:25 – 8:35	7-10 Roll Call
8:20 – 8:30	K-6 morning Halakah
3:10	7-10 Dismissals
3:20	K-6 Dismissals

HOMEWORK AND APPLICATION TO STUDY

EXERCISE BOOK & A4 BINDER BOOK RULES

The following information is printed in the Information Handbook for Students and Parents. Every new student receives a copy of the Handbook. A current copy can be found on the school's website.

- This information is drawn to the attention of each cohort at the Day 1 meeting of each of Years 7-10 by the Deputy Principal or Curriculum Co-ordinator running that Year 9 Meeting.
- All teachers are required to remind students of the School's rationale for excellence and organisation in bookwork and to check students' books at the start of the course to ensure that they are properly set up by the end of Week 2. They must continue to insist on the maintenance of the standards set out below throughout the year.

EXPECTATIONS

Following these rules will help you to be a successful learner because they:

- provide guidelines for you to produce quality work.
- give you an agreed minimum standard that you must achieve.
- provide you with a record of your work that will assist you in preparing for assessments tasks.
- assist communication between you and your teacher.
- allow you to demonstrate your skills and commitment to your work.

YOUR BOOKS MUST

- be covered with a durable black contact (provided by the school) that are to remain undefaced for the year.
- have your name, class, teacher's name and the course clearly displayed on the front.
- not be spiral bound except for your Mathematics Grid book and Visual Arts Process Diary.
- be brought to every lesson.

YOU MUST, UNLESS OTHERWISE DIRECTED BY YOUR TEACHER

- Have a separate book for each course.
- Complete all work to the best of your ability.
- Rule a 2cm margin on each page.
- Write in blue or black pen only (no pencil)/Use a pencil for diagrams, graphs and maps.
- Write the date at the start of each day's work or in the margin next to the start of the day's work.
- Have a heading for each topic/piece of work and underline all headings.
- Copy down the Learning Intentions and/or Success Criteria each lesson.
- Keep your work and all sheets issued to you in correct sequence. Sheets must be glued into your book.
- Correct all spelling mistakes.
- Complete all work missed when you are absent from school or class.
- Keep your book until the end of the course.

YOUR TEACHERS WILL

- As your bookwork contributes to your overall assessment mark, you may be deducted marks if your presentation is deemed unsatisfactory.
- check your books regularly to ensure that you are following these rules.
- require you to redo any work that is not of a satisfactory standard.
- recognise excellent bookwork with a Merit Award.
- use the Bookwork Criteria slip below to record these results.

THE HEAD TEACHER WILL

- check your book several times during the year.

THE PRINCIPAL or DEPUTY WILL

- record unsatisfactory bookwork on your Individual Student Profile.
- notify your parents of unsatisfactory bookwork.

THE IMPORTANCE OF LEGIBLE HANDWRITING

- It is essential that you always write legibly
- Legible writing can be easily read by someone who did not write it. Illegible includes very small writing.
- You need to remember that overall meaning is lost when a marker must scrutinise

BOOKWORK CRITERIA		Y	N
• Book is covered with name, course etc	☐	☐	
• Title pages complete if required	☐	☐	
• Margin on all pages	☐	☐	
• Headings underlined/distinguished	☐	☐	
• Learning Intentions and Success Criteria for all lessons	☐	☐	
• All work dated	☐	☐	
• All work complete	☐	☐	
• All worksheets in order and glued in	☐	☐	
• Spelling errors corrected	☐	☐	
• Neatly presented	☐	☐	
• All work corrected (Maths)	☐	☐	
•	☐	☐	
COMMENTS			

Unsatisfactory Standard	☐	Satisfactory Standard	☐
		Excellent Standard	☐
Teacher's Signature _____		Date _____	

TEXTBOOKS

- Textbooks and reference books may be distributed for use during some classes.
- Some textbooks may be issued on loan to students for use at home.
- A record will be kept of which book is issued to you and your name should be written in the book in the designated place.
- You are expected to look after the book, keeping it dry and clean, and carrying it in a suitable bag.
- Under no circumstances should anything be written in the book, not even in pencil.
- You are responsible for any necessary minor repairs and for replacing the plastic cover when required.
- The book must be returned undamaged after use.
- If a book is damaged or lost, you will be required to pay for a replacement.

STUDENT PLANNER

- You will be issued with a Student Planner at the start of the year. All students must have a Student Planner available in every lesson throughout the year.
- All homework, assignments and assessment tasks should be recorded in your Student Planner. You may also record achievements and awards.
- Your parent can use it to communicate with your teacher. If a parent writes a message to your teacher it is your responsibility to bring it to the attention of your teacher.

WORKBOOK AND EQUIPMENT REQUIREMENTS

- See page 10.

HOMEWORK GUIDELINES AT RISSALAH HIGH SCHOOL

GENERAL GUIDELINES

- Homework including practice exercises, preparatory homework, extension assignments or reviewing of class work will be set regularly by all teachers.
- Teachers will instruct students to record all homework in writing in their Student Planner.
- The regularity of homework will vary from course to course depending on the nature of the course.
- Homework activities will vary according to the needs of the various courses being studied. While some homework will consist of completing work begun in class and preparing for future lessons, students must also be given work to consolidate what they have learnt and to help them progress to the next stage of their learning.
- Realistic time frames must be established for completion of each task. Teachers should help students plan long term tasks and guide their completion. Setting a distant date for handing in work does not necessarily assist students.
- Major assignments and assessment tasks can be divided into smaller units which can be marked progressively.
- As a guide to the amount of homework, students in Years 7-10 should be expected to spend an average six hours per week on school homework.
- In addition to carrying out the homework set by teachers, students are expected to spend time at home reviewing the work they have learnt in class. This includes revision by reading, writing and practising.
- Parents will be notified by teacher phone call/message of any incomplete or missed class work that must be completed in addition to homework within the time frame set by the teacher.

PARENTS CAN HELP BY

- taking an active interest in homework e.g. by assisting students in accessing resources, asking students to show, talk about or read their homework.
- monitoring the student's Student Planner.
- ensuring that there is time and a space set aside for homework.
- encouraging and supporting students to complete homework, read widely and take an interest in current events.
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set.
- communicating with teachers any concerns about the nature of homework and the child's approach to the homework.
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or marked.

EXCURSIONS/INCURSIONS AND OVERNIGHT STAYS

- Excursions are arranged from time to time in some courses.
- Each course may arrange up to one of each activity per year.
- Excursions are designed to support learning in that course.
- An Excursion Consent form will be given to each student to take home to parents.
- No student can attend an excursion unless he/she has returned the consent form signed by a parent.
- Students attending excursions are representatives of the school to the wider community and must behave in an acceptable manner.
- Students who are on Behaviour Support Card may only go on the excursions if the Principal determines that their conduct has been of a high enough standard to be able to trust them to behave satisfactorily.
- Students on suspension are not permitted to attend any excursions.
- The highest standard of safe and responsible behaviour is expected of students on any excursion.

MANDATORY REQUIREMENTS

The Department of Education Sport Policy requires that all students be involved in sport. In this policy the stated aims of sport are the promotion of:

- pleasurable involvement in physical activity.
 - cognitive, aesthetic, expressive, physical and social development.
 - fitness and health.
 - positive attitudes and good sportsmanship.
-
- Any student who does not meet requirements in Years 7-10 will be ineligible for the award of a Record of School Achievement (RoSA).
 - Any student who does not meet requirements in Year 11 will be ineligible for the award of a Preliminary Certificate.
 - Years 7-10 have PSSA every week.
 - Safety is of importance when playing sport. The Department of Education requires students to use personal protective equipment when they participate in some sports. For example, shin pads are required if students are playing soccer when soccer boots are worn.

EXPECTATIONS OF STUDENTS IN RELATION TO SPORT

At Rissalah College High School students are expected to;

- Attend their chosen sport every week unless they are absent from school, sick/injured or given an exemption (oral or written) from a Senior Executive member.
- Students attending sport are representatives of the school to the wider community and must behave in a sportsmanlike manner.
- Bring a water bottle to sport when playing at a venue away from the school.
- Provide their own personal protective equipment when this is not provided by the school. Parents will be informed of what is required on the Sport Selection Consent Form each year.
- Be punctual for their chosen sport including meeting for roll call or catching a bus.
- Participate at a satisfactory level throughout the duration of the sport.
- Wear the full PE uniform or school issued sports shirt.
- Follow all instructions given by the teacher.
- Provide and apply their own sunscreen if participating in an outdoor sport. A school hat or school cap may also be worn for sun protection.

SPORTS CARNIVALS

At School Carnivals students must wear the school sports uniform at these events. Each year the following School Carnivals are held.

Swimming Carnival in Term 1. All students are expected to attend.

Athletics Carnival in Term 3. All students are expected to attend.

DISCIPLINE AT RISSALAH

STUDENTS' RIGHTS AND RESPONSIBILITIES

Students have the right:

- Be treated with fairness, courtesy and respect.
- Personal safety and the protection of their property.
- Work and learn in a secure environment where they can fully develop their talents, interests and ambitions.
- Express themselves in a socially acceptable manner.
- Have their voice heard fairly.
- Participate fully in the school's educational program.

Students have a responsibility to:

- Display positive behaviours and model the school's core values that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Respect the rights of others to work and learn without interference.
- Participate fully in the school's educational program and to attend regularly except where prevented by illness or other special circumstances.
- Be punctual to classes and other school activities.
- Comply with all reasonable instructions of staff and to obey school rules.
- Comply with the Student Dress Code.
- Regularly monitor their Google Classroom, attend Zoom Sessions, and submit their completed work as required – during remote learning.
- As they progress through the College, take greater responsibility for their own learning and participation, as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth.

The following behaviour will not be tolerated and may lead to a suspension or removal of student completely from our school pending the Principal's decision;

Minor Breaches	Major Breaches
Wearing incorrect College uniform	Constant disruptive behaviour
Untidy uniform	Bullying
Name calling	Teasing
Gossip	Verbal abuse
Pushing and shoving	Sexual harassment
Throwing food	Forgery of signatures
Making others feel uncomfortable	Truancy
Excessive tardiness	Verbally threatening someone on College grounds
Inappropriate bus behaviour	Endangering the safety of another person
Running through corridors during Recess and Lunch or while lessons are in progress	Throwing of objects
Loitering in the toilets, classrooms, corridors	Pulling of chairs out from under others
Going out of bounds	Discriminatory behaviour or language
Rough play	Showing defiance to teachers
Dishonesty	Swearing at staff members
Incomplete homework	Minor or major injury to another person
Minor cheating in class	Possessing or sharing of an illegal substance
Talking unnecessarily in class	Possession of a dangerous weapon
Calling out	Theft
Minor classroom disruptions	Damage to property
Answering back	Vandalism
Not bringing appropriate equipment to lessons	Graffiti
Making inappropriate noises	Disrespect to staff members
Littering	Fighting
Chewing gum	Climbing over the College fence
	Leaving the class without permission
	Inappropriate use of the toilets
	Spitting

REWARDING POSITIVE BEHAVIOUR

Rissalah College uses positive discipline using a number of award systems. The use of positive discipline aims to:

- Encourage students to cooperate through understanding
- Motivate students to act responsibly
- Help students to take initiative
- Develop positive discipline through mutual respect

The reward systems used by the college includes:

- Merit awards
- Principal Badge Award Scheme
- End of year Academic Awards
- College Awards for service

PRINCIPAL'S BADGE MERIT SYSTEM:

The accumulation of twenty merit awards will earn the student an Achievement Badge. The Achievement Badge recognises and encourages excellence and consistency in a wide range of school activities. The Achievement Badges play an important role in the Student Award scheme with students having to receive twenty Merit Awards to qualify for the College Award Scheme. The Achievement Badges will be presented by the Principal during school assembly. Every twenty merit awards obtained by a student progresses them through the following system of recognition.



SECONDARY STUDENT BEHAVIOUR LEVEL SYSTEM

The Discipline Level System at Rissalah College seeks to establish appropriate standards of behaviour and to reinforce the role of the student in taking responsibility for their own behaviour and actions. At times, this may require students to provide leadership to their peers by encouraging them to meet School behaviour expectations.

LEVEL 1	
BEHAVIOURS	Including but not limited to: <ul style="list-style-type: none"> • Unsatisfactory classwork/homework. • Disruptive behaviour in class/talking/touching etc. • Incorrect uniform and breaches in grooming. • Failure to complete work. • Classwork not presented to an acceptable standard. • Classroom/supervising teachers may issue recess/lunchtime detentions.
CONSEQUENCES	<ul style="list-style-type: none"> • 3 verbal warnings • Teacher to contact parent • Lunchtime detention
LEVEL 2	
BEHAVIOURS	Including but not limited to: <ul style="list-style-type: none"> • Failure to report to a teacher. • Repeated disruptive behaviour, homework not completed. • Fractional truancy. • Defacing furniture or school property (payment for damage may apply). • Disrespect to a teacher/back-answering/smart comment. • Bullying, derogatory remarks about others/putting others down. • Absent from a compulsory College event without a valid reason. • Persistent incidents of minor behaviour. • Repeated Level 1 offences.
CONSEQUENCES	<ul style="list-style-type: none"> • After School detention. • Wellbeing Officer contacts parent. • Student may be referred to the Wellbeing Officer. The Wellbeing Officer may determine that the student is to be placed on a BSC
LEVEL 3	
BEHAVIOURS	Including but not limited to: <ul style="list-style-type: none"> • Verbal abuse to a teacher. • Vandalism and Graffiti; deliberate and serious destruction of school property (payment for damage will apply). • Truanting- Leaving the classroom without teacher permission. • Belligerence/fighting/physical violence. • Breaches of behaviour (see below). • Persistent bullying/provoking other students. • Major insolence or rudeness to staff. • Persistent failure to complete set tasks in the classroom or with homework. • Cheating and plagiarism. • Repeated Level 2 offences.
CONSEQUENCES	<ul style="list-style-type: none"> • In-school suspension. <p>The length of the in-school suspension is to be determined by the Principal on a case by case basis.</p>
LEVEL 4	
BEHAVIOURS	Including but not limited to: <ul style="list-style-type: none"> • Repeated bullying and belligerence. • Fighting or aggressive behaviour towards a student or staff member. • Stealing.

	<ul style="list-style-type: none"> • Repeated truancy. • Behaviour that brings discredit to the College. • Accessing inappropriate material on the College internet. • Arriving at school unable to function due to the effects of drugs and/or alcohol, parents will be contacted with the request that they remove their child from the premises.
CONSEQUENCES	<ul style="list-style-type: none"> • External Suspension. <p>The length of the External Suspension is to be determined by the Principal on a case by case basis.</p>
LEVEL 5	
BEHAVIOURS	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Violence causing serious injury/harm to others and staff. • Selling drugs/alcohol/stolen goods. • Sexual misconduct. • More than three suspensions. • Repeated breaches of level 4.
CONSEQUENCES	<ul style="list-style-type: none"> • Expulsion <p>The preliminary decision of Expulsion is final and is made by the Principal. In these instances (Level 5), the matter may also be reported to the police.</p>

PROCESS FOR BREACH OF UNIFORM

Uniform Minor Breach process – As stipulated in the Rissalah College Uniform Policy and the Secondary Student Behaviour Support Policy, students must be present at School in **FULL College Uniform**. The following process outlines what should be done if a student is not in uniform. ALL students **MUST** be in full school uniform, every day, including proper leather school shoes. Black leather sneakers are **NOT** permitted.

It is the **ROLL CALL** teacher's responsibility to perform a uniform check **EVERY** morning during Halaqa. If a child attends your lesson and is wearing incorrect uniform, the child should present written permission such as a parent note or evidence of a uniform slip for that day. If a child does **not** have written consent to be wearing incorrect uniform, the following process shall take place.

First Offence:

- Students with the incorrect uniform receive a uniform slip during roll call. A photo of the uniform slip is sent to parents on ClassDojo to ensure it is received. The following message is to accompany the photo.
- *Dear Mr/Mrs ____ Please see the attached uniform that your child received today. Please sign the slip tonight and return it with your child to school tomorrow. Please be advised that the next time (name of student) is not in correct uniform in **any way**, the Wellbeing Officer will contact you to pick up your child from school immediately. Thank you for your cooperation in this matter.*
- **Roll call** teacher records as uniform incident on **Sentral**.

Further Offences:

- Student is sent home for any further breaches of the uniform policy. Refer student directly to the Wellbeing Officer.

CONTACTING A PARENT DURING SCHOOL HOURS

- You may be permitted to contact a parent at school. You must see the Deputy Principal or the Principal to obtain permission to use his/her phone.
- Mobile phones must be handed to the front office as you enter school grounds.
- If any teacher sees or hears a mobile phone, they have been instructed to confiscate it with the sim card and give it to the Curriculum Co-ordinator.
- If your mobile phone is confiscated at school, your parent must make an appointment to see the Curriculum Co-ordinator within two weeks of the date that it is confiscated for it to be returned. This appointment will be in normal school hours.

TAKING PHOTOGRAPHS WHILE IN THE CARE OF THE SCHOOL

- Students are not permitted to take photographs or films while in the care of the school i.e. at school, sport, on excursions or Variations to Routine, or camp unless instructed to do so by a supervising teacher (e.g. photography club, Visual Arts class, etc.).

RISSALAH COLLEGE HIGH SCHOOL CODE OF CONDUCT

I understand that by enrolling as a student at Rissalah College Secondary School, I must be prepared to follow the Rissalah College Secondary School Student Code of Conduct. The Rissalah Secondary School Code of Conduct is based up on the Core Values and Beliefs of our College. The purpose of the Rissalah College Secondary School Code of Conduct is to provide a school environment in which each student is and feels safe and secure and able to actively participate in and focus on learning. This requires students to engage and behave in a safe, responsible and respectful manner at all times. It is important to note that Rissalah College Secondary School rules about student conduct towards others relate not only to when students are under the direct care and supervision of the school but also to any situation that connects them to the school e.g. when they are travelling to and from school, in relationships arising from school. This includes connections arising through electronic, digital and social media mediums of communication. I will:

- Behave in a responsible, cooperative and courteous manner that demonstrates respect for the rights, dignity, feelings and safety of other students, staff and community members while contributing to a positive, supportive and harmonious workplace for all.
- Be conscious of each person's safety and personal space as well as my own. This requires demonstrating care for other people and myself and includes not inappropriately touching other people, encouraging others to avoid negative behaviour, resolving any differences with empathy and reporting any concerns for the wellbeing and or safety of other students.
- Take personal responsibility for my own behaviour, actions and learning and think about consequences for myself and others before speaking or acting.
- Demonstrate personal integrity through being honest, truthful and trustworthy.
- Engage in active and positive learning, striving to achieve the highest standard to the best of my ability during lessons and respect the rights of others to learn at all times.
- Commit myself to a regular program of study and meet all course requirements, including attendance at and punctuality to all timetabled lessons.
- Follow College and class rules and follow the directions of all teachers. This includes telling any staff member my full name when requested to do so.
- Be prepared for and participate as fully as possible in the everyday life of the College, including its sporting and cultural activities.
- Comply with the school uniform code at all times.
- Act in a manner, both inside and outside of the College, that will demonstrate responsibility and self-respect and enhance the reputation of my school.
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol, tobacco or any banned substances/items into our College.

I declare that I have the personal maturity and commitment to meet all the above requirements and will do so. I understand that failure to maintain my commitment to the Rissalah College Secondary School Code of Conduct will result in disciplinary consequences.

SCHOOL REPORTS

REPORT TIMES

- A Year 9 Progress Report will be posted to parents at the end of Term 1 and Term 3.
- There will be a Year 9 Parent Teacher Evening held in May or June of each year.
- The Mid Course/Mid-Year reports must be collected by a parent at the school on the Parent Teacher Evening in May or June each year.
- The End of Year Reports must be collected by a parent/caregiver at the parent/teacher interviews in November or December.

REPORT CONTENTS

The Mid Course/Mid-Year and End of Course/End of Year Reports contain a summary of your progress in the following areas and an overall grade for academic achievement.

- Achievement of the Learning Outcomes required by the NSW Education Standards Authority syllabus in each course that you are undertaking. A list of reporting outcomes for each course is included in a later section of this Handbook.
- Achievement in the assessment tasks set by the school in each course. The assessment schedule in each course is outlined later in this Handbook.
- Overall Achievement Grade
- This grade is based on a student's demonstrated level of achievement of the reporting outcomes. The definition of the grades is as follows:

A Outstanding The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B High The student has thorough knowledge and understanding of the content and a high level of competence in processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C Sound The student has a sound knowledge and understanding of the content and has achieved an adequate level of competence in the processes and skills.

D Basic The student has a basic knowledge and understanding of the content and has achieved an adequate level of competence in the processes and skills.

E Limited The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of these processes and skills

LEARNING SUPPORT

LEARNING SUPPORT

At Rissalah College the Learning Support Team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of individual and groups of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

The Learning Support program at Rissalah College aims to enable every student to access to NESSA Curriculum in all Key Learning Areas to the best of their ability. In line with the Disability Standards for Education 2005, we aim to take reasonable steps to ensure that students with a disability can access the same or comparable opportunities and choices provided by the school ‘on the same basis’ as those opportunities and choices offered to a student without a disability in relation to enrolment, participation in courses and programs and use of facilities and services. The Standards cover all aspects of education and training:

- enrolment
- participation
- curriculum development, accreditation, and delivery
- student support services
- elimination of harassment and victimisation

CAREERS ADVISOR

Rissalah College’s Career Advisor provides information, guidance and advice to help students explore their education and career options, create a resume, search for jobs, apply for jobs and/or apply for further study. Careers advisers liaise with parents, teachers, employers, community agencies and training providers.

BEHAVIOUR POLICY:

Rissalah College has developed and implemented an ongoing student behaviour policy and appropriate student management procedures in conjunction with staged consequences for inappropriate behaviours that may occur.

The purpose of the Secondary Student Behaviour Support Policy and Procedures is to provide students and staff with the right to work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

This policy aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment and where high standards of behaviour based on cooperation, mutual responsibility and self-discipline are promoted. Rissalah College's policy has been developed with input from teachers, parents and students and sets out student behaviour standards and procedures for managing misconduct. It includes logical and consistent consequences for inappropriate behaviour, which are applied consistently across the Secondary School.

Rissalah College is a community committed to equipping our students with the education, skills and values necessary to ensure a fulfilling future. The College is distinguished by a central belief that every student can reach his or her full potential and facilitates this by responding with numerous modern, vibrant and challenging opportunities and pathways, and through a curriculum that dynamically incorporates students' interests, abilities and future directions.

The College seeks to provide and maintain a harmonious, safe and orderly learning environment where students develop a sense of self-worth, a desire to achieve highly and a respect for the rights of all within the school and the community. Rissalah College is committed to providing such an environment and each student and every staff member has the responsibility of ensuring that it is maintained.

GUIDING PRINCIPLES:

The following principles govern Rissalah College's approach to behaviour management:

- Rissalah College collaboratively develops and implements a fair and respectful whole-school behaviour management approach.
- Rissalah College's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Rissalah College will promote active student participation and provide students with a sense of ownership of their environment.
- Rissalah College will support families to engage in their child's learning and build their capacity as active learners.
- Rissalah College promotes active 'student leadership' and 'student voice' as avenues for improving student outcomes and facilitating school change.
- Rissalah College will establish social/emotional and educational support for vulnerable students and monitor and evaluate their progress.
- Rissalah College has processes in place to identify and respond to individual students who require additional assistance and support regarding behaviour management.
- Rissalah College has built strong links with the local community to gain access to an extended network of community members who can provide expertise and experience that will build the capacity of our College's students.



YEAR 9

COURSE DETAILS

ENGLISH COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Writing Skills and Critical Evaluation/ Analysis									
	In this unit of work, students are asked to consider their own voice, as teenagers to evaluate and analyse the techniques used by the author to position readers of the novel. It provides continuity from the close study of fiction in stage 4, but there is greater complexity in the context and themes explored in the novel. Composing written and audiovisual texts and reflecting on learning are assessed in this unit of work. Types of texts: <i>non-fiction, fiction, film; print, media, multimedia and digital texts</i>									
	Focus outcomes: EN5-1A, EN5-2A, EN5-4B, EN5-6C, EN5-9E									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Shakespearean Texts and Film Studies (Romeo and Juliet)									
	In this unit, students explore the nature of conflict and how it is presented in a range of texts. They examine different types of conflict and identify internal and external conflict. Through close study of Shakespeare's Romeo and Juliet, students develop an understanding of how the conflict unfolds, the rising tension in the play and how the conflict is ultimately resolved. Through focusing on specific scenes, students develop skills in analysing the language used to explore the conflict and are provided with opportunities to develop extended evaluative responses. Students then engage in a comparative study of a range of texts that explore different themes related to conflict. Types of texts: <i>fiction, film; print, media, multimedia and digital texts</i>									
	Focus outcomes: EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-9E									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	War in Poetry						Language for Interaction			
	This unit is an exploration of how, in different contexts, language can be used figuratively to represent wartime experiences and to express ideas and feelings. Students will discuss and deconstruct poetry and be required to compose a formal essay. Types of texts: Fiction, poetry, nonfiction, spoken texts, print texts, media, multimedia and digital texts						Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities. Types of texts: Fiction, poetry, nonfiction, spoken texts, print texts, media, multimedia and digital texts			
	Focus outcomes: EN5-1A, EN5-6C, EN5-7D						Focus outcomes: EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-9E			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Sport and Literary Techniques									
	Students will examine through the prism of various texts about sport ways in which their own writing can use a variety of increasingly sophisticated literary techniques to entertain and engage an audience. Students listening skills will be assessed through an aural comprehension task and their written skills will be assessed through the creation of a portfolio of responses. Types of texts: <i>nonfiction; print texts, visual texts, media, digital texts.</i>									
	Focus outcomes: EN5-3B, EN5-5C, EN5-8D									

MATHEMATICS COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Numbers of Any Magnitude			Rates and Ratios			Algebra			
	Focus outcomes: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG			Focus outcomes: MA5.1-1WM, MA5.1-2WM, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-5NA, MA5.3-1WM, MA5.3-2WM, MA5.3-4NA			Focus outcomes: MA5.1-5NA, MA5.2-6NA, MA5.3-5NA			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Indices			Equations, Inequalities and Formulas					Financial Mathematics	
	Focus outcomes: MA5.1-1WM, MA5.1-5NA, MA5.1-9MG, MA5.2-7NA, MA5.3-6NA			Focus outcomes: MA5.2-3WM, MA5.2-6NA, MA5.2-8NA, MA5.3-5NA, MA5.3-7NA					Focus outcomes: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.2-4NA	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Coordinate Geometry and Similarity					Trigonometry				
	Focus outcomes: MA5.1-6NA, MA5.1-7NA, MA5.1-11MG, MA5.2-9NA, MA5.2-10NA, MA5.2-14MG, MA5.3-3WM, MA5.3-16MG					Focus outcomes: MA5.1-10MG, MA5.2-1WM, MA5.2-2WM, MA5.2-13MG, MA5.3-15MG				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Statistics			Probability			Area, Surface Area and Volume			
	Focus outcomes: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP, MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP			Focus outcomes: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP			Focus outcomes: MA5.1-1WM, MS5.1-2WM, MA5.1-8MG, MA5.2-1WM, MA5.2-2WM, MA5.2-11MG, MA5.2-12MG			

SCIENCE COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit 1: Materials Overview: This unit will look at how: -The universe is made up of millions of different substances. All of these substances are made up of building blocks known as atoms. Different types of atoms can combine with each other to form new substances. Understanding atoms helps scientists create new materials for more advanced applications such as LCD screens, lasers, and solar cells. -The 118 elements of the periodic table are classified as metals, non-metals, or metalloids. These are used in very different ways. Metals are used to make electrical wiring, ships, nails, and saucepans. Non-metals are used to make plastics, fertilisers, antiseptics, and fuels, while metalloids are used to construct electronic chips for iPods and laptops. -Acids have a reputation for being extremely dangerous. But some, like those found in lemon juice and vinegar, are safe enough to eat and use in cooking. Bases also vary, from the caustic soda used to strip paint to gentler bases found in soap and disinfectant. Indicators show whether a solution is acidic or basic (alkaline). Some also measure how acidic or alkaline the solution is. - New materials are constantly being developed to make our lives easier, safer, and healthier. From new types of plastics to carbon fibre, Kevlar and self-cleaning fabrics, these new materials show how chemistry can create new industries and transform the world. They even allow athletes without lower legs to compete in running events at the Paralympic and Olympic Games					Unit 2: Reaction Type Overview: This unit will look at how: -Chemical reactions happen continually around you. Two important types of chemical reactions are combustion and corrosion. Combustion happens when anything burns or explodes. Corrosion happens when a metal such as copper or an alloy such as steel changes into something else. Similar substances tend to undergo similar chemical reactions. These similarities allow you to predict what might happen if two chemicals are mixed. The similarities become more obvious when chemical reactions are expressed as chemical equations. -When you have heartburn, taking an antacid tablet brings relief because of a chemical reaction between the acid in your stomach and bases within the tablet. The acid and base neutralise each other, forming harmless salts and water. If the acid had reacted with a metal instead, then hydrogen gas would have formed. With a carbonate, it would have produced carbon dioxide. -Almost all life on Earth depends on two processes called photosynthesis and respiration. Plants use photosynthesis to make glucose, which stores energy for later use. Respiration is needed to release that stored energy. Respiration is also used by animals (including humans) to release energy from the glucose they have absorbed from their food. -During a chemical reaction, atoms rearrange to form new substances, but the individual atoms never change. However, nuclear reactions can cause a change at the very centre of an atom—the nucleus. Nuclear reactions have the power to change elements into different ones. They release huge amounts of energy and radiation in the process. Understanding and controlling nuclear reactions has led to technological advances such as nuclear power and treatments for cancer. However, the new technology has brought with it the threat of nuclear warfare and the production of nuclear waste.				
	Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW, SC5-17CW					Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW, SC5-17CW				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit 3: Coordinated body systems					Unit 4: Diseases				
	<p>Overview: This unit will look at how:</p> <ul style="list-style-type: none"> - When you want to make something complex such as a car or a computer, all the components need to be brought together in the one place. If an essential item is missing, then production stops. Your body is a complex organisation of organ systems, organs, and tissues. - Most people can walk across a room without really thinking about it. You listen to music and smell sausages cooking on barbecue without having to decide how to hear or smell. Your nervous system controls all these actions and many more. The endocrine system is a second, slower communication system in your body. - Your brain cells use more energy than most of the other cells in your body as your nervous system responds to stimuli from outside and inside you. When you are awake, you are constantly taking in information about your surroundings. Some senses are still at work when you are asleep. Your brain manages all the functions of your body, making sure that your heart keeps beating and that you continue to breathe without having to think about it. - The glands of the endocrine system and the hormones they release control the functions of your body that occur slowly. Hormones are responsible for the changes of puberty but are also involved in less obvious ways on a daily basis throughout your life. For example, hormones control your kidneys and the amount of glucose in your blood. 					<p>Overview: This unit will look at how:</p> <ul style="list-style-type: none"> - Everyone gets sick at some time or another. When you get sick, you expect to get better quickly. Colds and upset stomachs are diseases. So are more serious and long-term illnesses. - You wake up in the morning with every part of your body aching and your head feeling as if it is about to explode. It is most probably something even smaller than a bacterium causing your pain. Symptoms like these are usually caused by viruses. - Many diseases are not caused by pathogens— they are not infectious. They are caused by your environment, including what you eat and drink – your diet. People talk about 'going on a diet' to gain more energy or lose weight or build muscle. In reality, everyone is on a diet because we all have to eat. What these people really mean is they are going to change their diet. 				
	Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW					Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW				

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit 5: Electrical energy Overview: This unit will look at how: -Electricians and electrical engineers need to ensure that the electric circuits they are installing or repairing are safe and can carry out the job they are designed for. In particular, they need to be able to measure or calculate voltage and current. You will need to measure or calculate these quantities too, for the circuits that you build in the laboratory. -The electric circuits around your home are far more complex than the simple circuits presented so far. Your home has many lights and power points, a TV, washing machine, computer and dishwasher. It also has many switches and fuses or circuit breakers to protect the circuits—and you—if something goes wrong. -Electricity and magnetism are related to each other. The relationship explains how electricity is produced, how electric motors, electromagnets and transformers work and why spectacular auroras like this one only appear at Earth's poles. -Batteries are a good portable source of electric power, but most cannot provide the voltages required to operate kettles, washing machines and air conditioners. Even if they did, they would soon need to be replaced or charged. Most of the electricity used in homes and factories is generated by the turbines of a power station.				Unit 6: Heat, light, and sound Overview: This unit will look at how: -In cold weather, you seek extra jumpers or thicker doonas to keep warm. When it is really hot, you wear less clothing and cool yourself with a fan or by jumping in the pool. Heat is a form of energy that you sense through receptors in your skin. Heat is lost from your skin as you stand in front of a fan and is gained as your body absorbs radiant heat from the flames of a log fire. -Indigenous Australians developed the didgeridoo thousands of years ago. The player blows air into the didgeridoo while vibrating his lips to produce a low rumbling sound. Musical instruments like violins, pianos and guitars produce sound using strings that vibrate. Other devices, such as ultrasound machines, rely on the reflection of sound waves to produce an image of the structures inside the human body. - Scientists have long debated what light is and how it travels. The Sun is a natural source of light, and shadows form when its light is blocked. Light is a form of energy called electromagnetic radiation. X-rays, infrared radiation, ultraviolet light, microwaves, and radio waves are other types of electromagnetic radiation.			Unit 7: Electromagnetic radiation Overview: This unit will look at how: - Sound, light, and the heat radiating from a fire transmit their energy via waves. Waves in the sea carry energy with them, as do the waves that shake the land in an earthquake. The Sun and the stars radiate, radio waves, microwaves and waves of visible light, infrared radiation, ultraviolet light, X-rays and gamma rays. These different forms of radiation are called electromagnetic radiation, and together form the electromagnetic spectrum. - The visible spectrum is the rainbow of colours that combine to form white light. Visible light is just a small band of the frequencies that make up the electromagnetic spectrum. This is the band of electromagnetic radiation that our eyes can detect. The world would look very different to us if we had the UV vision of a bee, or the infrared vision of a snake. - The electromagnetic spectrum consists of a broad range of types of electromagnetic radiation. Electromagnetic radiation that has a frequency less than that of visible light is considered to be low-energy radiation. Our communications network relies upon forms of low-energy radiation, such as radio waves and microwaves. Microwave radiation is also used to cook and heat up food, while infrared radiation is the warmth you feel when in front of a fire and when the sun is on your back. - High-energy radiation has smaller wavelengths than visible light: from about one-ten-thousandth of a millimetre to one-hundred-billionth of a metre. Such tiny waves can penetrate cells in your body and damage your DNA. This property of high-energy radiation is used in medical diagnosis, and to kill cancer cells during radiotherapy. However, it is also why exposure to UV radiation from the Sun can cause skin cancer.		
	Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW				Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW			Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit 8: Plate tectonics Overview: This unit will look at how: -You usually do not feel the ground beneath your feet moving unless an earthquake happens. However, there are movements that are much slower and less noticeable than earthquakes. Geologists have collected a large amount of evidence to show that whole continents are moving. - Tectonic plates move relative to each other in three different ways to produce different landforms. The Himalayas, the world's highest mountains, were formed by the movements of tectonic plates. The theory of plate tectonics helps us understand how our planet changes. - Volcanoes are among the most awesome sights on the planet. The largest explosion in recorded history was from a volcano. Earthquakes can also be deadly. Earthquakes and volcanoes provide evidence of the interior processes of the Earth. They provide information that supports the theory of plate tectonics.					Unit 9: Ecosystems Overview: This unit will look at how: - Organisms live surrounded by other organisms and by non-living things such as rocks, water, and soil. Animals may be chased by enemies, attacked by diseases, and battered by storms. Plants can be eaten, suffer drought or be destroyed by fire. Whatever their situation, organisms are affected by their surroundings and each other but somehow manage to live together. - Most natural ecosystems are sustainable, meaning they maintain living conditions for the community. As long as ecosystems have a supply of matter and energy, and have a fairly large range of species, they can sustain themselves. Each organism in the ecosystem influences others and can be viewed as performing a role for the benefit of the ecosystem. - Understanding how human activities cause damage to ecosystems helps scientists, governments, and the general community to minimise the damage while still allowing human needs to be met. Around Earth, societies have developed strategies to protect ecosystems, showing that conserving and maintaining ecosystems is considered essential.				
	Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES					Outcomes: SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW				

HISTORY COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Depth study 1- The Industrial Revolution 1750-1914 (20 hours)						Depth Study 3: Australians at War Topic 3a: World War One (20 hours)			
	In this unit Students will learn about the reasons why the Industrial Revolution commenced in Britain, plus the population movement and changing settlement patterns during this period. They will also study the experiences of men, women and children during the Revolution and how their lives changed dramatically. Finally, they will look at the short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication. Overviews covered in this unit include: The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia; the extent of European imperial expansion and different responses, including in the Asian region; the nature and extent of the movement of peoples in the period (slaves, convicts and settlers).						World War One is the first major war that Australia participated in after it's federation in 1901. There are many reasons for Australia's involvement, hence student's will not only learn about the causes of World War One, but they will also examine how and why Australia became so entrenched in a war that was being fought so far from its borders. Students examine the conditions of soldiers on the war front, including the Western Front and Gallipoli. They also examine how Australian society was divided due to the conscription debate. Furthermore, this topic examines the experiences of people on the home front and how Australians commemorate World War One.			
	Focus outcomes: HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10						Focus outcomes: HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Continuing from Term 1 Depth Study 3: Australians at War World War One			Depth Study 3: Australians at War Topic 3b: World War Two (20 hours)						
				In this unit, students will explore the key events of WWII that shaped modern Australian history. Students will learn about Australia's experiences during WWII abroad and at the home front as well as the changing nature of Australia's alliances. This unit will also give students the opportunity to enhance their historical, communicative and ICT skills. The following overview will be covered in the unit: The emergence and nature of significant economic, social and political ideas in the period, including nationalism; The inter-war years between WWI and WWII, including the Treaty of Versailles, the Roaring Twenties and the Great Depression.						
	Focus outcomes: HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10			Focus outcomes: HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10						

GEOGRAPHY COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Sustainable Biomes Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.									
	Inquiry Questions: What are the main characteristics that differentiate the world's biomes? How do people use and alter biomes for food production? Can the world's biomes sustainably feed the world's population? What strategies can be used to increase global food security?									
	Students will undertake fieldwork at Botany Bay in Week 4. Students will observe, measure, collect and record data using fieldwork instruments such as, vegetation identification charts. Focus outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Changing Places Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.									
	Inquiry Questions: Why has the world become more urbanised? How does migration impact on the concentration of people into urban places? How does urbanisation change environments and places? What strategies are used to manage environmental change in urban places to enhance sustainability?									

PDHPE COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	PDH: Looking Food, Feeling Great (15 hours)									
	This unit explores sources of nutritional information and investigates influences on food choices, diet and habits. Students prepare, deliver and critique strategies for healthy eating and healthy food selection. They analyse media messages and their impact on young people. They develop and apply criteria to assess health information, products and services aimed at young people.									
	Focus outcomes: PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9									
	PE: Striking and Fielding Games – Base Ball/Cricket (15 hours)									
	Through this unit students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.									
	Focus outcomes: PD5-4, PD5-5									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	PDH: Risky Business (15 hours)									
	In this unit, students explore strategies to support their own and others' personal safety. They formulate a safety plan to meet the needs of a challenging situation that is potentially dangerous. Students examine online safety programs and support services for young people facing issues such as sexting. They propose and practise a range of responses where peers are encouraging them to behave in an unsafe manner on the road.									
	Focus outcomes: PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9									
	PE: Court Games – Basketball (15 hours)									
	Students participate in a variety of initiative/challenge physical activities to demonstrate teamwork by participating in court games. They contribute to group success by motivating others and effectively responding to feedback. Students collaborate within groups to take part in a range of physical activity relating to specific court games. Students also reflect on fair and ethical behaviour and analyse how equitable participation in group activities influences outcomes.									
	Focus outcomes: PD5-4, PD5-5, PD5-10, PD5-11									

PDHPE COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	PDH: Respectful Relationships (15 hours)									
	This unit examines the changing nature of relationships. Students will investigate how to protect themselves from unsafe and abusive situations and the support services available to them should they need help.									
	Focus Outcomes: PD5-1, PD5-2, PD5-3, PD5-6, PD5-9, PD5-10									
	PE: Enhancing Performance – Fitness Testing (15 hours)									
	Students are provided with opportunities to explore complex and challenging movement activities from a variety of contexts such as rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics, and lifelong physical activities.									
	Focus outcomes: PD5-4, PD5-5, PD5-11									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	PDH: Valuing Diversity (15 hours)									
	In this unit students learn about diversity and inclusive relationships. They explore issues of discrimination and resiliency. Students investigate gender, sexuality and harassment. They learn about the specific needs of people with disabilities.									
	Focus Outcomes: PD5-1, PD5-2, PD5-3, PD5-9, PD5-10									
	PE: Invasion Games – European Handball (15 hours)									
	Students discover a variety of factors such as body awareness, control and technique to help enhance their level of challenge when developing and refining skills in. They will focus on the various characteristics of good technique such as better flow and rhythm as well as the economy of movement.									
	Focus outcomes: PD5-4, PD5-5, PD5-6, PD5-11									

LANGUAGES - ARABIC (ELECTIVE) COURSE DETAILS

Term 1	Unit Title: Family, House and Home	Stage: 5	Year: 9	Duration: Weeks 1 -10
	Concept: Belonging Second Language Learners <p>Students initiate a conversation with a new friend to find out personal information, introduce themselves and talk about their home and neighbourhood. They share information about their friend in a presentation to the class, using visual supports. Students discuss their daily household/family routine with peers from Arabic speaking communities. They engage in dialogue to highlight similarities and differences in daily routines. Students will interview Arabic speakers in the community (or family members) about their experiences as Australians. They discuss experiences and issues raised, including their own point of view, in an oral presentation to the class.</p>			
	Focus Outcomes: LAR5-1C, LAR5-2C, LAR5-3C, LAR5-5U, LAR5-6U			

Term 2	Unit Title: At the soccer field - In my spare time	Stage: 5	Year: 9	Duration: Weeks 1 – 10
	Concept – Sport and Hobbies Second Language Learners <p>Students read information from various texts about an aspect of the daily life of a young person in Australia. They exchange information and opinions on their findings to the class in a multimodal presentation. Students will collate and analyse data from the various texts on the activities at a soccer field and in their spare time. They engage in dialogue to highlight similarities and differences in their activities. Students will then analyse information about the activities at a soccer field and in their spare time. They present their findings and discuss with the class.</p>			
	Focus Outcomes: LAR5-1C, LAR5-2C, LAR5- 3C, LAR5-6U, LAR5-7U			

LANGUAGES - ARABIC (ELECTIVE) COURSE DETAILS

Term 3	Unit Title: Travel	Stage: 5	Year: 9	Duration: Weeks 1 – 10
	Concept: Travel Second Language Learners <p>Students read information from various texts about the places to visit in Australia or other countries. They will exchange information and opinions on a range of topics such as, leisure and traveling. Students will share information about a significant or special event in their own lives, eg celebrations, holidays their favourite country with a peer. They will engage in dialogue that highlights similarities and differences in their interests. Students will engage in a discussion about similarities and differences in transport in Arab countries and Australia. Students will compose a dialogue on the topic of travel.</p>			
	Focus Outcomes: LAR5-1C, LAR5-2C, LAR5-3C, LAR5-4C, LAR5-7U, LAR5-9U			

Term 4	Unit Title: Daily Dialogue	Stage: 5	Year: 9	Duration: Weeks 1 – 10
	Concept: Dialogue in Daily Interactions Second Language Learners <p>S Students will initiate and sustain interactions to share information, opinions, ideas, and points of view and will participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They will obtain, interpret and evaluate information, ideas and opinions from a range of texts and respond in English or Arabic to information, ideas and opinions, using different formats for specific contexts, purposes and audiences. Students will access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values. They will compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, while experimenting with genre, textual features and stylistic devices.</p>			
	Focus Outcomes: LAR5-1C, LAR5-2C, LAR5-3C, LAR5-4C, LAR5 -5U, LAR5-6U, LAR5-7U, LAR5-8U, LAR5-9U			

FOOD TECHNOLOGY (ELECTIVE) COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Food in Australia – Our Foods									
	Students develop knowledge of bush tucker and the impact of migration on food habits. They investigate the development of food production and processing technologies. Students research the food habits of a chosen culture and determine its influence on contemporary Australian diets. Students develop skills in designing, planning and preparing safe food items which reflect the changing nature of Australian cuisine. They modify a recipe to include a bush tucker ingredient.									
	Focus outcomes: FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Food Selection and Health – What Should I Eat?									
	Students develop knowledge of the functions and sources of the six nutrients. They investigate the nutritional requirements throughout the life cycle and investigate factors that influence food habits. Students research a condition associated with under or over-nutrition. Students develop skills in planning and preparing nutritious meals to meet the needs of specific groups throughout the life cycle. They also design, plan and prepare safe and nutritious food items to reflect current food guides.									
	Focus outcomes: FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									

FOOD TECHNOLOGY (ELECTIVE) COURSE DETAILS Continued

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Food Equity – A Fair Share for All									
	Students develop knowledge of the circumstances that relate to food inequities. They examine food production and distribution on a global scale and identify the physical and social costs of malnutrition. Students develop skills in planning and preparing a variety of meals to meet the nutritional needs of specific at-risk groups.									
	Focus outcomes: FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Food for Special Occasions – Celebration									
	Students develop knowledge of the role and significance of food. They investigate reasons for celebrating and special occasions celebrated by various groups. Students develop skills in food-handling and presentation as they plan and prepare food items and menus for special occasions.									
	Focus outcomes: FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									

VISUAL ARTS (ELECTIVE) COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Street Arts – Transformed Sights and Site-Specific Arts									
	A subjective and postmodern exploration of site-specific and installation art practices to represent and transform a site in the urban and natural environment. Students document temporal works using photograph and video and engage in a study of artists who communicate ideas about and respond to experiences of the world in the landscape. Key Artists: Keith Haring, Banksy, Shephard Fairey.									
	Focus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Towards Abstraction									
	Students will explore the processes of abstraction and investigate the journeys of artists from the late 1800s & 1900s. Students will compare figurative and representational art, semi-abstract, and abstract forms. Students will experiment with the process of stylization and a range of painting and surface techniques. Key Artists: Picasso, Mondrian, Pollock, Rauschenberg.									
	Focus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Precious Objects									
	Students investigate symbolism through exploring objects of significance. A structural and cultural investigation of drawing, painting, photography, printmaking and sculptural procedures and conventions to make artworks that communicate a point of view about objects. Students investigate the conceptual framework to develop meanings and select and use materials as symbols for selected objects. In critical and historical studies students investigate, interpret and explain the cultural significance of the genre of still life in different times and places and artists' relationships with different objects. Key Artists: Marion Drew, Robyn Stacey, Vanitas artists. Rosalie Gascoigne, Fiona Hall, John Cornell.									
	Focus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Self and Identity – Navigating the Portrait									
	Students investigate the representation of people in traditional and contemporary art practices from the point of view of the subjective and postmodern frames. Students explore the conventions and traditions of portraiture and concepts such as classicism, expressionism, abstraction, appropriation. In critical and historical studies students investigate how artists have created portraits to represent ideas about beauty, death, changing values, identity, transformation and their world. Key artists Jasper Knight, Gordon Bennett, Ben Quilty, Abbey McCulloch, Basquiat, Frida Kahlo									
	Focus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10									

COMMERCE (ELECTIVE) COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Consumer and financial decisions (Core 1)									
	<p>Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.</p> <p>Skills to be integrated in this topic as appropriate: developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively.</p>									
	Focus outcomes: COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Promoting and Selling (Option 3)									
	<p>Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales and evaluate the impact on consumers.</p> <p>Skills to be integrated in this topic as appropriate: developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively.</p>									
	Focus outcomes: COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-8, COM5-9									

COMMERCE (ELECTIVE) COURSE DETAILS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Law, Society and Political Involvement (Core 4)									
	<p>Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues</p> <p>Skills to be integrated in this topic as appropriate: developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively.</p>									
	Focus outcomes: COM5-1, COM5-2 COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Running a Business (Option 4)									
	<p>Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.</p> <p>Skills to be integrated in this topic as appropriate: developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively.</p>									
	Focus outcomes: COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									