



Curriculum Handbook 2018



Year 9

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This handbook provides a guide to the courses that St Mary's College intends to offer for students in 2018. However, ***it is at the discretion of the College to determine the minimum student numbers required for courses to commence.***

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OTHER CONTACTS

School Curriculum and Standards Authority <http://www.scsa.wa.edu.au>

Tertiary Institutions Service Centre <http://www.tisc.edu.au>

Please do not hesitate to contact College staff members if you require any assistance.

SECTION 1: ST MARY'S

Welcome to Year Nine. St Mary's College encourages staff and students to build positive relationships and to create a strong educational environment.

The development of the spiritual life of St Mary's College students is vital in their faith journey and students are given the opportunity to learn about and to live the St Mary's College tradition and values. The Religious Education program, Retreat and celebration of Feast Days are central to the formation of the spiritual life of our students.

Maintaining high personal standards, striving for excellence in academic studies and demonstrating a strong commitment to College life is expected and encouraged across all years. By following these standards, students in Year Nine will continue to lay a strong foundation for their future studies in Year Eleven and Twelve.

Standards

All members of the St Mary's College community are expected to abide by the following standards.

- **Punctuality & Attendance** - Always be on time for school and class.
- **Preparedness** - Always come to class prepared - homework, books and other requirements.
- **Politeness** - Listen and speak with respect and behave appropriately at all times.
- **Pride in work** - All work must be presented to the highest standard.
- **Pride in appearance** - Correct school uniform and grooming is expected at all times.
- **Pride in your school** - Classrooms are left neat and tidy, equipment handled with care, litter always put in the bin.
- **Parents as Partners** - Parents are expected to support St Mary's College to uphold these standards.

St Mary's College Organiser

- All students will be given a St Mary's College Organiser at the beginning of the year.
- Students are expected to have their St Mary's College Organiser with them for every class.
- Parents are expected to sign their child's St Mary's College Organiser each week so that they are aware of homework and assignment tasks and can provide support and encouragement to ensure completion of tasks to a high standard.
- The St Mary's Organiser is also a valuable means of communication between parents and the school.

PARENTAL INVOLVEMENT

A process of co-operation and a sense of partnership is required in order for both parents and teachers to work together for the education of the students. The following structures assist parent/guardian and College interaction and communication.

PARENT-TEACHER MEETINGS

- Information evenings for parents/guardians
- Parent/guardian, student and teacher interviews - formal evenings organised by the College Term 2 & Term 3
- Parent Educational Programmes.

REPORTS

Reports are provided to parents/guardians throughout the year.

- Interim Report – end of Term 1 and Term 3
- Semester 1 Report – end of Term 2
- End of Year Report – end of Term 4

BEING AT A CATHOLIC COLLEGE

- Class and College liturgies
- College celebrations

RETREAT PROGRAM

The Year Nine Retreat program enables students to share and develop their experiences of their spiritual journey. The students will be involved in numerous activities that provide a unique time for inspiration, learning and having fun. Staff and students come away from the experience reenergised and with stronger bonds of friendship.

SOCIAL AND FUND-RAISING OCCASIONS

- Parents and Friends' gatherings
- Sports Carnivals
- Family Night evenings

DIRECT PARENTAL HELP

- Canteen
- School improvements - busy bees
- Study Centre
- Library helpers – covering books

SECTION 2: LIFE IN YEAR NINE

The learning environment in Year Nine has been designed to ensure the educational, spiritual, physical and pastoral care needs of all our students are catered for. Classes are formulated to ensure a developmental progression and all students will be given opportunities and encouragement to achieve to their full potential.

Aspects of the Year Nine learning environment include:

- Each student having an individual locker. It is the student's responsibility to ensure that all files, textbooks and any other appropriate materials are taken to class. Students will be expected to visit their locker only at certain times of the day and organise to be fully equipped for all lessons. Students are required to leave their schoolbags in their locker throughout the school day.
- Individual needs being addressed; students experiencing difficulties in their learning or requiring extension are assisted to help them to reach their full potential.
- Homework as a vital component of the Year Nine curriculum; it provides students with the opportunity to revise concepts, reflect on issues discussed during the day, focus on areas that require additional support and better prepare for the next day's lessons. Students are expected to record all homework in their St Mary's College Organiser and to complete between one and a half to two hours of homework per day. The Study Planner assists students to organise a study skills regime appropriate to their academic, social and sporting commitments.
- An emphasis on organisational skills - students are encouraged to make a start on assignments upon receiving them and they should divide them into manageable sections and decide on regular and reflective times to work on them. Study skills lessons based on the Study Planner will be conducted in Pastoral Care periods to develop these skills.
- The forging of learning pathways during Year Nine enables students to set realistic goals for themselves and to set realistic goals for their future beyond school. Goal setting lessons based on the Study Planner will be conducted in Pastoral Care periods to develop awareness of career pathways.
- A balance of study, sporting, religious and cultural pursuits to ensure a dynamic, engaging and varied curriculum.

SECTION 3: THE YEAR NINE CURRICULUM

Placement of students in compulsory subjects in Year Nine

- All students will continue to study Religious Education and Health & Physical Education.
- Based on Year Eight academic results and efforts, and teacher recommendation where appropriate, all students will be allocated to a particular Year Nine course for English, Mathematics, Science and Society & Environment.
- It is vital that Year Nine students are aware that they will be allocated to the appropriate course in Year Ten English, Mathematics, Science and Society & Environment based on their academic achievements and efforts (and teacher recommendation where appropriate) described on the **Semester One Year Nine Report**.

Selection of elective subjects

In addition to their compulsory subjects, students select from the following elective subjects that are studied for a semester.

Art Computer Studies (ICT) Dance	Design and Technology – wood/metal Digital Imaging Drama	Food Technology & Textiles Outdoor Education Music
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- Students will be given a Year Nine Elective Subject Selection Form on which to choose their elective subjects. They will be asked to complete it with their parents/guardians and return it to Student Services.
- When selecting elective subjects for 2017, students should consider:
 - subject information in this Handbook;
 - previous achievements in Year Eight
 - career expectations;
 - intention (or otherwise) to study at university or other training organisations; and
 - personal interests and aptitude

Confirmation of Year Nine subjects for 2018

A Year Nine Subject Notification Form advising students and parents of the subjects they are enrolled in for Year Nine in 2017 will be distributed to all students during Term Four.

All changes to 2018 elective subjects for Semester One or Semester Two must be finalised by the end of **Week Four Term One next year**.
Changes will only be made if there are places available.

SECTION 4: YEAR NINE COMPULSORY SUBJECTS

The following subjects are studied by all Year Nine students.

RELIGIOUS EDUCATION

St Mary's College provides a Religious Education programme, which assists the total development of each student. The school recognises the initial religious formation of its students within the context of family, Parish, society and culture.

All students of St Mary's College follow the Western Australian Diocese Religious Education Programme as the core curriculum. Students study the formation of Christian critical consciousness; this is achieved through reflection on their culture and life experiences in the light of Catholic faith, beliefs and practices. Students will benefit from both systematic and developmental instruction in the Catholic Tradition, as well as the integration of Gospel values in the whole life of the school.

The aim of Religious Education is that the students gain knowledge and understanding of the Catholic tradition and at the same time understand how faith is integrated into life and culture.

Units studied are: The Search for Truth, Growing in Spirituality, Emotional Peace and Christian Love/Sexuality.

For further information see: Mr Joseph Eastgate

HEALTH AND PHYSICAL EDUCATION

Health Education

In Health Education, students develop an understanding of health issues and the skills needed for confident decision making to promote their own and others' health and well being. Students' health is seen as a focus in this subject with key issues being self-esteem, healthy lifestyle and drug education. Recognition is given to the collaboration and partnerships between students, teachers, parents and the community.

Students are provided with the opportunities to:

- demonstrate communication skills and cooperative work habits
- identify feelings of self-worth and actions they can take to enhance it
- develop understandings of the effects drugs, and how they impact on healthy lifestyles
- describe the relationships between their strengths, weaknesses and their self-esteem in situations of change
- implement a simple plan for an emergency.
- develop understandings of puberty and changing body and gender issues.

Information is accessed through class and small group discussions, a combination of print resources, on-line databases, the Internet and videos.

Physical Education

Students acquire the essential knowledge and understandings, attitudes, values and skills which promote and encourage participation in regular physical activity and support concepts for a healthy lifestyle.

Students experience an array of individual and team pursuits including various forms of recreation and leisure activities. Opportunities are provided to develop self-management and interpersonal skills that help students to engage in social interaction within the family, school, community and work environments.

Students are provided with the opportunities to:

- learn and refine basic physical skills, rules and game tactics and strategies, and develop an awareness of safety procedures
- participate in a variety of activities that are common to the fitness, recreation and leisure industries
- appreciate and value the contribution that regular physical activity makes to their physical, emotional and social health
- optimise their safe performance through learning and using safe practices
- learn to give and receive advice to improve their own performance and that of others

St Mary's also offers a wide range of extracurricular activities. These include: swimming, cricket, netball, basketball, athletics and Kimberley Cup sports.

For further information see: Mr Mark Dellar

Students in English, Mathematics, Science and Society & Environment are placed in courses according to their Year Eight results.

ENGLISH

English is a compulsory subject offered to all students from Years 7 - 12. Within the national curriculum, English is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Throughout Year 9 English, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop critical understanding of the contemporary media, and the differences between media texts. Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

The course program is divided into four units per year.

Persuasive Texts: The Power of Words

Students examine the power of language through advertising and develop their ability to express their own thoughts and feelings about issues in the world around them within the context of the Year 9 curriculum strands. Students experiment with text structures and presentation of personal points of view and express ideas in written and oral form.

Representation Teen Worlds

Students examine the representation of teenagers in a variety of sources including a novel study. Students explore the influence of writing within a variety of context and identify the role of colloquialisms over time. Students explore teenage vernacular and its contribution to group identity. Students develop an understanding of the use of colloquial language and investigate how different authors innovate with text structures and language for specific purposes and effects.

Journalism: Innovative Language

Students investigate contemporary media to develop a critical understanding of visual/audio texts and written texts. Students identify changes in language to describe new media, and how jargon and technical language reinforces membership of specific communities. Students innovate with texts, using visual and non-verbal forms of language to establish relationships with different audiences. Language and images are explored as powerful means to produce change in the world.

Global Texts

Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas.

Students explore how events, situations and people are represented from different perspectives. Students create a report that compares and contrasts different representations of Asia, making judgments about the selected texts' structures, language features, literary techniques and interpretations

For further information see: Ms Nupur Davies

MATHEMATICS

Number and algebra: In this strand students solve problems involving direct proportion. They explore the relationship between graphs and equations corresponding to simple rate problems. They apply index laws to numerical expressions with integer indices. They express numbers in scientific notation. They solve problems involving simple interest. Students extend and apply the index laws to variables, using positive integral indices and the zero index. They apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. They find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software. Students find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software. They sketch linear graphs using the coordinates of two points. They sketch simple non-linear relations with and without the use of digital technologies.

Measurement and geometry: In this strand students calculate the areas of composite shapes. They calculate the surface area and volume of cylinders and solve related problems. They solve problems involving the surface area and volume of right prisms. They investigate very small and very large time scales and intervals. They use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. They solve problems using ratio and scale factors in similar figures. They investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles. Students use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. They apply trigonometry to solve right-angled triangle problems.

Chance and data: In this strand students list all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. They assign probabilities to outcomes and determine probabilities for events. They calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'. Students investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians. They identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources. They construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'. Students compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread. They investigate techniques for collecting data, including census, sampling and observation.

For further information see: Ms Sally Sharp

SCIENCE

The Year 9 Science curriculum is based in the three interrelated strands of the Australian Curriculum: **Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.**

Together, the strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Throughout the program at the college students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science Understanding

Science Understanding comprises four sub-strands: biological sciences, chemical sciences, earth and space sciences and physical sciences. Each sub strand is further divided into units of work through which the essential content is taught over the year.

Science as a Human Endeavour

Science as a Human Endeavour comprises two sub- strands: Nature and Development of Science, and Use and Influence of Science. The concepts are delivered over year 9 and 10 in conjunction with the Science Understanding strand.

Science Inquiry Skills

Science Inquiry Skills comprises five sub- strands: *Questioning and Predicting, Planning and Conducting, Processing and Analysing Data and Information, Evaluating, and Communicating.*

For further information see: Mrs Diane Latchman

SOCIETY & ENVIRONMENT

In the Australian Curriculum this subject is now referred to as Humanities. It includes a mixture of the four defined subject area listed below. Although some of the content is integrated it is also taught within its own discipline.

History approx. 45%

History is based on developing students Historical Skills and Historical Understanding. This is designed to develop students' capacities and attitudes to be active and informed citizens, to understand the forces that shape societies, and to use transferable concepts and skills associated with the process of historical inquiry.

Geography approx. 35%

Geography is organised in two interrelated strands, Geographical Knowledge and Understanding and Geographical Inquiry and Skills. This is consistent with the other subjects of the Humanities and Social Sciences learning areas.

Economics approx. 10%

Economics and Business provides students with an opportunity to explore the way individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources and to consider the effects of these decisions both now and in the future.

Civic and Citizenship approx. 10%

Civics and Citizenship provides students with an opportunity to study Australia's political and legal systems and explore the meaning of citizenship in contemporary Australian society.

For further information see: Ms Emily Criddle



SECTION 5: YEAR NINE ELECTIVES

Year 10 students will undertake a variety of Specialist Curriculum courses in order to experience a 'taste' of the many options available which will then inform their selections in future years.

ART

Art throughout Middle Schooling encourages students to develop basic skills in all areas of art and to provide a solid base upon which students can build their artistic knowledge through production, writing and talking, about Art.

Students will develop their understanding and knowledge of art through drawing, painting, sculpture, printmaking, ceramics and textiles painting or printing. Students will be given the opportunity to express themselves in various ways. They will also learn about other artists and art periods, analysing their works and becoming more critical of their own artworks.

All students will take part in the annual Wirrlburu Exhibition and other art exhibitions and competitions as they arise within the community and statewide. Presentation and display of artwork is an important component of the course.

The Arts is divided into two interrelating strands of Making and Responding.

Students choose and combine the elements and principles of art experimenting and manipulating a variety of materials. They explore different media and present chosen themes through their artwork. Students are required to demonstrate critical thinking skills critiquing their own work and reflecting on the work of significant others. Students will practise the description and analysis of historical artworks. The students will gain an appreciation of the requirements of art in the senior years of the College to enable them to make decisions about their continuing study of art.

Growth toward the Arts Learning Outcomes will be achieved through study of the following disciplines of the Visual Arts:

Visual Diary
Sculpture
Ceramics

Drawing
Printmaking
Still Life Painting

Art History

For further information see: Ms Helen Capsalis-D'Alton

COMPUTER STUDIES (ICT)

In the Information & Communication Technology course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology on society in general.

Students work through a number of units which allow them to build a variety of key skills in ICT. They focus on multimedia, E-Safety, Spreadsheet Software, Word processing, Databases, internet, email, presentation packages and basic web page construction. Students will learn to communicate in a constructive manner and work collaboratively with their peers.



Year 9

1. Students will continue develop both their skills and ability to communicate using office type software, internet and email applications.
2. Website development which will allow students to create a professional website and to develop their multimedia and website design skills.
3. Continue to develop skills in software and handling information so that students are able to make the most from their use of ICT whether for school work in all subjects or for extra-curricular activities.
4. Prepare students to achieve a recognised qualification in ICT.
5. Enable students to develop skills in animation and communication through using Adobe Flash.
6. Students will be able to retrieve, communicate, organize, and manipulate information using a technological system (voice, data, video, graphics, etc.)
7. Students will investigate the technology required for a personal home office to operate effectively. They will be aware of the configuration required for a personal home office computing system.

Assessment:

Students will use peer and self-assessment throughout the year in order to refine the presentation of their work. Teacher observations, discussions, quizzes and online testing will be used to assess their ICT capability.

Homework:

Homework is set as part of the ongoing assessment of ICT skills. Some skills are assessed in the classroom and homework will be issued on a class or individual basis to improve ICT capability.

Equipment:

A USB memory stick will be useful in transferring work between school and home.

For further information see: Mr Samuel Malak

DANCE

The study of Dance is designed to initiate an understanding of the relationship between performance and audience. Students will develop technical skills in movement and gain confidence in participating in group performance. There will be opportunity provided for students to be actively involved in choreographic processes and creative input through developing performance work. To successfully complete the course work, all students must fully participate in performance work, as part of the assessment process.

This class will include the following:

Stretching and warm-up methods
Coordination exercises
Jazz dance/Hip Hop/Street dance/Creative- Narrative technique
Choreographic processes
Musicality
Spatial awareness
Preparing self for performance

For further information see: Mrs Vicki Thompson



DESIGN AND TECHNOLOGY

METAL

This course will expose students to the different materials, techniques and safety practices in area of Metal and Design. The emphasis of the course is in development of Technological Skills with an introduction to the Technology Process.

Metal and Design: Jewellery

This course has a jewellery emphasis in which the student will design and manufacture ornamental accessories using the Technology Process. The focus of the course will be on the development of Technology Skills including the cutting, shaping and fabrication of metal, enamelling and casting.



Students are encouraged to undertake projects requiring an advanced level of design skill and construction techniques in the jewellery area. Students will be expected to display the ability to work independently as they develop their own designs using the Technology Process that involve stone setting, casting and metal manipulation.



Metal and Design: Construction

This course has a general metals focus in which the students use a range of tools and equipment to develop further skills and knowledge using metal in combination with other materials. Using the Technology Process the students will design and manufacture a range of objects that display an increasing complexity and quality.



The course develops the student's self-confidence in designing and manufacturing using the Technology Process more complex items in the metal area. Manipulative and coordination skills with specialised equipment, power tools and hand tools are further developed in addition to the knowledge base of the student.



WOOD

This course will expose students to the different materials, techniques and safety practices in the area of Wood and Design. The emphasis of the course is on development of Technological Skills with an introduction to the Technology Process.

Wood and Design: Freeform

This course will allow the students to further design and produce two and three dimensional artefacts of exhibition quality. While there will be opportunities for skill and knowledge development using the Technology Process, the emphasis of the course is to develop personal confidence in using wood as a creative medium.



Wood and Design: Construction

This course is structured to ensure the development of personal expertise skill and knowledge development through the Technology Process. The focus of the course is the design and construction of a piece of framed construction furniture and/or the construction of a piece of carcass constructed furniture using manufactured board.



For further information see: Mr Michael Lake

DIGITAL IMAGING

The Digital Media courses in Year 9 aims to develop students' skills in information design, file management, basic hardware and software management, as well as word processing and image modification. Students are encouraged to develop effective habits that will allow them to optimise their time and concentrate on content and creativity through Digital Media.

New technology has placed unlimited boundaries on the possibilities of graphics and photography, with the invention of the digital camera and software tasks, which took hours or days to complete in a darkroom, are possible in a fraction of the time. The scope for digital imaging in the future is enormous. As a result of this, the medium provides an avenue for many career paths, from photojournalism to wedding photography and from fashion photography to web design. In addition to this, Digital imaging can be a rewarding past time and hobby, allowing the creator to become as involved as their interest allows.

Listed are some of the skills, which will be taught in the subject:

- Using a digital camera in a professional way
- Advanced software training (Adobe Photoshop)
- Scanning for printing and for the web
- Using digital imaging software (Paint shop Pro)
- Photo restoration, manipulation and re-touching
- Research



A TOOL TO ACHIEVE A GOAL

Students learn to see computers as one part of the design, creation and communication process. Students learn that information can be presented in different ways to meet different needs or objectives and how to apply organisational, operational and manipulative skills appropriate to achieving those objectives. Like any tool, computers need to be managed, cared for, and benefits and limitations taken into account.

DESIGN CHOICES

Students learn and apply design theory while using word-processing, image-modification, presentation and web design software. This theory will allow them to make decisions about how best to prepare and present online and hard copy information.

RELEVANT APPLICATIONS

This is a list of some of the specific applications with which the students will gain experience:

Windows Explorer	Internet and IE browser
MS Word	PowerPoint
MS Image Composer	MS Excel
MS FrontPage	Typequick

RESPECT FOR SELF AND OTHERS

Each course reinforces students' awareness of personal health in regard to computer use. In addition, emphasis is given to the way they manage their own work and respect the integrity of the work of others.

For further information see: Mr Samuel Malak

DRAMA

This class will focus on developing skills which are valuable not just for performance, but for personal development and everyday life. These include working as part of a team, communication skills and an acceptance of individuality. The skills focus will include:

Developing focus and concentration
Improvisation skills
Small scene study and analysis
Relaxation techniques
Movement for actors
Breathe awareness and support
Vocal techniques
Drama games
Text study
Accessing imagination
Storytelling
Characterisation
Listening
Spontaneity
Stage craft knowledge.



For further information see: Ms Emily Criddle

FOOD TECHNOLOGY AND TEXTILES

FOOD

Food Technology aims at developing the key concepts of nutrition, health, safety, healthy eating and the design process. Some environmentally friendly approaches to food preparation in both the home and the community are provided.

Throughout this course, students gain knowledge as consumers and information on how their food behaviours contribute to environmental issues. Essentially, students are on their way to becoming informed and responsible global citizens.

TEXTILES

Textile Technology aims at developing the key skills of sewing, craft, clothing, safety and the design process. Some environmentally friendly approaches to clothing and craft production are provided.

Throughout this course, students gain understanding as textile consumers and information on how their behaviours contribute to environmental concerns. Students will become more informed and responsible citizens.

For further information see: Mrs Bette Lake

MUSIC

In Music, students study the development and use of music in society. Students will work with the language of music to compose and arrange music of their own and to develop skills. Through listening, students will recognise various styles of music and their characteristics, as well as exploring historical developments.

For further information see: Ms Robyn Christie

OUTDOOR EDUCATION

Land and water skills in preparation for camps and other outdoor activities. For example: orienteering and safety equipment

Outdoor Education is designed as an introductory course that will develop an interest, basic skills and knowledge that can be applied in the outdoors.

The Outdoor Education course aims to:

- (i) Provide students with basic knowledge and skills which can be applied in the outdoors;
- (ii) Develop and promote skills including leadership, organisation, independence, cooperation, decision-making and problem solving;
- (iii) Challenge students through activities and experiences that are not a part of their normal lives;
- (iv) Extend students beyond what they perceive as their physical and mental limits;
- (v) Develop an appreciation and concern for the natural environment and its conservation.

Please note that:

- Course numbers are limited to 24
- A course levy will apply to Outdoor Education
- The course has a water component and requires students to be able to swim well.

For further information see: Mr Braden Famlonga



SECTION 6: WALARBA-BUGARRI FOLLOW THE DREAM PARTNERSHIPS FOR SUCCESS PROGRAM

In 2011, St Mary's College implemented the Follow the Dream: Partnerships for Success Program on the Secondary Campus. Nyamba Buru Yawuru named the program '**Walarba Bugarri**', which is literally translated as 'Follow the Dream'.

The Department of Education has supported this program in their schools for some time, the first program starting in 1997. St Mary's is fortunate to be the first Catholic school that the Polly Farmer Foundation, jointly with the Catholic Education Office is supporting with such a program.

The program incorporates an enrichment centre which is open to provide academic support to the most capable **aspiring Indigenous students**. This support will potentially lift the academic standards across the school.

The program at St Mary's involves students receiving out-of-hours and some in-school tutoring to assist them with their studies. Students are also given careers advice and each student on the program will be mentored to develop their own educational and personal goals. The progress of students is tracked over the year with and regular parent meetings established. The program also includes cultural experiences and excursions to academic institutions. This includes two camps during the year: a Middle School Cultural Camp to Port Smith and an Upper School Year 10 & 11 Camp to visit post-school educational institutions and workplace options in Perth.

The FTD:PFS program has been running successfully in many locations around Australia. Programs operate across 15 sites nationally, with over 500 students enrolled in such programs. The programs are backed by research in the form of a five year longitudinal study, conducted by Edith Cowan University. The findings of this study outlined the successes in addressing student retention and academic performance in high school.

The program requires a strong commitment from the selected students. Students must have a minimum of 85% attendance, have a positive attitude to their work, complete all assignments and homework and attend the enrichment centre at least twice a week for tutoring.

This program will further enhance the successes we are experiencing at St Mary's and we look forward to celebrating the wonderful results that I know will generate from the efforts of our students involved in this program.

Dave Wilkinson

Project Coordinator

Broome

Follow the Dream: Partnerships for Success

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SECTION 7: CLONTARF FOUNDATION WEST KIMBERLEY FOOTBALL ACADEMY

Purpose and what we do

The Clontarf Foundation exists to improve the education, discipline, self esteem, life skills and employment prospects of young Aboriginal men and by doing so, equip them to participate more meaningfully in society.

Using the passion that Aboriginal boys have for football allows Clontarf to attract the boys to school. But it is not a sporting program.

Each Clontarf Academy, formed in partnership with the local school, is focussed on encouraging behavioural change, developing positive attitudes, assisting students to complete school and secure employment. Fundamental to this, is the development of values, skills and abilities that will assist the boys to achieve better life outcomes.

Through a diverse mix of activities, the full-time, local Clontarf staff mentor and counsel students while the school caters for the educational needs of each student.

Since opening its first Academy for 25 boys on the campus of the Clontarf Aboriginal College in Perth, Western Australia in 2000, the Foundation has grown rapidly and has been consistently successful.

We now cater for over 2,500 boys in 45 schools across Western Australia, Northern Territory and Victoria.

Academy members are not selected on football ability, though obviously most of those attracted to the academy have some aptitude for the game. In order to remain in the academy members must consistently endeavour to:

- Attend school regularly
- Apply themselves to the study of appropriate courses
- Embrace the Academy's requirements for behaviour and self discipline

For further information see: Mr Jack Reagan and Mr Slade Sibosado

WIRRPANDA FOUNDATION

DEADLY SISTA GIRLZ PROGRAM

The Deadly Sista Girlz Program engages, inspires and empowers Aboriginal and Torres Strait Islander girls between 11-17 years.

We aim to connect with the girls as a friend, confidant, and a mentor to encourage the girls to become great role models in their community and achieve every success with their chosen career paths.

The Deadly Sista Girlz Program offers girls a stable environment in which they can discuss current and personal issues they may be facing and it allows the girls to trust and receive guidance in a safe environment.

Each girl has the opportunity to be personally mentored throughout the program and it is our goal to develop confidence and resilience so that they believe in themselves and the abilities to achieve success.

Deadly Sista Girlz addresses the issues of:

- Self esteem
- Identity
- Communication
- Women's health
- Drug and alcohol abuse
- Healthy nutrition
- Financial literacy

Aim:

The purpose of the Deadly Sista Girlz Program is to use our female role models to empower young Aboriginal and Torres Strait Islander girls to make informed decisions about their personal health and wellbeing to lead a positive and healthy lifestyle.

We want to give more opportunity to young Aboriginal and Torres Strait Islander girls to expand their thinking and dare to dream to be active members and leaders in their communities and create a brighter future for themselves, their families, their communities and the generations to come.

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