



'Creating Bright Futures'

CURRICULUM GUIDE

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Government
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At Underdale High School, we are proud that our Curriculum scope is designed to effectively cater for all students and all student pathways. The processes and systems we have in place are designed to support success for every student and maximise the communication with and involvement of all families. This contributes to our students’ rate of educational growth being above state averages.

We have a focus on developing Effective Learners, students who are confident, curious, and able to think about their own learning so they can keep improving and succeed in all areas of life. We also support students to take more ownership of their learning, build resilience to overcome challenges, and strive to meet high expectations in everything they do.

The South Australian Curriculum now includes capabilities to better prepare students for today’s complex world. Integrated across subjects, they promote critical thinking, communication, and adaptability—supporting personal growth, citizenship, and employability in a rapidly changing global environment.

These capabilities are:

- Communicating with purpose
- Critical and creative thinking
- Critical inquiry and creativity
- Developing understanding
- Engaging and influencing with science
- Ethical understanding
- Exploring scientifically
- Fluency and flexibility
- Intercultural communication
- Movement
- Noticing and questioning
- Personal and social
- Problem solving
- Process and production skills
- Reasoning
- Social responsibility
- Thinking technologically



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Underdale High School’s curriculum enables all students to study a comprehensive and balanced curriculum. It is based on the Australian Curriculum. This Curriculum outlines the knowledge, understanding, skills and general capabilities important for all students.

At Underdale High School, our curriculum empowers all students to thrive in a rapidly changing world by developing the knowledge, skills, and dispositions they need to be confident, creative, and capable learners. Guided by the South Australian Curriculum, we are undertaking a pedagogical shift to immerse students in rich learning experiences that build critical and creative thinking, collaboration, resilience, and agency. Our focus is not only on what students learn, but how they learn—ensuring they develop the capabilities and learner dispositions needed to adapt, connect, and succeed now and in the future.

The South Australian Curriculum supports a renewed focus on deep learning, general capabilities, and effective learner dispositions such as curiosity, self-regulation, strategic awareness, and meaning-making. These are embedded across all learning areas to prepare students to navigate complex challenges and contribute positively to their communities.

There are eight (8) Learning Areas in the curriculum:

- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Technologies
- The Arts

In Year 7, the focus is on providing students with a well-rounded, engaging foundation across all learning areas. Year 8 further supports students to build positive relationships and maintain wellbeing. In Years 9 and 10, students deepen their knowledge and begin exploring pathways aligned with their interests and future aspirations, including vocational education options. Students in Years 7 to 9 study many subjects within a consistent class grouping to foster strong peer and teacher connections.

Across Years 7–12, all students participate in Project U—a program specifically designed for Underdale High School that develops vital skills in cyber safety, the child protection curriculum, self-regulation for learning, student agency, and career education. Project U also supports students in identifying strengths and interests, setting goals, and exploring future pathways through tailored activities and guidance.

Teachers at Underdale work in collaborative Learning Teams to ensure the curriculum is coherent, relevant, and inclusive. Achievement is measured using the Learning Standards defined by the South Australian Curriculum, supported by a mix of formative and summative assessment approaches. Student progress and achievement are reported using A–E grades.



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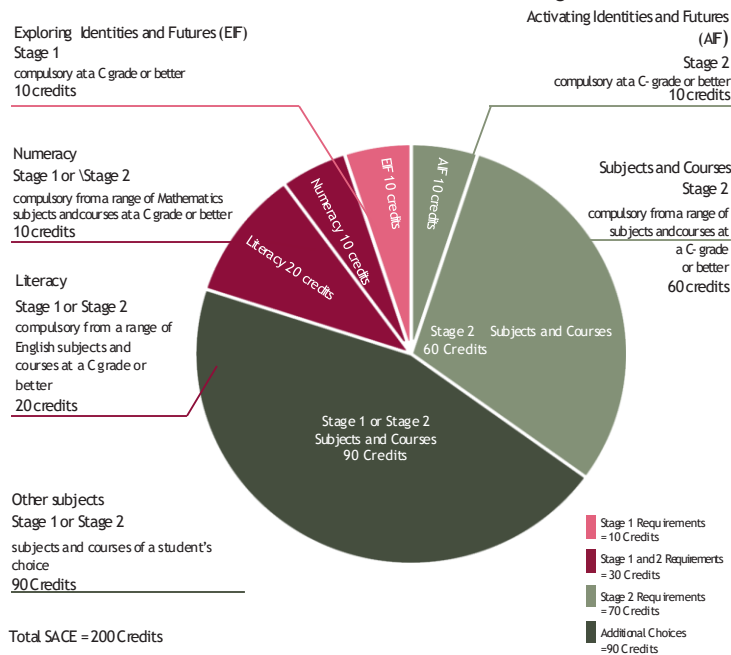
What is the South Australian Certificate of Education (SACE)?

The South Australian Certificate of Education (SACE) is a modern, internationally- recognised secondary school qualification designed to equip students with the skills knowledge, and personal capabilities to successfully participate in our fast-paced global society.

Studying the SACE helps learners develop communication, decision-making skills, analysis, evaluation, and project planning. These skills will help set learners up for success in further study and the workplace.

Underdale students can tailor the SACE to suit their needs and aspirations. They can choose to study from a wide range of SACE subjects, or a combination of SACE subjects and Vocational Education and Training (VET) options. There may be other courses outside of school that could also count towards SACE.

To achieve SACE, learners must meet the following:



Requirements

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade, from A to E, for each subject. For compulsory subjects, they must achieve a C grade or better. As a general guide, 10 credits usually equates to a semester subject.

The compulsory subjects are:

- EIF** (10 Stage 1 credits) – Completed in Year 10 at Underdale High School. This subject supports students to learn more about themselves and explore their aspirations and future.
- Literacy** – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy** – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- AIF** – an in-depth major project completed in Year 11 at Underdale High School (10 Stage 2 credits)
- Other Stage 2 subjects** totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice, including VET or apprenticeship/traineeship-based courses.

Other Subjects

Students can design their own SACE study to meet their needs – whether they want to go to university, undertake vocational education, or get straight into the workforce after school. Apart from the compulsory SACE subjects, schools decide which subjects to offer. Prerequisites for university courses should influence some subject choices.

For more information about the SACE, please visit the [SACE website: www.sace.sa.edu.au](http://www.sace.sa.edu.au)

VET & Other Courses

VET stands for Vocational Education and Training. In other words, VET is education and training that develops skills and knowledge for the whole spectrum of work opportunities. VET operates through a national training system certified by Registered Training Organisations, like TAFE. Apprenticeships and traineeships are jobs that combine work and structured training through a VET provider.

For more information about VET, please go to our VET & Pathways Beyond School section.

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Underdale High School is a caring, inclusive community that provides opportunities for innovative, challenging, and creative learning. Our core values encompass Resilience, Optimism, Courage and Knowledge. Our student population embraces 77 different cultural backgrounds.

Our Year 7s will join a specialised teaching and learning program designed to support middle school students in their academic, social and emotional development. We provide a smooth and supportive transition for every student.

Committed to support our Year 7s to experience success...

All our Year 7 students have access to:

- a dedicated home group teacher to support their social and emotional needs and to be the liaison between families and school
- specialised teachers to provide expert teaching to the needs of young adolescents
- innovative specialised learning spaces
- quality contemporary curriculum based on the latest Australian Curriculum guidelines (see page 5 for an overview)

Students will study:

- a full year of English, Science, Mathematics, Health and Physical Education, and Humanities and Social Sciences
- 2 semesters of the Arts – Visual Arts and Performing Arts
- Technologies in year 7 will include a term of Digital Technology and a term of Food and Textiles technology
- a term of Japanese and a term of Greek languages
- social education and digital literacy with their homegroup teacher as a part of *Project U* programme.

Digital literacy will support students to safely and effectively use all the technology available in a high school setting. This will include Microsoft Office applications, Google Chrome, and google Applications, Daymap, safe mobile phone use in line with age appropriate social and ethical protocols.

We will ensure our Year 7 students have opportunities and experiences that enhance our school values:

Resilience

They will be supported to show adaptability, persistence and self-regulation for learning.

Optimism

They will be encouraged and supported to contribute to a positive school culture and personal efficacy.

Courage

They will be supported to show integrity and responsibility in keeping themselves and others safe.

Knowledge

They will be taught to apply critical thinking and creativity to learn from one another.

Supporting the move from Primary to Secondary school

Underdale High School understands that a successful transition from primary to secondary school is about acknowledging that every young person is an individual with unique passions, skills and learning needs. These must be embraced, understood and nurtured. Getting to know each future student and their family on an individual basis, prior to beginning is our ultimate goal underpinning our successful transition approaches and program.

For more information about Year 7 at Underdale High school please contact our Year 7 leader via our website from the Stay In Touch tab.



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Supporting students from non-English speaking backgrounds
 At Underdale High School we are committed to supporting students from non-English backgrounds and offer:

- EAL support in mainstream subjects in all year levels
- Intensive Literacy classes Years 7 – 11, by recommendation.
- English /EAL as an Additional Language (EAL) classes for students from Years 10 – 12
- Bilingual Student Support Officers

Determination of Eligibility for English as an Additional Language

The SACE Curriculum pattern requires all students to enrol, and achieve a satisfactory standard, in a full year of Literacy at Stage 1 level.

Essential English /EAL is offered as an alternative for those students for whom English is not their first language and who satisfy at least two of the eligibility criteria:

- English is not their first language
- A significant part of their formal education has not been in English
- Knowledge and experience in the English language is restricted
- Formal education has been interrupted
- Have had no more than 5 years of full time schooling in English
- Any restriction in English language proficiency can be verified

Stage 1 and 2 Essential English (EAL)

Students who complete 20 credits of Stage 1 Essential English /EAL with a C grade or better will meet the literacy requirement of the SACE.

At Stage 2 the option available is Essential English / EAL. Students wanting to undertake English as an Additional Language need a recommendation from their Stage 1 Essential English / EAL teacher and a B grade or above.

Students at Stage 2 who have not completed Stage 1 Essential English / EAL are still eligible to select Stage 2 Essential English / EAL as an additional language if they satisfy the eligibility criteria.



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Each student has their own aspirations, learning needs, strengths and interests. At Underdale High School, we respond to every student and their unique characteristics with high expectations for achievement. Providing Inclusive learning and targeted support is one way we achieve this. The Inclusive Learning Team ensures that inclusion is at the core and adjustments are evidence-based and enable opportunities for risk taking.

The Inclusive Learning Team gathers information, seeks advice and analyses information to get to know the student and how they learn. Following this, Underdale High School plans and implements adjustments to address the functional needs. This is done in consultation with Inclusive Educators, Behaviour Coaches, the Wellbeing Team, students, parents and relevant external agencies, creating a Team Around the Child (TAC). These plans are reviewed and adjusted accordingly, to evaluate the impact and set the student up for success to reach their personal best. Students are at the core of everything that we do and we are passionate about providing an environment in which every student can flourish.

At Underdale High School, funding is used for the purpose of improved learning outcomes for students as per their individualised goals. Whilst some schools use funding specifically for SSO support, we focus on the individualised needs of the students to ensure maximum impact. This may involve implementation of evidence-based programs, release time for planning of individualised learning, specialised teaching support, purchasing specialised equipment or staff professional development to increase capacity. One Plans are used to directly monitor and track the impact of interventions to ensure that each student is set up for success for improved learning and wellbeing outcomes.

One way that students are provided with intensive support at Underdale High School is through our Intervention Programs delivered by our Student Support Officers.

Intervention Programs
MULTILIT (Make Up for Lost Time In Literacy)

An intensive reading program designed to increase students’ progress in reading accuracy, fluency, comprehension and spelling. Students receive intensive, systematic reading instruction on a one on one basis. The program is offered to targeted students.

Intensive Literacy

The Intensive Literacy Support Program aims to enhance English language comprehension by focusing on grammar knowledge and vocabulary. It seeks to improve literacy outcomes in the South Australian Curriculum and emphasizes developing ideas and word knowledge. The program is offered to targeted students.

Intensive Numeracy

An intensive supplemental Numeracy program aimed at increasing maths automaticity and fluency of students’ basic maths operations (Addition, Subtraction, Multiplication and Division) to improve maths achievement. The program is offered to targeted students.



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STRETCH U

At Underdale High School, we believe that all students have the right to be stretched and challenged.

Our goal is to ensure that students engage with learning and develop mastery in areas of interest. We are committed to celebrating diversity & mentoring all students to reach their goals.

Our approach is centred on three distinct pillars:

STRETCH Academy

A special entry initiative for students Year 7 - 9, using Higher Ability Selection Test (HAST) to assess Literacy, Numeracy, and Abstract Reasoning. Students in this program are provided with enhanced learning opportunities through a range of enrichment and extension projects, ensuring they are challenged academically.

Expeditions of Learning

Students from Year 7 to 9 are provided with opportunities to work across disciplines and create “Beautiful Work”, culminating in Exhibitions of Learning. This pillar emphasises the development of critical thinking and self-directed learning.

Accelerated Learning

We offer opportunities for students in Year 9 and 10 to accelerate into senior SACE subjects. This allows students to advance their learning and engage with more challenging content earlier in their educational journey.

SUPPORT U

We believe that all students have the right to be supported and mentored with the skills and strategies to be an effective learner. Our approach is centred around three distinct pillars:

Self-Regulation for Learning

At Underdale, we foster self-regulation by creating supportive learning environments where students are encouraged to take ownership of their progress and persist through challenges by raising: **self-awareness** as personal & emotional awareness, reflective practice; **self-management** as goal setting, emotional regulation, perseverance & adaptability; and **reflection** as thinking about thinking, (metacognition), and transfer of knowledge.

Differentiation in Learning

Targeted teaching strategies and in-class support to meet the diverse needs, strengths and starting points of all students by personalised & inclusive learning, flexible teaching practices, leveraging technology integration, data informed differentiation, and challenging & engaging content.

Wellbeing for Learning

Programs that build resilience, optimism, and confidence—supported by counsellors and mentors. Support includes personalised & inclusive learning mentoring & support for wellbeing, tailored & individualised learning, community connections & relationship building, student agency highlighting strengths, and celebrating success, gratitude & kindness.



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The Underdale High School Automotive program was first established in 1980 as a subject with an Engineering emphasis integrating Science and Numeracy using an automotive systems approach.

Our courses operate through the \$1.5 million automotive industrial complex situated on our school site. The facilities were developed with industry in mind to give students an opportunity to experience a work environment. The school has a relationship with CMI Toyota and continues to develop links with the broader Automotive Industry which provides students with multiple opportunities. Students have opportunity for apprenticeships, both school based or full time from a range of providers if they want to take their automotive experience further.

Automotive Mission Statement

Our mission is to empower automotive students with interdisciplinary skills that equip them for success in any future pathway. We are committed to fostering a deep understanding of the future-ready learners prepared to thrive in a dynamic and evolving world.

Program Aims

The aim of the automotive program is to expose students to specific automotive topics with the intent of developing the following –

- Mechanical Language and ability to refer to automotive literature
- Specific knowledge and understanding of automotive principles
- Ability to use a range of general and specialised tools
- Investigate mechanical systems and detect faults and determine causes
- To problem solve using logical critical thinking
- Use acceptable workshop practices following current OHS&W regulations

Middle School Automotive Program (Year 10)

The Middle School program introduces students to small engine systems and allows them to experience a range of automotive topics through a series of fun but challenging practicals. The theoretical components are integrated and support the student when doing the practical tasks.

Senior School Automotive Program (Year 11 and 12)

The Senior School program deepens students’ automotive knowledge through practical and theoretical learning. It covers vehicle maintenance, licensing preparation, multi-cylinder engines, electronics, braking systems, and diagnostics. Students gain real-world skills and industry insights to support further study or a pathway into the automotive industry

VET Automotive Program

Industrial Pathway - Automotive Retail, and/or Service and Repair

The course is offered through Motor Trader Association (MTA)the Western Adelaide Secondary Schools Network (WASSN). Please visit www.mtasant.com.au for information about the course.



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This nationally recognized qualification provides students with foundational skills in Information and Communications Technology (ICT), with a focus on cybersecurity. The course covers the development, implementation, and management of technology solutions to support data processing, communication, and security needs across various sectors. Students will explore areas such as hardware, software, networking, cloud computing, and cybersecurity measures, preparing them for roles in the ever-evolving IT industry.

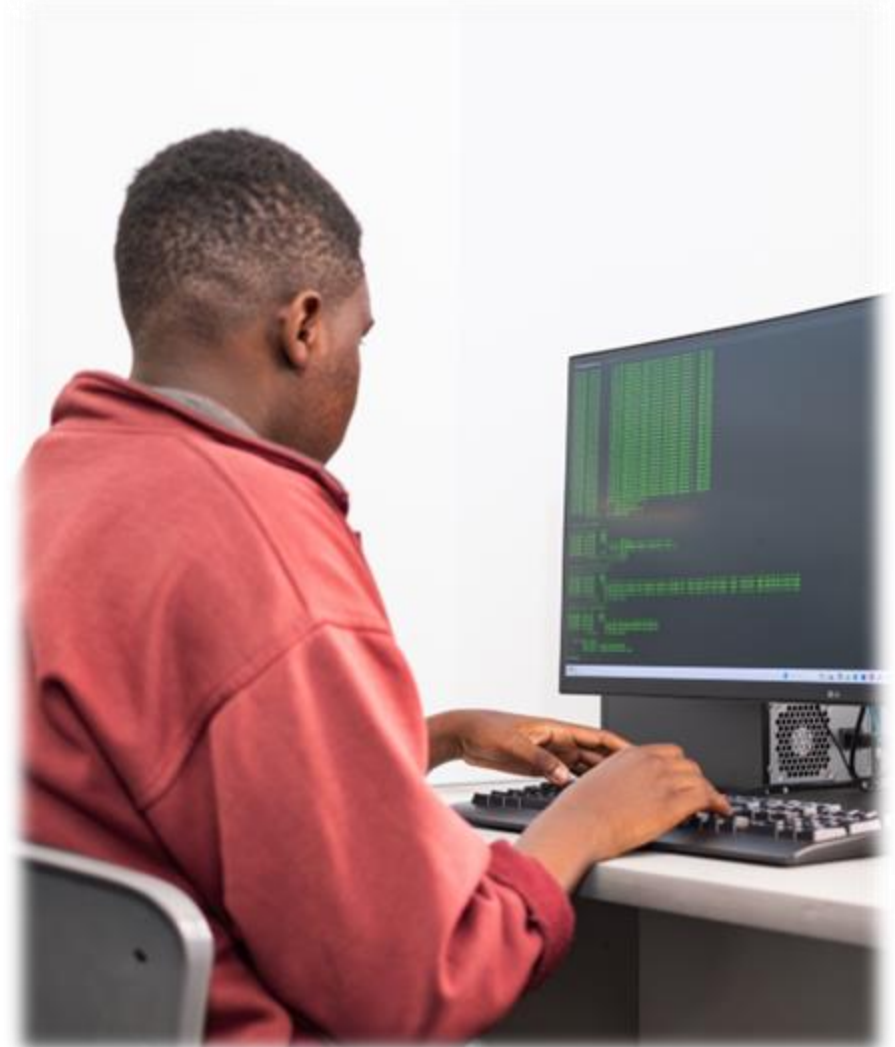
What You Will Learn

- Fundamentals of IT systems and infrastructure
- Basic programming and software development techniques
- Network administration and support
- Cloud computing concepts and services
- Cybersecurity principles, including threat identification and mitigation
- Data protection and privacy regulations
- Critical thinking and problem-solving in IT contexts

Career Pathways

- Graduates can pursue entry-level roles such as:
- IT support technician
- Network administrator assistant
- Cybersecurity support officer
- Help desk operator
- Junior systems administrator

This course is delivered in partnership with accredited RTOs, ensuring students receive industry-standard training and assessment. Completion of this qualification contributes to the South Australian Certificate of Education (SACE) and may provide credit towards further vocational or tertiary education.



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This nationally recognised qualification introduces students to the dynamic world of food manufacturing and processing. It focuses on transforming raw agricultural products into consumable goods through stages such as processing, packaging, and distribution. Students will gain hands-on experience in key industry practices, including baking, canning, and packaging, while emphasizing food safety, hygiene, and quality control. The course is ideal for students interested in careers within the food and beverage sector or those considering further studies in food science, hospitality, or agribusiness.

What You Will Learn

- Fundamentals of food safety and hygiene
- Operation of food processing equipment
- Workplace health and safety procedures
- Quality control and assurance techniques
- Packaging and labelling processes
- Teamwork and effective communication in a food production environment
- Graduates can pursue entry-level roles such as:
 - Food and beverage processing assistant
 - Packaging line operator
 - Quality assurance assistant
 - Production line worker
- The qualification also serves as a steppingstone to higher-level studies in food technology, hospitality, or related fields.

This course is delivered in partnership with accredited RTOs, ensuring students receive industry-standard training and assessment. Completion of this qualification contributes to the South Australian Certificate of Education (SACE) and may provide credit towards further vocational or tertiary education.



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The Underdale High School Football (Soccer) program develops student’s ability and understanding of the modern game, providing opportunities for students to pursue their sporting goals and/or vocational pathways.

This successful program serves students from Years 7 to 12 and attracts participants from across South Australia and internationally. Recent and current students have secured senior and international playing positions, including Al Hassan Toure, Hosine Bility, Asad Kasumovic, and Amlani Tatu in the A-League; Anastasia Simic with the Young Matildas; Musa Toure with the Young Socceroos and Randers FC in Denmark; and Mohamed Toure, who debuted for the Socceroos at Wembley and also plays for Randers FC in Denmark. Alumni have also found employment as officials, coaches, and sports scientists in the sporting industry.

The academy prides itself on completing at the highest level, with recent achievements, see below, evidence of its success.

UHS All-Time State Football Championships:

Football	Futsal	outdoor 5-A-Side Football
1971 Open Boys	2004 Year 8/9 Girls	2009 Year 8/9 Girls
2011 Year 8/9 boys	2007 Open Girls	2009 Open Boys
2012 Year 8/9 boys	2010 Open Boys	2011 Year 8/9 Girls
2012 Year 10 Boys	2015 Open Girls	2011 Open Girls
2015 Year 8/9 Boys	2015 Open Boys	2012 Open Boys
2015 Open Boys	2015 Year 8/9 Boys <small>(Intrastate Challenge Futsal Champions)</small>	2014 Year 8/9 Boys
2017 Year 8/9 Girls	2017 Open Boys	2014 Open Boys
2017 Open Boys	2019 Open Boys	2015 Open Boys
2018 Year 8/9 Boys	2019 Year 10 Boys	2018 Year 8/9 Girls
2019 Open Boys	2020 Open Boys	2019 Open Girls
2019 Year 10 Boys	2021 Open Boys	2019 Year 8/9 Girls
2022 Year 9/10 Boys	2021 Year 8/9 Boys	
	2022 Year 7/8 Boys	
	2023 Year 9/10 Boys	
	2024 Year 9/10 Boys	

Other Recent Football Academy Achievements:

2022	Open Girls State KO Semi Finalists
2022	Academy Cup Champions
2021	Open Boys Knockout Runner Up
2021	Year 8/9 Girls State Futsal Runner Up
2020	Open Boys/Girls Pre-Season Cup Champions <small>(Tri-tournament with Henley and Roma Mitchell HS)</small>
2019	Open Girls State Knockout Semi Finalists
2019	Year 8/9 Girls State Knockout Runner Up

The Underdale High School Football Academy Program is fully endorsed by Football South Australia and has close links with the NTC and Adelaide United FC. It also has links with the State Development squads and follows the Football Australia National Curriculum Guidelines.

Students from Year 7 to Year 12 receive a formal, structured and holistic program where a high level of commitment takes place in a safe, happy and caring environment.

UHS Football Academy Mission Statement and Philosophy

We aspire to achieve the highest standards in the development of Underdale High School students to be the best that they can be both on and off the field, through diligence, commitment, respect, discipline, collaboration, resilience, optimism, courage and persistence.

Program Aims

We aim to make the student the focal point of the Academy and all of our efforts will be directed at improving the student’s ability and welfare by:

- Setting high football and social standards.
- Providing a disciplined setting where players work together taking pride in themselves and their environment.
- Ensuring all aims and set tasks on and off the field are implemented efficiently.
- Promoting and supporting positive outcomes in terms of health, development and educational achievement.
- Providing good models of behaviour, being honest and compassionate.
- Celebrating student’s success and recognising outstanding achievement, effort and behaviour.

In essence, our aim is to produce intelligent and technically solid players who achieve their full potential and are equipped to cope with the demands of the modern game on and off the field.

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The Middle School Program (Year 7 to 9)

The Academy technical program is the focal point of the players’ football education in all year levels. For the Year 7, 8 and 9 students, the course is designed to prepare the player with the knowledge and competency of the technical fundamentals of the game of football. It offers both boys and girls an opportunity to pursue a comprehensive study of football by imparting a high level of expertise in theoretical knowledge, technique and skills, fitness and game awareness.

The program also contains a theoretical component where the Australian Curriculum will be covered through a series of assessment tasks. The Academy wants to produce low maintenance players who have an understanding of factors that affect football players such as sport science, injury prevention, nutrition, fitness and the important role that mental preparation now plays in the life of a footballer.

The Senior School Program (Year 10 to 12)

This course aims to provide a pathway and accreditation to fulfill a professional football (soccer) playing career or employment in the community by providing:

- A high level of technical, physical, social and psychological player development whilst completing the SA Certificate of Education and maximizing the ATAR.
- A practical link to a career or part time employment pathway to the Sport and Recreation Industry and the attainment of associated certificates and accreditation.
- Specific practical strategies to support leadership roles such as player, coach, referee, administrator, trainer or mentor in the school system or the community.
- The course allows students to attain a Football Federation of Australia Referee’s Certificate 4 and a Foundation of Football Certificate as well as a Level 1 Sports Medicine Certificate and Senior First Aid Certificate.

Students also complete work placements at Adelaide United, Football SA, School Sport SA and various Primary Schools.

Entry to our Football Program

Students may apply to come to Underdale High School as a member of the Football Academy. All students wishing to participate in this program need to:

- Submit an online application by the deadline
- Provide previous school reports (and samples of school work to support the application)
- Evidence of their sporting commitment, which may include a reference from a Football (Soccer) coach.
- Applicants are then invited to participate in a trial at Underdale High School.

Football Academy Application Forms can be located on our website.

APPLICATIONS FOR THE FOOTBALL ACADEMY PROGRAM TO BE RECEIVED BY END OF TERM 2

Visit the Football Academy page from our website for more information or call us on 8301 8000 to arrange a tour of the school.



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Learning Expeditions:

Learning expeditions are immersive, experiential learning journeys designed to expose students to new environments, cultures, and innovative ecosystems, fostering inspiration, strategic thinking, and personal growth. They combine on-site visits, interactions with experts, and reflective activities to drive impactful outcomes, often focused on specific themes or challenges. They are often designed around specific objectives, such as exploring emerging technologies, understanding new markets, or developing leadership skills.

Underdale High School STEM student involvement includes:

- Young Women in STEM (University of Adelaide)
- Andy Thomas Space Foundation Challenges
- Australian Space Forum Excursion
- Adelaide Planetarium (University of South Australia)
- Headstart (The University of Adelaide)
- STEM units including Catapults and Water Rocket
- Robotics/Stem semester course in Year 9
- Building and Testing life-size Electric cars
- Megacity Project
- Nanotechnology
- Biomechanics
- Aurecon Bridge building competition
- Science and Engineering Challenge
- University Excursions including UniSA Connect, Engineering, Ingenuity Expo, and Women in Technology
- GPS data collection
- CAD and 3D Printing
- Laser Cutting

Student Leadership

Student Leadership provides the opportunity for any student to be involved in shaping what school life looks like, to develop leadership skills and to positively contribute to the school community and culture.

Student Voice:

Students are elected by their home group to represent their peers on our student voice team.

- Student Voice Leaders are expected to attend meetings regularly throughout the year and report back to the team and their home group upcoming events, issues arising and suggestions for improvements.
- Head and Deputy Prefects meet with the principal and Governing Council on a regular basis as a means of keeping all parties aware of issues and developments.
- Nominate to be on at least one sub-committee, which focus on areas including wellbeing, school facilities, events and fundraising, library, ICT and Environment and Sustainability.

House Captains:

- Support and encourage peers to participate on Sports Day and throughout the year for the ROCK CUP (including House Day and school House activities)
- Demonstrate pride in the House and role model what they expect from their peers (Walk the Talk!)
- Promote equity in a House/Year level (encourage ALL peers to have a go)
- Collaborate with House Leaders and other student Captains to ensure events/activities are organised and prepared

Learning Area Prefects:

Each Learning Area will elect students who are passionate and educated about their subject to represent junior and middle school.

Learning Area Prefects are expected to:

- Provide feedback to staff learning area teams that helps to inform teaching practice and support school improvement through Learning Walks
- Present professional learning to staff around how to increase student engagement in their chosen fields of study (subjects) during Student Free Days (Professional Development days for staff)
- Plan and assist with lunchtime clubs and activities.
- Support whole school events and learning area presentations (Science Week, Write a Book in a Day)
- Provide support for parents via workshops, school tours, acquaintance night, Taste of Underdale and transition morning tea/parent evenings.

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Music Program

Students study Music from year 7. We offer an extensive Instrumental Music Program, which allows students to participate in small group tuition in a range of instruments. This service is provided free of charge. Lessons are currently available in Voice, Woodwind, Guitar/Bass, Brass and Percussion. Woodwind and Brass instruments can be borrowed free of charge. Music students are able to participate in various bands and performance opportunities.



Sporting Program

Throughout the year our students compete in school and state carnivals.

Underdale High School is a member of the South Australian Secondary Schools' Sports Association that conducts knockout competitions in many sports. This competition is open to all schools in SA. We also enter Western Zone Secondary Schools Sports competitions that run each term.

Our teams are entered in a range of sports including:

- AFL
- Athletics
- Badminton
- Basketball
- Boys & Girls Football – field and indoor (Futsal)
- Netball
- Team Handball
- Volleyball
- Tennis

School Sport SA

Please follow the link below to the South

Australian School Sports Association Website for more detailed information:

<https://www.schoolsportaustralia.edu.au/stateterritory-school-sport-offices/school-sport-sa/>



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Sports Day

Our annual Sports Day is one of the most highly anticipated, contested and attended events on the school calendar. Participation rates as an official, competitor or encouraging spectator are always at levels that make us justifiably proud. The middle-distance races occur at school in the weeks leading up to Sports Day.

Sports Day is held at SA Athletics Stadium in Mile End. Students are encouraged to dress in their house colours – Tarnta (Red), Ngungana (Yellow), Kawwirлта (Green). As well as the traditional Track and Field, a series of Team events always provide some spectacular highlights, and student officials will earn Spirit Award points for their house! Trophies to be contested each year include the Middle School and Senior School Shields, the “Spirit Award” and individual Champions for each year level.

Parents are invited and very welcome to attend, particularly towards the end of the day for the relays and presentations that bring the stand down with the noise created! Siblings are also welcome if accompanied by parents.

ROCK Cup

The prestigious ROCK Cup is awarded at the end of Term 3 each year. Our ROCK Cup promotes engagement across our school, targeting all facets of school life, be it academic achievement, sporting achievement or community support.

This system also fosters authentic student leadership by creating mini-communities to support all students across year levels, with each house creating strong connections to their house values and motto.

Teams accrue points starting from Term 4 to Term 3 of the following year. Points can be accrued in the following ways:

- Sports Day
- Academic GPA
- Attendance
- House Week
- Daily Points
- ROCK activities



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Tertiary Study

Many students wish to continue with further study after Stage 2 at a tertiary institution. The South Australian Tertiary Admissions Centre (SATAC) manages the application and offer process for tertiary entry. Participating institutions are:

- Charles Darwin University
- Flinders University
- SAIBT
- Tabor Institute of Higher Education
- TAFE SA
- Torrens University
- Adelaide University
- ICHM – International College of Hotel Management
- Eynesbury College (offers Diploma pathways into University)

Students also can apply for admission to the many other independent and interstate Tertiary Institutions.

The SATAC website is a one-stop shop for information about University/ TAFE Entrance including; ATAR (Australian Tertiary Admissions Rank); Pre- requisite Subjects; Assumed Knowledge requirements; Precluded subject Combinations; Bonus ATAR points scheme; Subsidies and Scholarships; and TAFE SA Entrance - MER (Minimum Entry Requirements). To access information, latest news and due dates, visit the [SATAC website: https://satac.edu.au/](https://satac.edu.au/)

Career Guidance

All students have access to explore various career options, including:

- [DfE Student Pathways](#)
- [My Future Australia's online](#)
- [National Careers Institute careers](#)



Apprenticeships / Traineeships

Students can commence an apprenticeship or traineeship in year 10, 11 or 12, combining senior secondary school with vocational education and training (VET) and paid employment. This is a great option for school students to get a head start in their career, continue to attend school as required, participate in on-the-job training in the workplace and formal VET with a Registered Training Organisation (RTO) under an arrangement known as a training contract. Students can complete SACE while engaged with an apprenticeship or traineeship as VET can provide up to 150 of the 200 required SACE credits. For further information about School-Based Apprenticeships and Traineeships (SBAT), visit SA.GOV.AU

What is VET (Vocational Education and Training)?

VET refers to national vocational qualifications that are endorsed by industry. VET qualifications provide students with the opportunity to develop specific industry-related skills.

Benefits of choosing VET

- gaining a nationally-recognised qualification, while completing your SACE;
- getting a 'head start' in a chosen career;
- making a senior school study more relevant and interesting;
- providing opportunities to learn 'on-the-job' through workplace learning;
- providing pathways into apprenticeships, traineeships (including School-based Apprenticeships and Traineeships), further education or training, and direct employment.

The flexibility of the SACE enables students to include a significant amount of VET in their SACE studies, where 70 nominal hours of training is equivalent to 10 SACE credits. Please speak to the VET/Pathways Leader for more information about VET in the SACE or visit the [SACE Board website](#).

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Does a VET program affect other subjects?

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator.

Recommended SACE subject you could study that's relevant to your VET course

Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices. In this subject, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject.

Will I need to do workplace learning as part of my VET course?

Many VET courses require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET course in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET course. Please see the Pathways Senior Leader to discuss the process and for a copy of your school's Workplace Learning Agreement Package.

DfE VET Options

Students can gain access to a wide range of VET options on and off-campus, delivered by Training organisations such as TAFE SA and other private providers.

The Department for Education (DfE) has identified 26 Pathways in which they offer subsidies to students to complete qualifications in areas considered to be strategically important to the economy in terms of job growth and skills shortages.

Available for delivery to students at Underdale include:

- Automotive retail, servicing and repair
- IT with a focus on cybersecurity
- Food processing

Available for delivery to our students by Western Adelaide Regional schools include:

- [aged care and disability](#)
- [building and construction](#)
- [business start-up \(entrepreneurial\)](#)
- [food processing](#)
- [information technology](#)
- [manufacturing and engineering](#)
- [maritime](#)

Also available at various locations:

- [animal care](#)
- [agriculture](#)
- [aquaculture](#)
- [civil construction, resources and infrastructure](#)
- [conservation and land management](#)
- [education](#)
- [electrotechnology](#)
- [forestry](#)
- [hair and beauty](#)
- [health support](#)
- [horticulture](#)
- [hospitality and tourism](#)
- [plumbing](#)
- [resources and infrastructure](#)
- [thoroughbred racing](#)

Applying for a VET Program

Students complete an 'Expression of Interest Form' and meet with the Pathways Senior Leader to discuss all VET options and pathways so that they can make an informed decision and course selection. The form will support the Pathways Senior Leader in finalising the online application called VETRO (VET Readiness Orientation).

Course fees for these 26 Pathways are heavily subsidised by the State Government. A handful of courses will have a higher fee. Students with access to School Card will receive additional subsidies based on their course.

Applications are submitted Term 3 and students are notified of their success in Term 4. It is a requirement of all "VETRO" courses that students complete a Language Literacy and Numeracy Assessment to ensure that students' diverse needs are catered for.

Individual training providers also have their own enrolment forms that will need to be completed and submitted as the enrolment process is finalised.



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Year 7	Units	Year 8	Units	Year 9	Units	Year 10	Units	SACE Credits
English	2	English	2	English	2	EIF	1	10
Mathematics	2	Mathematics	2	Mathematics	2	English OR English EAL	2	
Science	2	Science	2	Science	2	Mathematics OR Maths Advanced	2	
Humanities and Social Sciences	2	Humanities and Social Sciences	2	Humanities and Social Sciences	2	Science	2	
Digital Technologies	1	Design Technology	1	Technologies <i>Select one of the following:</i>		History OR Business & Economics	1	
The Arts (Includes)	2	Food and Textiles Technology	1	• Design Technology	1	Health and Physical Education OR	1	
• Dance		The Arts		• Digital Technology	1	Football Academy	2	
• Drama		<i>Select one of the following:</i>		• Food and Textiles	1	Project 'U'	-	
• Music		• Dance	1	The Arts				
• Visual Arts		• Drama	1	<i>Select one of the following:</i>		3D Product Engineering	1	10
Health and Physical Education	2	• Music	1	• Dance	1	Automotive	1	
<i>Select one of the following:</i>		• Visual Arts	1	• Drama	1	Entrepreneurship	1	
• Health and PE		Health and Physical Education		• Music A and B	2	Café Culture	1	
• Football Academy*		<i>Select one of the following:</i>		• Visual Arts	1	Child Studies	1	
• Tennis Academy*		• Health and PE	1	Health and Physical Education		Dance	1 or 2	
Languages		• Football Academy*	2*	<i>Select one of the following:</i>		Drama	1 or 2	
• Modern Greek	0.5	• Tennis Academy*	2*	• Health and PE	1	Digital Technology	1	
• Japanese	0.5	Languages		• Football Academy*	2*	Forensic Sciences	1	
Project 'U'	-	<i>Select one of the following:</i>		• Tennis Academy*	2*	Food Technology	1 or 2	
Total Units Required	14	• Modern Greek A	1	Project 'U'	-	Garden and Sustainability	1	
		• Japanese A	1	Dance	1	Graphics and Architecture	1	
		Project 'U'	-	Design Technology	1	Human Movement	1	
		Dance	1	Digital Technology	1	Japanese A and B	2	
		Drama	1	Drama	1	Legal Studies	1	
		Food and Textiles Technology	1	Food and Textiles Technology	1	Media	1	
		Modern Greek B	1	Japanese A and B	2	Metal Engineering	1	
		Japanese B	1	Modern Greek A and B	2	Modern Greek A and B	2	
		Music	1	Music A and B	2	Modern History	1	
		Visual Arts	1	Robotics and STEM	1	Music	2	
		Total Units Required	14	Sports and Recreation	1	Outdoor Education	1	
				Theatre Tech	1	Peer Support	1	
				Visual Arts	1	Photography	1	
				Total Units Required	14	Society and Culture	1	
						Sports and Recreation	1	
						Textiles Technology	1	
						Visual Arts	1	
						Woodwork	1	
						Total Units Required	14	

* Academies

- Entry by application.

- Subject is run across the full year.

Units = The number of units for the specific subject, one unit is the equivalent of one semesters work.

■ Compulsory subjects

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Career and Work Education.....82

Mentoring Program.....85

Year 11	Units	SACE Credits
English <i>Select one of the following:</i>	2	20
• English		
• Essential English		
• Essential English / EAL		
• English Pre-Literacy Studies		
Mathematics <i>Select one of the following:</i>	1 or 2 1 or 2 3 1	10 or 20 10 or 20 30 10
• Essential Mathematics		
• General Mathematics		
• Mathematics Methods (A, B and C)		
• Specialist Mathematics		
AIF (Stage 2)	1	10
Supervised Study	1	
Project 'U'	-	
3D Product Engineering	1	10
Any Other Language	1 or 2	10 or 20
Automotive	1 or 2	10 or 20
Biology	2	20
Business Innovation	1	10
Café Culture	1	10
Chemistry	2	20
Child Studies	1	10
Dance	1 or 2	10 or 20
Drama	1 or 2	10 or 20
External VET or ASBA*	1 or 2*	10 or 20

Year 11	Units	SACE Credits
Fashion and Design	1	10
Food and Hospitality	1 or 2	10 or 20
Forensic Sciences	1	10
Football Academy	2	20
Furniture Construction	1 or 2	10 or 20
Garden and Sustainability	1	10
Graphics and Architecture	1	10
Health and Wellbeing	1	10
Japanese (Beginners)	1 or 2	10 or 20
Japanese (Continuers)	1 or 2	10 or 20
Legal Studies	1	10
Media Studies	1	10
Metal Engineering	1	10
Modern Greek (Beginners)	1 or 2	10 or 20
Modern Greek (Continuers)	1 or 2	10 or 20
Modern History	1	10 or 20
Multicultural Power Cup	1	10
Music	2	20
Nutrition	1 or 2	10 or 20
Passion Project	1 or 2	10 or 20
Photography	1	10
Physical Education	1 or 2	10 or 20
Physics	2	20
Psychology	1 or 2	10 or 20
Society and Culture	1	10
Visual Arts	1 or 2	10 or 20
Workplace Practices	1 or 2	10 or 20
X Venture	1	10

Plus, elective subjects to make up total required 14 Units /130 SACE credits

* VET - A completed Certificate III or higher can contribute towards your Australian Tertiary Admission Rank

* ASBA - Stands for Australian School Based Apprenticeships.

Units = The number of units for the specific subject, one unit is the equivalent of one semester's work

Compulsory subjects
 Elective subjects
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Year 12	Units	SACE Credits	Year 12	Units	SACE Credits
Individual Mentoring	-	-			
Any Other Language	2	20	Mathematical Methods	2	20
Automotive – Integrated Learning	2**	20**	Media Studies	2	20
Biology	2	20	Metal Engineering – Industry and Entrepreneurial Solutions	2	20
Business Innovation	2	20	Modern Greek (Beginners)	2	20
Chemistry	2	20	Modern Greek (Continuers)	2	20
Child Studies	2	20	Modern History	2	20
Dance	2	20	Music Explorations	2	20
Drama	2	20	Music - Creative Arts	2	20
English	2	20	Nutrition	2	20
English Literacy Studies	2	20	Passion Project	2	20
Essential English	2	20	Physical Education	2	20
Essential English (EAL)	2	20	Physics	2	20
External VET or ASBA*	2*	20*	Psychology	2*	20*
Fashion and Design	2	20	Society and Culture	2	20
Food and Hospitality	2	20	Specialist Mathematics	2	20
Football Academy – Integrated Learning	2	20	Sport Studies – Integrated Learning	2	20
Furniture Construction – Material Solutions	2	20	Visual Arts	2	20
General Mathematics	2	20	Visual Arts – Creative Arts	2	20
Health and Wellbeing	2	20	Workplace Practices – VET / Work / Volunteer Focus	2	20
Japanese (Beginners)	2	20	Workplace Practices – Sports Focus	2	20
Japanese (Continuers)	2	20			

SACE Completion: Students must choose 6 units (3 subjects)

ATAR: Students must choose 8 units (4 subjects)

Plus, elective subjects to make up total required 14 Units /130 SACE credits

* VET - A completed Certificate III or higher can contribute towards your Australian Tertiary Admission Rank

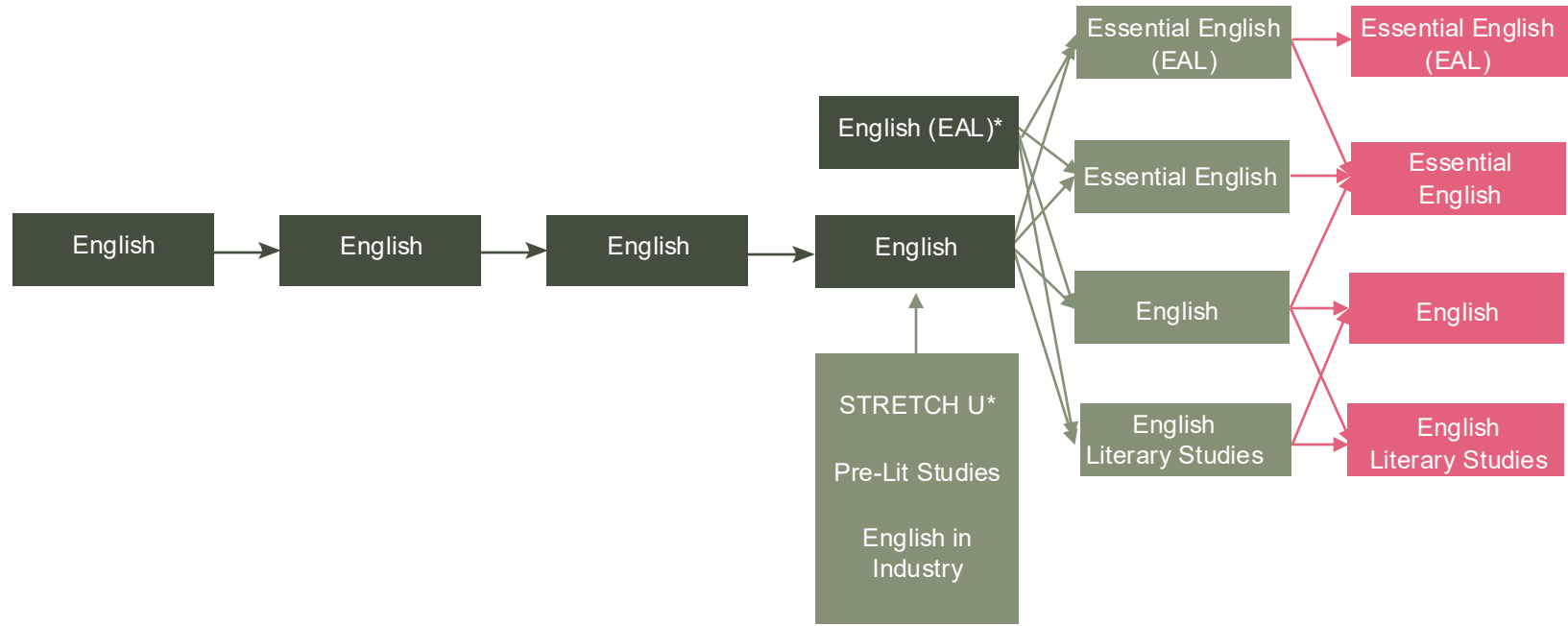
* ASBA - Stands for Australian School Based Apprenticeships.

Units = The number of units for the specific subject, one unit is the equivalent of one semesters work

Compulsory subjects
 Elective subjects
 SACE Credits



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* Admission criteria applies (Teacher Recommendation)



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English Year 7

Length
Full Year

Contact person
English/EAL Leader

Content
The Year 7 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students interact with others for a variety of purposes and engage with a variety of texts. These include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances with themes of interpersonal relationships and ethical dilemmas in real- world and fictional settings.

Assessment
Assessment for learning is continuous and allows students to listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts for different audiences. Assessment in English is based upon the achievement standards of the Australian Curriculum.

Pre-requisite / Special requirements
Not Applicable.

Curriculum Charges
Not Applicable.

Stationary requirements
• Exercise book A4 8mm 96 page.

Intensive Literacy Year 7

Length
Semester/Full Year

Contact Person
English/EAL Leader

Content
The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, students focus on expressing and developing ideas and word knowledge.

Assessment
Assessment for learning is continuous. And allows students to listen to, read, view, interpret and create texts for different purposes.

Pre-Requisite / Special Requirements
Students are recommended for this class by their English/EAL teacher.

Curriculum Charges
Not Applicable.

Stationary Requirements
• Exercise book A4 8mm 96 page.

English Year 8

Length
Full Year

Contact Person
English/EAL Leader

Content
The Year 8 English course develops students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students develop their understanding of how texts are influenced by context, purpose and audience. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. These texts explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings , and a variety of perspectives also explore.

Assessment
Assessment for learning is continuous and allows students to listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts for different audiences. Assessment in English is based upon the achievement standards of the Australian Curriculum.

Pre-Requisite / Special Requirements
Not Applicable.

Curriculum Charges
Not Applicable.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Intensive Literacy Year 8

Length
Semester/Full Year

Contact Person
English/EAL Leader

Content
The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, students focus on expressing and developing ideas and word knowledge.

Assessment
Assessment for learning is continuous and allows students to listen to, read, view, interpret and create texts for different purposes.

Pre-Requisite / Special Requirements
Students are recommended for this class by their English/EAL teacher.

Curriculum Charges
Not Applicable.

Stationary Requirements
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English Year 9

Length
Full Year

Contact person
English/EAL Leader

Content
The Year 9 English course develops students' skills in reading, writing, listening, speaking, and creating. Students engage with a wide range of texts, including novels, poetry, film, digital and multimodal texts. They explore themes that require deeper thinking and begin to understand how language, visuals, and context shape meaning. Learning occurs in both familiar and new settings, including local, global, and vocational contexts.

Assessment
Assessment for learning is continuous and allows students to analyse, interpret, evaluate, discuss, create and perform a wide range of spoken, written and multimodal texts for a range of audiences. Assessment in English is based upon the achievement standards of the Australian Curriculum.

Pre-requisite / Special requirements
Not Applicable.

Curriculum Charges
Not Applicable.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Intensive Literacy Year 9

Length
Semester/Full Year

Contact Person
English/EAL Leader

Content
The course provides specific support for students to learn and build upon their knowledge and understanding of the English language skills, concepts and processes needed to interact at school and to access the curriculum, students focus on expressing and developing ideas and word knowledge.

Assessment
Assessment for learning is continuous and allows students to listen to, read, view, interpret and create texts for different purposes

Pre-Requisite / Special Requirements
Students are recommended for this class by their English/EAL teacher.

Curriculum Charges
Not Applicable.

Stationary Requirements
• Exercise book A4 8mm 96 page.

English Year 10

Length
Full Year

Contact Person
English/EAL Leader

Content
English in Year 10 includes: reading a wide range of texts and developing appropriate comprehensions skills and strategies, critically viewing films and other media texts, speaking and listening in a variety of situations, writing a broad range of texts, including formal and informal, creative and informative. Students are expected to engage in a range of speaking, listening, writing and reading activities as a part of this subject.

Assessment
Assessment in English is based upon the achievement standards of the Australian Curriculum.

Pre-Requisite / Special Requirements
Not Applicable.

Curriculum Charges
Not Applicable.

Stationary Requirements
• Exercise book A4 8mm 96 page.

English EAL Year 10

Length
Semester/Full Year

Contact Person
English/EAL Leader

Content
EAL in Year 10 includes: reading a wide range of texts and developing appropriate comprehensions skills and strategies, critically viewing films and other media texts. students also speak and listen in a variety of situations, writing a broad range of texts, including formal and informal, creative and informative.

Assessment
Assessment in EAL is based upon the achievement standards of the Australian Curriculum: English. Where it is deemed appropriate to assess an EAL student against a lower standard, parents will be consulted.

Pre-Requisite / Special Requirements
Students must qualify to be part of a specialist EAL class. They must either speak an additional language or be immersed in it at home through their families or guardians.

Curriculum Charges
Not Applicable.

Stationary Requirements
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STRETCH U – ACCELERATED LEARNING ENGLISH

English in Industry Year 10

Length
Semester 2

Contact person
English/EAL Leader

Content
This subject develops real-world communication skills through an industry-focused English curriculum. Students create and respond to texts used in workplace and vocational settings, such as reports, emails, presentations, and media. The subject prepares students for future English studies and supports pathways into industry or vocational learning.

Assessment
Students will complete a range of assessments aligned with the SACE Stage 1 English: *Literacy for Work* subject. These may include:

- Text Production (e.g. industry-specific writing or digital communication)
- Text Analysis (e.g. examining workplace texts or industry media)
- Interaction (e.g. oral presentations or collaborative communication tasks)

Pre-requisite / Special requirements
Teacher recommendation required.

Curriculum Charges
Not Applicable.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Pre-Lit Studies Year 10

Length
Semester 2

Contact person
English/EAL Leader

Content
This subject introduces students to literary analysis and critical thinking through a focus on classic and contemporary texts. Students explore how authors use language, style, and structure to create meaning and impact. The course builds skills in analytical writing, discussion, and interpretation to prepare students for Stage 1 and 2 English Literary Studies.

Assessment
Assessment tasks follow the SACE Stage 1 English Literary Studies requirements and may include:

- Responding to Texts (analytical essays or reflections)
- Creating Texts (creative or transformative writing)
- Intertextual Study (comparing ideas and techniques across texts)

Pre-requisite / Special requirements
Students are recommended to have achieved a B grade or higher in Year 9 English, with strong reading comprehension, analytical skills, and attention to detail. An interest in literature and academic writing is essential. Teacher recommendation required.

Curriculum Charges
Not Applicable.

Stationary Requirements
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ENGLISH/EAL

Intensive Literacy Year 10

Length
Semester/Full Year

Contact person
English/EAL Leader

Content
Intensive Literacy supplements and extends on the students' English or EAL learning to support their success across all their subjects. This is achieved through strategies that develop a range of essential skills, with a particular focus on oral language in the classroom and subject vocabulary.

Assessment
Assessment in Intensive Literacy is based upon the achievement standards and literacy progressions of the Australian Curriculum.

Pre-requisite / Special requirements
Students are recommended for this class by their English/EAL teacher.

Curriculum Charges
Not Applicable.

Stationary requirements

- Exercise book A4 8mm 96 page.

Intensive Literacy Stage 1

Length
Semester/Full Year

Contact Person
English/EAL Leader

Content
This Intensive Literacy supplements English or Essential English EAL, through strategies that develop essential skills, with a focus on oral language and subject vocabulary, to support students across all their subjects. Students with low literacy levels qualify for this class.

Assessment
Assessment is based upon the performance standards of the SACE.

Pre-Requisite / Special Requirements
Students are recommended for this class by their English/EAL teacher.

Curriculum Charges
Not Applicable.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Essential English (EAL) Stage 1

Length
Full Year

Contact Person
English/EAL Leader

Content
The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader. Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form. Teachers plan with the needs of EAL students in mind and work with students to support the achievement of their goals.

Assessment
Assessment is based upon the performance standards of the SACE.

Pre-requisite / Special Requirements
Not Applicable.

Curriculum Charges
Not Applicable.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Essential English Stage 1

Length
Semester/Full Year

Contact Person
English/EAL Leader

Content
The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader. Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Assessment
Assessment is based upon the performance standards of the SACE.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable.

Stationary Requirements

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Mentoring Program.....85

English Stage 1

Length
Full Year

Contact Person
English/EAL Leader

Content
Responding to Texts - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and create a response in their reader.
Creating Texts - Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.
Intertextual Study – Students connect two or more texts in relation to other texts: To the context in which each text was generated OR To the context in which each text is read or viewed. Could be either a response to text, or a created text. An intertextual study is completed in each semester.

Assessment
Assessment is based upon the performance standards of the SACE.

Pre-Requisite / Special Requirements
B or higher at Y10 or with teacher recommendation.

Curriculum Charges
Not Applicable.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

English Literary Studies Stage 1

Length
Full Year

Contact Person
English/EAL Leader

Content
The subject focuses on responding to and creating oral, written, and multimodal texts across various genres and contexts.
Responding to Texts – Students explore texts composed for different purposes and forms, developing an understanding of how authors communicate meaning and influence their audience.
Creating Texts – Students demonstrate their learning by producing texts in written, oral, or multimodal form.
Intertextual Study – Each semester, students complete a study connecting two or more texts through context or interpretation. This may be a response or a created piece. Teaching emphasises literature and analytical skills to prepare students for Stage 2 English Literary Studies.

Assessment
Assessment is based upon the performance standards of the SACE.

Pre-Requisite / Special Requirements
B or Higher at Year 10 or with a Teacher recommendation.

Curriculum Charges
Not Applicable.

Stationary Requirements

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Essential English (EAL) Stage 2

Length
Full Year

Contact Person
English/EAL Leader

Content
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

Assessment
School Assessment (70%):
Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.
Creating Texts (40%) – Students create three texts; one advocacy text and two additional texts. One must be in oral form.
External Assessment (30%): Students select a language context and create a question about the use of the language in that context. They use a range of resources to explore their topic.

Pre-Requisite / Special Requirements
Students are recommended to have achieved a B or higher in Stage 1 Essential English or Stage 1 Essential English EAL.

Curriculum Charges
\$20 will be charged for subsidised excursions or when required.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Essential English Stage 2

Length
Full Year

Contact Person
English/EAL Leader

Content
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

Assessment
School Assessment (70%)
Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral.
Creating Texts (40%) – Students create three texts; one advocacy text and two additional texts. One must be in oral form.
External Assessment: Language Study (30%) – Students select a language context and create a question about the use of the language in that context. They use a range of resources to explore their topic.

Pre-Requisite / Special Requirements
Students should have achieved a B or higher in Stage 1 Essential English (or EAL) to be recommended for this subject.

Curriculum Charges
\$20 will be charged for subsidised excursions or when required.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

English Stage 2

Length
Full Year

Contact Person
English/EAL Leader

Content
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis and creation.

Assessment
School Assessment (70%)
Responding to Texts (30%) – Students produce three responses to texts, one of which must be an oral. Creating Texts (40%) – Students create three texts for a range of purposes, and a writer's statement that reflects on the varying text types.
External Assessment: Comparative Essay (30%) – Students complete a written comparative analysis of two texts of their own choosing.

Pre-Requisite / Special Requirements
Students are recommended to have achieved a B or higher in Stage 1 English or Stage 1 English Literary Studies.

Curriculum Charges
\$20 will be charged for subsidised excursions or when required.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

English Literary Studies Stage 2

Length
Full Year

Contact Person
English/EAL Leader

Content
The subject focuses on the analysis and creation of literature.

Assessment
School Assessment (70%):
Responding to Texts (50%) – Students produce up to five responses to a range of texts: extended prose, film, drama and poetry.
Creating Texts (20%) – Students create two texts; a transformative piece with an accompanying writer's statement, and a piece chosen by the teacher.
External Assessment (30%):
Comparative Text Study (15%) Students complete a written comparative analysis of two texts, one from their responding to texts, and one of their own choosing.
Critical Reading Exam (15%) – a 90 minute examination, critical reading of an unseen text.

Pre-Requisite / Special Requirements
Students are recommended to have achieved a B or higher in Stage 1 English or Stage 1 English Literary Studies.

Curriculum Charges
\$20 will be charged for subsidised excursions or when required.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

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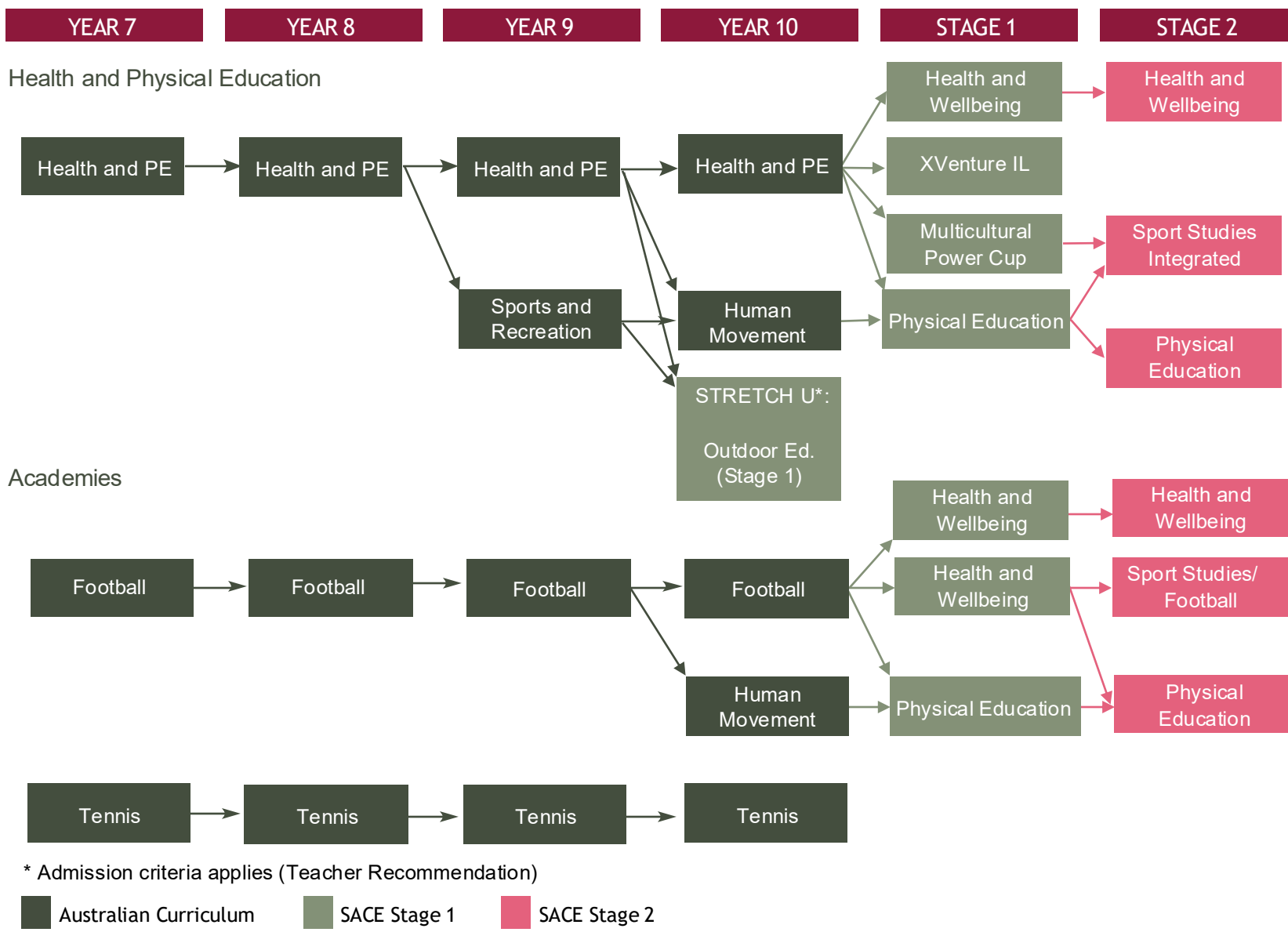
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Health & Physical Education Year 7

Length
Full Year

Contact Person
Health and Physical Education Leader

Content
The focus areas to be addressed include but are not limited to alcohol and other drugs, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

Assessment
Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movement. Achievement may be demonstrated by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

Pre-Requisite / Special Requirements
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
Not Applicable.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Health & Physical Education Year 8

Length
Semester

Contact Person
Health and Physical Education Leader

Content
The focus areas to be addressed include but are not limited to alcohol and other drugs, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

Assessment
Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement and learning through movement. Achievement may be demonstrated by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

Pre-Requisite / Special Requirements
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
Not Applicable.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Health & Physical Education Year 9

Length
Semester

Contact Person
Health and Physical Education Leader

Content
The focus areas to be addressed in Year 9 include but are not limited to alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

Assessment
Assessment tasks include both practical and theoretical components. Students demonstrate their achievement through tasks such as essays, reflections, presentations, creative writing, and performances, assessed against the Year 9 and 10 Australian Curriculum Achievement Standards.

Pre-Requisite / Special Requirements
Underdale PE uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
Not Applicable.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Sports and Recreation Year 9

Length
Semester

Contact Person
Health and Physical Education Leader

Content
The focus areas to be addressed include but are not limited to health benefits of physical activity, safety, challenge and adventure activities, games and sports, lifelong physical activities.

Assessment
Students complete a range of theory and practical tasks to develop their understanding of Personal, Social, and Community Health. Practical assessment focuses on recreational activities such as table tennis, golf, ten-pin bowling, and bushwalking. Achievement is demonstrated through tasks like reflections, presentations, written responses, and practical performance.

Pre-Requisite / Special Requirements
Students in the Football program are not permitted to study this course. Underdale PE uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
There will be some additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

Stationary Requirements
None

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Health and Physical Education Year 10

Length
Semester

Contact Person
Health and Physical Education Leader

Content
The focus areas to be addressed in Year 10 include, but are not limited to: performance enhancing drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, and lifelong physical activities.

Assessment
There are practical and theoretical assessment tasks. Achievement may be demonstrated for example by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance. There are practical and theoretical assessment tasks which give students an opportunity to demonstrate development of the Year 9 and 10 Achievement Standards of the Australian Curriculum.

Pre-Requisite / Special Requirements
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
Not Applicable.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Human Movement Year 10

Length
Semester

Contact Person
Health and Physical Education Leader

Content
The course is tailored to better prepare students for Stage 1 & 2 PE, as well as inspiring them to follow this pathway into higher education and ultimately, as a career. The course aims to expose students to career pathways in the Sports Science field, including; Personal Training, Biomechanics, Strength and Conditioning, Physiotherapy, Coaching and PE teaching. The following topics will be covered: Fitness Components (theory and practical based), Training Principles and Methods (theory and practical based), Responses to acute exercise and associated testing, Musculoskeletal names and functions, Stages of learning.

Assessment
Students will complete formative and summative tasks in both small groups and individual scenarios to assess knowledge and understanding of practical and theoretical concepts. Students will also undertake an end of Semester Exam.

Pre-Requisite / Special Requirements
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Outdoor Education Year 10 (Stage 1 credits)

Length
Semester

Contact Person
Health and Physical Education Leader

Content
This course intends to expose students to the world of alternative sports and recreational activities, which may include mountain bike riding, bush walking, kayaking, group dynamics activities and local camping. Students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health. Students will develop and apply risk management skills whilst being responsible for both themselves and those within a group setting.

Assessment

- Planning stage for camps and excursions (risk assessments, environmental investigation) 40%
- Active engagement and participation in activities 30%
- Group dynamics roles and responsibilities (individual and group) 30%

Pre-Requisite / Special Requirements
Underdale PE Uniform. There is an expectation that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
Additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.



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Physical Education Stage 1

Length
Semester or Full Year

Contact Person
Health and Physical Education Leader

Content
Students explore skill acquisition, biomechanics, and exercise physiology through physical activities and lab tasks such as fitness testing, games analysis, and performance analysis. Sports may include handball, volleyball, badminton, softball, and futsal. In the Physical Activity Investigation, students analyse data and reflect on participation in modified sports such as Fast 5 Netball, AFL 9s, 3x3 Basketball, or Tchoukball.

Assessment
Students complete two to three assessments, each worth at least 20%. These include:
Performance Improvement: One or two tasks (approx. 1000 words each)
Physical Activity Investigation: One or two tasks (approx. 1000 words each)

Pre-Requisite / Special Requirements
Successful completion of year 10 PE course. Underdale PE uniform or Football Academy uniform.

Curriculum Charges
Additional costs involved with excursions will be collected when required.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

XVenture II Stage 1

Length
Semester

Contact Person
Health and Physical Education Leader

Content
Course Focuses on developing leadership qualities, emotional intelligence (resilience) and team building skills through the lens of Basketball, supported by an online program designed by the Adelaide 36ers.

Assessment
Leadership 25% Basketball Unit 25% Worksheets/Quizzes 25% Connections Task 25%.

Pre-Requisite / Special Requirements
Underdale PE uniform or Football Academy uniform. It is expected that students will participate in all practical lessons. If students cannot participate, this should be supported with a note from a parent or guardian.

Curriculum Charges
\$50.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Multicultural Power Cup Stage 1

Length
Semester

Contact Person
Health and Physical Education Leader

Content
Course focuses on gaining a greater understanding of and appreciation for the diverse range of cultures at school and in our community. Topics include Power Intercultural Cup Intercultural Guemsey Design Harmony Day Activation Cultural Awareness Investigation of self, peer and Indigenous Australians.

Assessment
40% Guemsey Design and Harmony Day Activation
30% Connections and Cultural Awareness Podcast
30% Practical Exploration: Participation in Power Intercultural Cup and sports including AFL 9s, Gaelic Football and Team Handball

Pre-Requisite / Special Requirements
Interest in Multicultural Understanding and successful completion of Year 10 HPE. Underdale PE or Football Academy uniform.

Curriculum Charges
None.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Health and Wellbeing Stage 1

Length
Semester

Contact Person
Health and Physical Education Leader

Content
Students develop knowledge and skills to understand influences on health and wellbeing and make informed decisions. They explore the role of health in various contexts and ways to promote positive outcomes for individuals and society. Teachers focus on concepts such as Health Literacy, Health Determinants, Social Equity, and Health Promotion at both individual and global levels.

Assessment
Assessment at Stage 1 is school-based. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning. Assessment Type 1: Practical Action - Two tasks 60%. Assessment Type 2: Inquiry - One task 40%. Students provide evidence of their learning through three assessments, with at least one assessment from each assessment type. Each assessment type has a weighting of at least 20%.

Pre-Requisite / Special Requirements
Not Applicable.

Curriculum Charges
None.

Stationary Requirements

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HEALTH AND PHYSICAL EDUCATION

Physical Education Stage 2

Length

Semester or Full Year

Contact Person

Health and Physical Education Leader

Content

Students develop knowledge and understanding of sports science concepts including Exercise Physiology, Skill Acquisition and Biomechanics through participation in and analysis of sports including Basketball, Team Handball, Volleyball, Badminton, Netball and Futsal.

Assessment

School Assessment (70%)
Assessment Type 1: 2 x Diagnostic Tasks (30%)
Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)
Assessment Type

Pre-Requisite / Special Requirements

An A or B grade in Stage 1 PE or via HPE Leader recommendation. Keen interest in both practical and theoretical aspects of sport, physical activity and fitness. Underdale PE or Football Academy uniform

Curriculum Charges

\$60 for Essentials Workbook.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Health and Wellbeing Stage 2

Length

Semester or Full Year

Contact Person

Health and Physical Education Leader

Content

Students develop knowledge and understanding of sports science concepts including Exercise Physiology, Skill Acquisition and Biomechanics through participation in and analysis of sports including Basketball, Team Handball, Volleyball, Badminton, Netball and Futsal.

Assessment

School Assessment (70%)
Assessment Type 1: 2 x Diagnostic Tasks (30%)
Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)
Assessment Type

Pre-Requisite / Special Requirements

An A or B grade in Stage 1 PE or via HPE Leader recommendation. Keen interest in both practical and theoretical aspects of sport, physical activity and fitness. Underdale PE or Football Academy uniform

Curriculum Charges

\$60 for Essentials Workbook.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

Tennis Academy Years 7-10

Length

Semester

Contact Person

Health and Physical Education Leader

Content

The *Tennis Academy* is a specialist subject designed to integrate elite tennis training with students' academic timetable. Students will participate in a structured program that could include on-court skill development, match play, video analysis, strength and conditioning, sports psychology, nutrition education, and performance goal setting.

Assessment

Students are required to complete a range of practical and theory tasks to develop Personal, Social and Community Health demonstrating knowledge and understanding. The practical component assessment focuses on understanding movement in tennis and learning through movement. Achievement may be demonstrated by: essays, tests, posters, reflections, presentations, creative writing, reports, reviews and practical performance.

Pre-Requisite / Special Requirements

Underdale PE Uniform. Prior tennis experience is desired, but not necessary.

Curriculum Charges

\$700 (TBC)

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Football Year 7

Length
Full Year

Contact Person
Football Academy Leader

Content
Practical Component: Functional techniques transferred into game situations including running with the ball, first touch and heading. Futsal focus Unit. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety.

Assessment
Students complete practical and theory tasks to develop knowledge of Personal, Social, and Community Health, with a focus on movement in football. Achievement is demonstrated through essays, tests, presentations, reflections, creative writing, reports, and practical performance.

Pre-Requisite / Special Requirements
Interested students must submit an application and attend a selection trial. Year 7 students will be placed in either an 'advanced' or 'development' squad at the coaches' discretion. All Football Academy students are required to wear the school Football uniform

Curriculum Charges
\$300 plus an additional cost for residential camp in Semester 1.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Football Year 8

Length
Full Year

Contact Person
Football Academy Leader

Content
Practical Component: Functional techniques transferred into game situations including running with the ball, first touch and heading. Futsal focus Unit. Theory Component: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety.

Assessment
Students complete practical and theory tasks to develop knowledge of Personal, Social, and Community Health, with a focus on movement in football. Achievement is demonstrated through essays, tests, presentations, reflections, creative writing, reports, and practical performance.

Pre-Requisite / Special Requirements
Interested students must submit an application and attend a selection trial. Year 8 students will be placed in either an 'advanced' or 'development' squad at the coaches' discretion. All Football Academy students are required to wear the school Football uniform

Curriculum Charges
\$300 plus an additional cost for residential camp in Semester 1.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Football Year 9

Length
Full Year

Contact Person
Football Academy Leader

Content
Practical Component: Functional game skills, possession and training games, a Futsal-focused unit, dynamic stretching, and core stability exercises. Theory Component: Topics include alcohol and other drugs, nutrition, mental health, relationships and sexuality, physical activity benefits, and sports safety and injury prevention.

Assessment
Students complete practical and theoretical tasks through Football to demonstrate progress towards the Year 9 and 10 Australian Curriculum Achievement Standards. Assessment may include essays, tests, reflections, presentations, creative tasks, and practical performance.

Pre-Requisite / Special Requirements
Participants must have successfully completed the Year 8 Football course. New students must apply and attend a selection trial. Year 9 students will be placed into an 'advanced' or 'development' squad at the coaches' discretion. All students must wear the school Football uniform.

Curriculum Charges
\$300 plus an additional cost for regional camp in Semester 1.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Football Year 10

Length
Full Year

Contact Person
Football Academy Leader

Content
This football-focused course includes playing, refereeing, analysing matches, and organising tournaments, facilities, and equipment. Students also explore injury prevention, nutrition, and football conditioning, with a dedicated Futsal unit.

Assessment
Students complete practical and theoretical tasks through Football to demonstrate progress towards the Year 9 and 10 Australian Curriculum Achievement Standards. Assessment may include written tasks, presentations, reflections, and practical performance.

Pre-Requisite / Special Requirements
Interested participants are required to have successfully completed the Year 9 football course. New students are required to submit an application form and participate in a selection trial. All Football Academy students are required to have the school Football uniform.

Curriculum Charges
\$300 plus an additional cost for regional camp in Semester 1.

Stationary Requirements
• Exercise book A4 8mm 96 page.



Football
Integrated Learning
Stage 1

Length
Full Year

Contact Person
Football Academy Leader

Content
This subject has a school-based assessment component and an external assessment component. A set of school-based assessments are designed to enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject.

Topics include; Futsal focus Unit, Advanced 1-4-3-3 game training, Individual training, and Planning, Preparing and implementing a Primary School Football and Futsal Carnival. (Underdale Cup)

- Assessment**
- Practical Performance 40%
 - Connections 40%
 - Personal Venture 20%

Pre-Requisite / Special Requirements
Interested students are required to have successfully completed the Year 10 football course. New students must complete the application which will be assessed by the football manager. All participants in this program will have displayed a high level of interest in playing and studying football. All Football Academy students are required to have the school Football uniform.

Curriculum Charges
\$300

Stationary Requirements
None

Football/ Sport Studies
Integrated Learning
Stage 2

Length
Full Year

Contact Person
Football Academy Leader

Content
In this subject, students are expected to develop the knowledge, skills, and understanding through a variety of sports and activities. Students will specifically: Develop and apply knowledge, concepts, and skills for a purpose. Extend and apply one or more capabilities and work collaboratively with others.

- Assessment**
- Practical Inquiry (40%)
Futsal, Kayaking & Pickleball
 - Connections (30%)
Coaching Year 7/8 Football Camp
 - External Assessment
 - Personal Endeavour (30%)
 - Football/Sports Investigation

Pre-Requisite / Special Requirements
successfully completed the Stage 1 Football or Physical Education course. All students are required to have the school Football or PE uniform.

Curriculum Charges
\$200 plus additional costs involved with excursions, specialist instructors, bus hire etc. which will be collected when required.

Stationary Requirements

- Exercise book A4 8mm 96 page.

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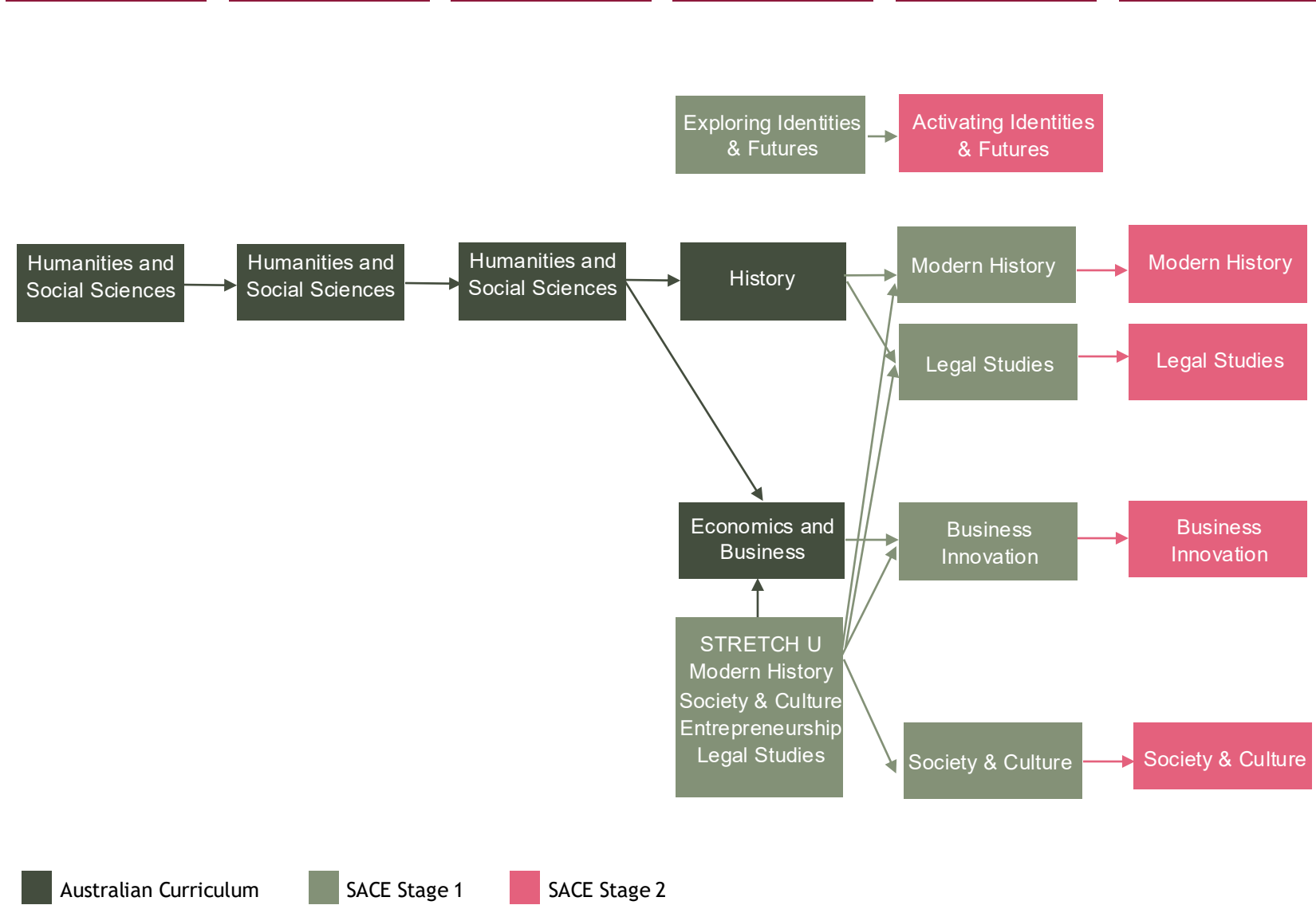
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Humanities and Social Sciences Year 7

Length
Full Year

Contact Person
Humanities and Social Sciences Leader

Content
At Year 7, the HASS curriculum provides students with a comprehensive understanding of the world around them. Students explore the ancient world, focusing on the development of societies and their lasting impacts. They examine geographical concepts such as space, place and environment, and learn about the role of government and democracy in Australia. Additionally, students are introduced to basic economic concepts. Through inquiry-based learning, students develop critical thinking, research and communication skills, preparing them for future studies and active citizenship.

Assessment
Assessment for learning is continuous. Assessment of learning allows students to demonstrate their ability and skills against the curriculum requirements.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
• Exercise book A4 8mm 96 page.

Humanities and Social Sciences Year 8

Length
Full Year

Contact Person
Humanities and Social Sciences Leader

Content
At Year 8, the HASS curriculum deepens students' understanding. Students explore the medieval world and early modern history, examining significant events and societies. Geographical studies focus on landscapes and landforms, and the impact of human activity on the environment. In civics and citizenship, students learn about the legal system and the importance of active participation in democracy. The economics and business component introduces students to the concepts of markets, financial literacy and the role of business. Through this, students enhance their analytical, research and communication skills, fostering informed and active citizenship.

Assessment
Assessment for learning is continuous. Assessment of learning allows students to demonstrate their ability and skills against the curriculum requirements.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
• Exercise book A4 8mm 96 page.

Humanities and Social Sciences Year 9

Length
Full Year

Contact Person
Humanities and Social Sciences Leader

Content
At Year 9, the HASS curriculum offers students a deeper exploration of HASS subjects. In History, students investigate the making of the modern world, focusing on the Industrial Revolution, World War I and the emergence of Australia as a nation. Students cover biomes, food security and the impact of human activity on ecosystems in Geography. Students examine the role of global citizenship in civics. They also explore the role of innovation through business. Through inquiry-based learning, students develop critical-thinking, problem-solving and communication skills, preparing them for informed and active participation in society.

Assessment
Assessment for learning is continuous. Assessment of learning allows students to demonstrate their ability and skills against the curriculum requirements.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
• Exercise book A4 8mm 96 page.

Business Innovation Year 10

Length
Semester

Contact Person
Humanities and Social Sciences Leader

Content
Students focus on economic performance and living standards, and the business environment. Students explore how economic performance is measured and the factors that influence living standards, including government policies and global events. They also examine the role of businesses in the economy, exploring innovation, entrepreneurship, and the impact of technology. The curriculum develops skills in economic reasoning, data analysis and decision-making, preparing students to understand and engage with economic and business issues in the real world and equipping them with the skills for further studies at Stage 1 and 2.

Assessment
Assessment for learning is continuous. Assessment of learning allows students to demonstrate their ability and skills against the curriculum requirements.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
• Exercise book A4 8mm 96 page.

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HUMANITIES AND SOCIAL SCIENCES

History Year 10

Length
Semester

Contact Person
Humanities and Social Sciences Leader

Content
At Year 10, students explore the modern world and Australia from 1918 to the present, focusing on World War II, rights and freedoms and globalisation. Students examine the causes and impacts of World War II, the struggle for human rights, including those of Aboriginal and Torres Strait Islander peoples, and the effects of globalisation on migration, culture and the environment. The curriculum develops skills in historical inquiry, source analysis and communication, preparing students for further studies at Stage 1 and 2.

Assessment
Assessment for learning is continuous. Assessment of learning allows students to demonstrate their ability and skills against the curriculum requirements.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
• Exercise book A4 8mm 96 page.

Entrepreneurship Year 10

Length
Semester – Semester Two

Contact Person
Humanities and Social Sciences Leader

Content
Year 10 students explore entrepreneurship in Stage 1 Entrepreneurship – Integrated Learning. This course empowers students to explore the dynamic world of business through creativity and strategic thinking. Students will learn to identify opportunities, develop innovative solutions, and understand the processes of starting and managing their own business. Key areas include business planning, marketing, and financial management. Learners will enhance their problem-solving skills and gain insights into the challenges and rewards of the business landscape.

Assessment
Assessment consists of:
• Identifying Business Ideas
• Developing a Business Plan
• Launching an Online Business

Pre-Requisite / Special Requirements
One semester of Year 10 History or Economics & Business

Curriculum Charges
TBC Upon Commencement – dependent on student business choices.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Legal Studies Year 10

Length
Semester – Semester Two

Contact Person
Humanities and Social Sciences Leader

Content
Students discover the foundations of law and justice with Year 10 (Stage 1) Legal Studies. This course provides students with an understanding of the legal system, exploring how ideas are made, interpreted, and applied in society. Students will examine the key legal principles, rights and responsibilities, as well as contemporary legal issues. Through case studies and practical activities, learners will develop skills in critical thinking, analysis and argumentation, preparing them for informed citizenship and potential future studies in law related fields.

Assessment
Assessment consists of:
• Analytical Response
• Inquiry
• Presentation

Pre-Requisite / Special Requirements
One semester of Year 10 History or Economics & Business

Curriculum Charges
Not Applicable

Stationary Requirements
• Exercise book A4 8mm 96 page.

Modern History Year 10

Length
Semester – Semester Two

Contact Person
Humanities and Social Sciences Leader

Content
Students explore the dynamic and transformative events of the modern era. This course offers students an opportunity to delve into significant historical events, movements, and figures that have shaped the contemporary world. Students will develop critical thinking and analytical skills by examining sources, interpreting evidence and constructing well-supported arguments. Key topics may include revolutions, world wars, social movements, and the rise of globalisation. This subject not only enhances historical understanding but also fosters a deeper appreciation of the complexities of today's global society.

Assessment
Assessment consists of:
• Folio
• Source Analysis
• Historical Investigation

Pre-Requisite / Special Requirements
One semester of Year 10 History or Economics & Business.

Curriculum Charges
Not Applicable

Stationary Requirements
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Society & Culture Year 10

Length
Semester – Semester Two

Contact Person
Humanities and Social Sciences Leader

Content
Students engage with the diverse and interconnected world through Year 10 (Stage 1) Society & Culture. This course invites students to explore the complexities of societies and the cultural influences that shape human behaviour and interactions. Students will investigate themes such as identity, social justice, and cultural diversity, developing skills in research, analysis and critical thinking. Through various case studies and projects, learners will gain insights into how societies function and evolve, preparing them for active and informed participation in a multifaceted world.

Assessment
Assessment consists of:

- Folio
- Issues Investigation
- Group Task

Pre-Requisite / Special Requirements
One semester of Year 10 History or Economics & Business

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display Folder with 20 refillable pockets.

Modern History Stage 1

Length
Semester

Contact Person
Humanities and Social Sciences Leader

Content
Students explore the dynamic and transformative events of the modern era. This course offers students an opportunity to delve into significant historical events, movements, and figures that have shaped the contemporary world. Students will develop critical thinking and analytical skills by examining sources, interpreting evidence and constructing well-supported arguments. Key topics may include revolutions, world wars, social movements, and the rise of globalisation. This subject not only enhances historical understanding but also fosters a deeper appreciation of the complexities of today's global society.

Assessment
Assessment consists of:

- Folio
- Source Analysis
- Historical Investigation

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- Exercise Book A4 8mm 96 page.

Business Innovation Stage 1

Length
Semester

Contact Person
Humanities and Social Sciences Leader

Content
Students explore entrepreneurship in Stage 1 Business Innovation. This course empowers students to explore the dynamic world of business through creativity and design thinking. Students will learn to identify opportunities, develop innovative solutions, and understand existing businesses. Key areas include problem-solving strategies through design thinking with a focus on innovating an existing business and promoting stakeholder interest. Through real-world projects and collaborative activities, learners will enhance their design thinking skills and gain insights into the challenges and rewards of the business landscape.

Assessment
Assessment consists of:

- Business Skills Folio
- Business Pitch

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- Exercise Book A4 8mm 96 page.

Legal Studies Stage 1

Length
Semester

Contact Person
Humanities and Social Sciences Leader

Content
Students discover the foundations of law and justice with Stage 1 Legal Studies. This course provides students with an understanding of the legal system, exploring how ideas are made, interpreted, and applied in society. Students will examine the key legal principles, rights and responsibilities, as well as contemporary legal issues. Through case studies and practical activities, learners will develop skills in critical thinking, analysis and argumentation, preparing them for informed citizenship and potential future studies in law related fields.

Assessment
Assessment consists of:

- Analytical Response
- Inquiry
- Presentation

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

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Society & Culture Stage 1

Length
Semester

Contact Person
Humanities and Social Sciences Leader

Content
Students engage with the diverse and interconnected world through Stage 1 Society & Culture. This course invites students to explore the complexities of societies and the cultural influences that shape human behaviour and interactions. Students will investigate themes such as identity, social justice, and cultural diversity, developing skills in research, analysis and critical thinking. Through various case studies and projects, learners will gain insights into how societies function and evolve, preparing them for active and informed participation in a multifaceted world.

Assessment
Assessment consists of:

- Folio
- Issues Investigation
- Group Task

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display Folder with 20 refillable pockets.

Business Innovation Stage 2

Length
Full Year

Contact Person
Humanities and Social Sciences Leader

Content
Students gain an understanding of designing, sustaining and transforming businesses in the modern world. This course challenges students to think creatively and strategically about business opportunities and solutions. They explore areas such as business models, marketing strategies, and financial planning. They engage with real-world problems to identify and design, test, iterate and communicate viable business solutions. This prepares students for the dynamic business environment and equips them with the tools needed for future studies and entrepreneurial ventures.

Assessment
Assessment consists of:

- Business Skills Folio (40%)
- Business Model (30%)
- Business Plan & Pitch (30%)

Pre-Requisite / Special Requirements
Students achieve a C or higher in any Stage 1 HASS subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Not Applicable

Stationary Requirements

- Exercise book A4 8mm 96 page.

Legal Studies Stage 2

Length
Full Year

Contact Person
Humanities and Social Sciences Leader

Content
Students will learn about the Australian legal system, how laws are made and how they control interactions between people, institutions and government. This course provides students with a comprehensive understanding of law and justice, exploring how legal principles are applied in real-world contexts. Students examine areas such as criminal law, civil rights, and international law, developing skills in critical analysis and legal reasoning. Through case studies and debates, learners will engage with contemporary legal issues, preparing them for informed citizenship and potential careers in law and related fields.

Assessment
Assessment consists of:

- Folio (40%)
- Inquiry (30%)
- Exam (30%)

Pre-Requisite / Special Requirements
Students achieve a C or higher in any Stage 1 HASS subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Not Applicable

Stationary Requirements

- Exercise book A4 8mm 96 page.

Society and Culture Stage 2

Length
Full Year

Contact Person
Humanities and Social Sciences Leader

Content
Students explore and analyse the interactions of people, societies, cultures and environments. This course invites students to critically examine social structures, cultural diversity, and the factors that influence human behaviour such as power. Through in-depth studies, students will investigate themes such as identity, power and social change. The course fosters skills in research, analysis, and critical thinking, enabling learners to understand and engage with complex social issues. This subject prepares students for active participation in a diverse and interconnected world.

Assessment
Assessment consists of:

- Folio (50%)
- Interaction (20%)
- Investigation (30%)

Pre-Requisite / Special Requirements
Students achieve a C or higher in any Stage 1 HASS subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Not Applicable

Stationary Requirements

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HUMANITIES AND SOCIAL SCIENCES

Modern History Stage 2

Length

Full Year

Contact Person

Humanities and Social Sciences Leader

Content

Students dive deeper into pivotal events and movements that have shaped the modern world. This course offers students an in-depth exploration of significant historical periods, examining themes such as conflict, change and continuity. Students engage with diverse sources, develop critical analysis skills and construct evidence-based arguments. Topics may include the impact of revolutions, world wars and the evolution of social and political ideologies. This subject not only enhances historical understanding but also prepares students for informed global citizenship and further academic pursuits.

Assessment

Assessment consists of:

- Historical Skills (50%)
- Historical Study (20%)
- Exam (30%)

Pre-Requisite / Special Requirements

Students achieve a C or higher in any Stage 1 HASS subject, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges

Not applicable

Stationary Requirements

- A4 Display Folder.
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Exploring Identities and Futures Stage 1

Length
Semester

Contact Person
Exploring Identities and Futures Leader

Content
This is a compulsory 10-credit subject required to achieve the SACE. EIF is studied at Year 10 and focuses on the exploration of identity and belonging. It prepares students for their SACE journey and equips them with the knowledge, skills and capabilities required to be thriving learners. It supports students to explore their identity and aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn about themselves, their place in the world, and enables them to explore and deepen their sense of belonging

Assessment
Assessment consists of:

- Assessment Type 1: Exploring me and who I want to be (50%)
- Assessment Type 2: Taking Action and showcasing my capabilities (50%)

Students provide four pieces of evidence of their learning for assessment. Each task has a weighting of 25%.

Pre-Requisite / Special Requirements
Students must achieve a C Grade or better to achieve SACE.

Curriculum Charges
Not Applicable

Stationary Requirements
Not Applicable

Activating Identities and Futures Stage 2

Length
Semester

Contact Person
Humanities and Social Sciences Leader

Content
Activating Identities and Futures is a compulsory 10 credit subject. Each student will have a different learning journey they tailor to their Learning Goal. Students will develop greater awareness and understanding of their own thought processes, decision making and organisation in relation to the learning process.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- School Assessment (70%)
- Portfolio (35%)
- Progress Checks (35%)
- External Assessment (30%)

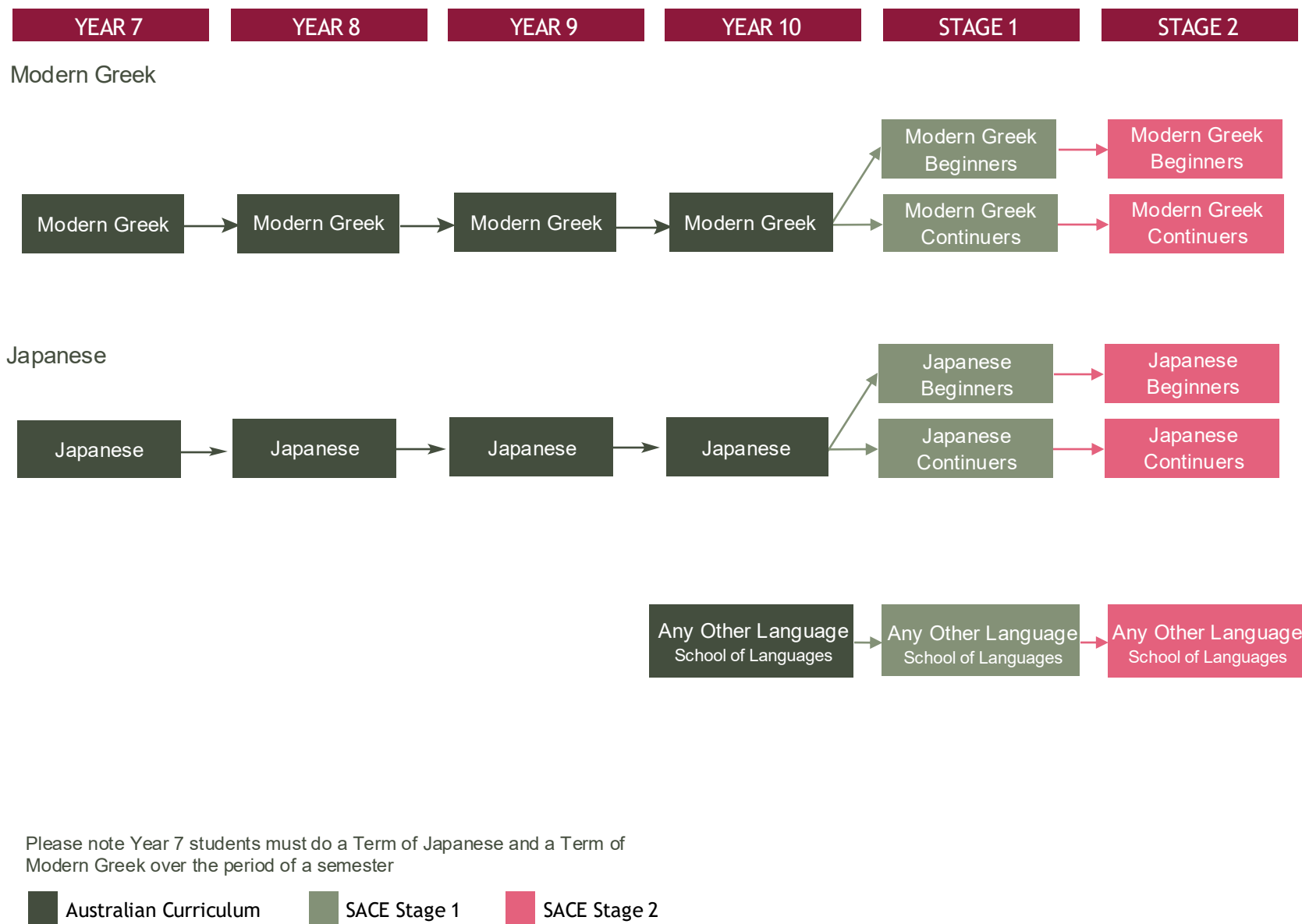
Appraisal

Pre-Requisite / Special Requirements
Students must achieve a C Grade or better to achieve SACE.

Curriculum Charges
Not Applicable

Stationary Requirements
Not Applicable





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Modern Greek Year 7

Length
Term (Compulsory)

Contact Person
Languages Leader

Content
Content is organised into units based on topics or themes relevant to students to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include:

- Alphabet
- Classroom Instructions
- Greetings
- Numbers
- Personal Information
- Geography/ Travel
- Culture, Festivals, Holidays
- Mythology

Assessment
Year 7 Modern Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Modern Greek Year 8

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Content is organised into units based on topics or themes relevant to students to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include:

- Alphabet
- Days, Months, and Colour
- Greetings
- Numbers
- Personal Information
- Geography/ Travel
- Culture, Festivals, Holidays
- Mythology

Assessment
Year 8 Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

Pre-Requisite / Special Requirements
For students who have studied Modern Greek in Year 7.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Modern Greek Year 9

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Content is organised into units based on topics or themes relevant to students to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible topics include: Geography & History, Literature, Music & Arts, Festivals and Holidays, Important dates, Famous People, My School, Family and Friends, Health and the Body, Clothing & Shopping, My House, Greek Cuisine, Hobbies and Leisure Time, Time, Seasons and Weather, My Neighbourhood, Christmas and New Year Celebrations.

Assessment
Year 9 Modern Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks

Pre-Requisite / Special Requirements
For students who have studied Modern Greek in Year 8.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Modern Greek Year 10

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Content is organised into units based on topics or themes relevant to students to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.

Possible themes or topics include: School Life and Relationships, Aspirations for the Future, Entertainment, Daily Routine, The Changing World, Travel and Holidays, Youth Issues, The Environment, Greek Migration to Australia, Festivals and Celebrations.

Assessment
Year 10 Modern Greek will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks

Pre-Requisite / Special Requirements
For students who have studied Modern Greek in Year 9.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
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LANGUAGES

Modern Greek Beginners Stage 1

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about Birthdays, Shopping, Telling the time, Eating out, Your house and Greek house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness

Assessment
Modern Greek is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Modern Greek Continuers Stage 1

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about Birthdays, Shopping, Telling the time, Eating out, Your house and Greek house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness

Assessment
Modern Greek is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Modern Greek Beginners Stage 2

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about Birthdays, Shopping, Telling the time, Eating out, Your house and Greek house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness

Assessment
Modern Greek is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Modern Greek Continuers Stage 2

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about Birthdays, Shopping, Telling the time, Eating out, Your house and Greek house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness

Assessment
Modern Greek is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

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- Football Academy.....35

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- AIF and EIF.....43

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- Automotive.....62
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- Media - Photography & Film.....78
- Visual Arts.....80

Career and Work Education.....82

Mentoring Program.....85

Japanese Year 7

Length
Term (Compulsory)

Contact Person
Languages Leader

Content
The focus of language learning is on communicating in the target language. Students will learn through the key elements of oral interaction, reading and responding and writing. Closely connected will be the understanding between language and its cultural context.
Possible themes or topics include: Japanese Alphabet Sounds, Greetings & Self-introduction, Permissions & Consent, Classroom Instructions
School life (study subjects, classroom objects), Me and My Family (activities, likes, adjective to describe personalities.), Japanese Annual Events & Festivals.

Students learn language and culture through a various resources and a wide variety of student-based learning activities including e-learning sites.

Assessment
Year 7 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Japanese Year 8

Length
Semester/Full Year

Contact Person
Languages Leader

Content
The focus of language learning is on communicating in the target language. Students will learn through oral interaction. Teaching and learning will focus on connections between language and its cultural context.
Possible themes or topics include:
• Hiragana Script
• Greetings & Self-introduction
• Permissions & Consent, Classroom Instructions
• Me and My Family
• Numbers and Counters (people & animals)
• School Life (study subjects, classroom objects)

Assessment
Year 8 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

Pre-Requisite / Special Requirements
For students who have studied Japanese in Year 7.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.
• Lined book with margin.

Japanese Year 9

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Content is organised into thematic units to develop students' skills in communication, language, and cultural understanding. Through listening, speaking, reading, and writing, students engage with various texts to enhance their language proficiency.
Topics include Hiragana, Katakana, Kanji, School Life, Family Descriptions, Health, Weather, Home Life, Town Navigation, Travel, and Customs. Students learn language and culture through a various resources and a wide variety of student-based learning activities including e-learning sites

Assessment
Year 9 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

Pre-Requisite / Special Requirements
For students who have studied Japanese in Year 8.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Japanese Year 10

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Content Content is organised into units based on topics or themes relevant to students to develop skills in communication, understanding language and understanding culture. Through the skills of listening, speaking, reading and writing students engage with a range of texts to develop their capability to use and understand the language.
Possible themes or topics from textbook Gakko Siekatsu include:
• Term 1, Revision of Scripts , Holidays, School Life
• Term 2, Shopping, Daily Routine, Travel to Japan.
• Term 3, Celebrations and Festivals, Family, Outings
• Term 4, Clothing, Physical Appearance, Housing.

Assessment
Year 10 Japanese will be assessed according to Australian Curriculum Criteria, based on a range of listening, speaking and reading tasks.

Pre-Requisite / Special Requirements
For students who have studied Japanese in Year 9.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

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LANGUAGES

Japanese Beginners Stage 1

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about birthdays, Shopping, Telling the time, Eating out, Your house and Japanese house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness.

Assessment
Japanese is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 1.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Japanese Continuers Stage 1

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about birthdays, Shopping, Telling the time, Eating out, Your house and Japanese house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness.

Assessment
Japanese is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students have studied Japanese at junior secondary level and completed Year 7 to Year 10, or similar experience at School Curriculum will allow to enrol Stage 1 Continuers.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Japanese Beginners Stage 2

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about birthdays, Shopping, Telling the time, Eating out, Your house and Japanese house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness.

Assessment
Japanese is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students with no prior knowledge or experience of the language (whether spoken or written) who wish to begin their study of the language at Stage 2.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

Japanese Continuers Stage 2

Length
Semester/Full Year

Contact Person
Languages Leader

Content
Students will develop skills in communication, understanding language and understanding culture by:

- Producing texts, including multi modal texts using information technologies.
- Developing their intercultural knowledge and understanding.
- Developing their linguistic skills

Possible topics include:
Greetings, Introducing self and family, Describing family members and friends, Likes and dislikes, Talking about birthdays, Shopping, Telling the time, Eating out, Your house and Japanese house, Daily routines and activities at home, Neighbourhoods, Asking and giving directions, Health and sickness.

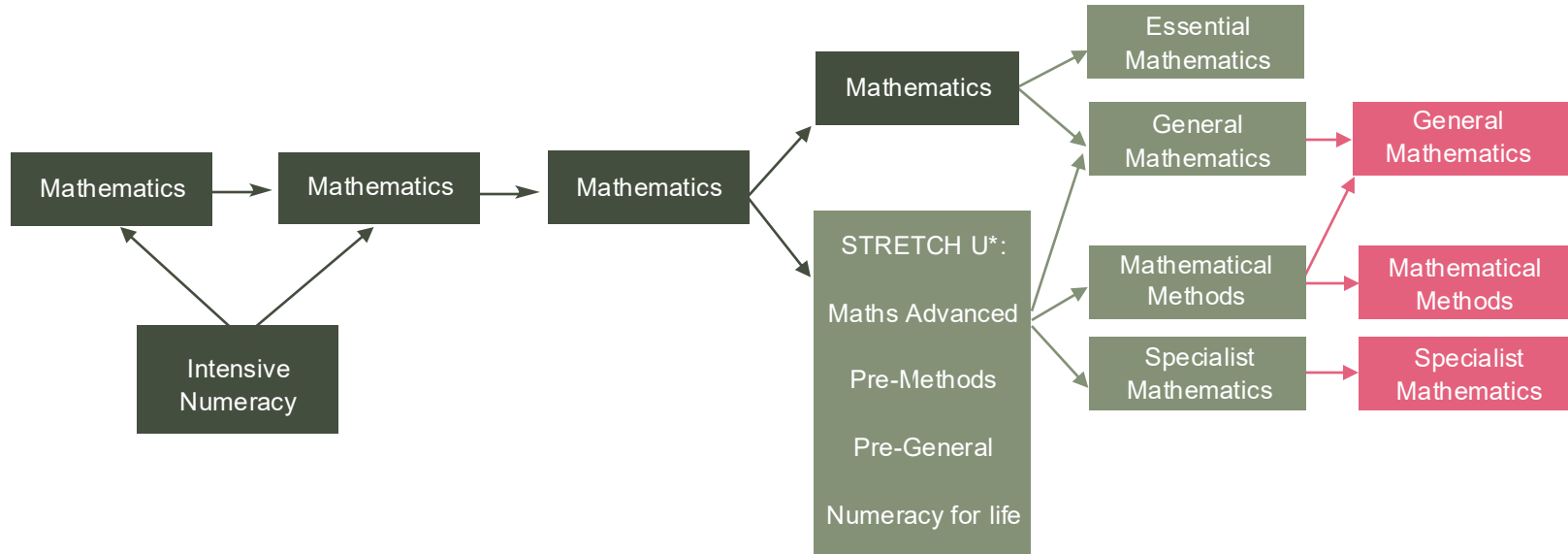
Assessment
Japanese is assessed against the SACE performance standards.

Pre-Requisite / Special Requirements
Students have studied Japanese at junior secondary level and completed Year 7 to Year 10, or similar experience at School Curriculum will allow to enrol Stage 2 Continuers.

Curriculum Charges
There may be additional costs for excursions and other relevant cultural experiences when required.

Stationary Requirements
• Exercise book A4 8mm 96 page.

YEAR 7 YEAR 8 YEAR 9 YEAR 10 STAGE 1 STAGE 2



* Admission criteria applies (Teacher Recommendation)

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MATHEMATICS

Mathematics Year 7

Length
Full Year

Contact Person
Mathematics Leader

Content
The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

Assessment
Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets
- Triangle geoliner 14cm celco
- Compass micador graduated 140mm safety #350

Mathematics Year 8

Length
Full Year

Contact Person
Mathematics Leader

Content
The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

Assessment
Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets
- Triangle geoliner 14cm
- Compass micador graduated 140mm safety #350

Mathematics Year 9

Length
Full Year

Contact Person
Mathematics Leader

Content
The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

Assessment
Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets





**Mathematics
Year 10**

Length
Full Year

Contact Person
Mathematics Leader

Content
The course covers the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. The course aims at developing the student's technology skills, including the use of scientific calculators and a range of interactives accessed on student laptops to consolidate mathematical concepts and provide students with opportunities to work on real life applications.

Assessment
Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
• Scientific Calculator

**Maths Advanced
Year 10**

Length
Full Year

Contact Person
Mathematics Leader

Content
This course leads to SACE Stage 1 Mathematics and Specialist Mathematics.

A strong emphasis will be on the topics of Patterns and Algebra, Linear and Non-linear relationships, Real Numbers (Surds, Logarithms) and Quadratic Functions, Circle Geometry, Trigonometric Functions and Bivariate Statistics. Use of Graphics calculators and other computer technology will be incorporated in this course. Students aspiring to pursue tertiary studies in Engineering and advance STEM courses are strongly recommended to consider this course.

Assessment
Students will be assessed using tests and folio tasks (individual and collaborative) with or without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 9 Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Not Applicable

Stationary Requirements
Casio fx-CG50AU graphic calculator
Grid book A4 96 page 5mm
A4 Display folder with 20 refillable pockets.

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MATHEMATICS

Pre-Methods Year 10

Length
Semester

Contact Person
Mathematics Leader

Content

Pre-Methods is an accelerated mathematics subject designed to prepare capable Year 10 students for Stage 1 Mathematical Methods. It introduces key algebraic, geometric, and statistical concepts at a slower pace and greater depth than the standard Stage 1 course. Students will develop strong problem-solving skills, mathematical reasoning, and fluency with functions and graphs—building a solid foundation for higher-level mathematics.

Assessment

Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements

Students are recommended to have achieved a B grade or higher in Year 9 Mathematics. Teacher recommendation required.

Curriculum Charges

Not Applicable

Stationary Requirements

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets
- Triangle geoliner 14cm celco
- Compass micador graduated 140mm safety #350

Pre-General Year 10

Length
Semester

Contact Person
Mathematics Leader

Content

The course is an accelerated mathematics subject for Year 10 students planning to study Stage 1 General Mathematics. It covers core topics such as measurement, linear equations, statistics, and financial maths at a faster pace and with more depth, helping students strengthen their problem-solving and reasoning skills in preparation for senior-level study.

Assessment

Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements

Students are recommended to have achieved a B grade or higher in Year 9 Mathematics. Teacher recommendation required.

Curriculum Charges

Not Applicable

Stationary Requirements

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets
- Triangle geoliner 14cm
- Compass micador graduated 140mm safety #350

Numeracy for life Year 10

Length
Semester

Contact Person
Mathematics Leader

Content

Numeracy for Life is designed to prepare students for the numeracy demands of the SACE, with a focus on essential maths skills. The course supports students in building confidence with practical applications such as budgeting, interpreting data, measurement, and using numeracy in everyday decision-making, ensuring they meet the compulsory SACE requirements.

Assessment

Students will be assessed using tests and folio tasks (individual and collaborative) with and without the use of technology. Students need to complete set work on a regular and consistent basis to successfully complete all aspects of the course.

Pre-Requisite / Special Requirements

Teacher recommendation required.

Curriculum Charges

Not Applicable

Stationary Requirements

- Scientific Calculator
- Grid book A4 96 page 5mm
- A4 Display folder with 20 refillable pockets



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Essential Mathematics Stage 1

Length
Semester/Full Year

Contact Person
Mathematics Leader

Content
This course helps students improve their basic numeracy skills in practical topics that have every day and workplace contexts: Calculations, Ratio and Time, Earning and Spending, Geometry, Measurement, Data and Investing. It is designed to help students who find Maths challenging to achieve their SACE Numeracy requirement.

Assessment
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

Pre-Requisite / Special Requirements
None.

Curriculum Charges
Not Applicable

Stationary Requirements

- Scientific calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.

General Mathematics Stage 1

Length
Semester/Full Year

Contact Person
Mathematics Leader

Content
This course builds on techniques developed in Year 10 Mathematics in problem solving, reason and communicating understanding. The emphasis is on using Mathematics to model the real world across topics: including Financial Maths, Measurement, Statistics, Trigonometry, Linear and Exponential Functions, and Matrices and Networks.

Assessment
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 10 Standard level Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader. Access to SACE recommended Graphics Calculator.

Curriculum Charges
Not Applicable

Stationary Requirements

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.

Mathematical Methods Stage 1

Length
Semester /Full Year

Contact Person
Mathematics Leader

Content
This course utilises and builds on skills and techniques developed by 10 Advanced Mathematics students in their problem solving and reasoning skills across topics including: Functions and Graphs, Trigonometry, Calculus, Polynomials, Statistics, Complex Numbers and Exponential and Logarithmic Functions. Successful completion leads to SACE Stage 2 Mathematical Methods.

Assessment
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 10 Advanced level Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader. Access to SACE recommended Graphics Calculator.

Curriculum Charges
Not Applicable

Stationary Requirements

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.

Specialist Mathematics Stage 1

Length
Semester

Contact Person
Mathematics Leader

Content
This course builds on skills and techniques developed by 10 Advanced Level students in their problem solving and reasoning skills across topics including Vector Geometry, Real and Complex Numbers and Further Trigonometry. Studied in tandem with Mathematical Methods Stage 1 leads to SACE Stage 2 Specialist Mathematics.

Assessment
Students will be assessed using a combination of Skills and Applications Tasks and Investigation Folio addressing the SACE Performance Criteria.

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 10 Advanced level Mathematics, or by recommendation and approval of the subject teacher and Learning Area Leader. Access to SACE recommended Graphics Calculator. Also must be enrolled in Mathematical Methods Stage 1.

Curriculum Charges
Not Applicable

Stationary Requirements

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.

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General Mathematics Stage 2

Length
Full Year

Contact Person
Mathematics Leader

Content
This course offers learning of Mathematics through real world applications.

Topics covered include: Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models and Discrete Models.

This subject can lead to further training and employment in Banking, Retail, Office Management, small business and tourism industry.

Assessment
Students will be assessed on:

- 5 Skills and applications Tasks
- 1 Investigation Folio (School Based 70%) and
- External SACE Examination (30%)

Pre-Requisite / Special Requirements
Students achieving a B or above in Stage 1 General Mathematics.

Curriculum Charges
Not Applicable

Stationary Requirements

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.
- A4 3 or 4 ring binder with plastic sleeves

Mathematics Methods Stage 2

Length
Full Year

Contact Person
Mathematics Leader

Content
This course demands mathematical rigour and algebraic analysis skills. Topics covered include Discrete and Random Variables, Integral Calculus, Logarithmic Functions, Continuous Random Variables and the Normal Distribution and Sampling and Confidence Intervals. This subject paves the pathway into a range of tertiary courses.

Assessment
Students will be assessed on:

- 6 Skills and applications Tasks
- 1 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

Pre-Requisite / Special Requirements
Students achieving a B or above in Stage 1 Methods or General Mathematics.

Curriculum Charges
Not Applicable

Stationary Requirements

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
- Work pad graph A4 5mm 50 leaf and punched.
- A4 3 or 4 ring binder with plastic sleeves

Specialist Mathematics Stage 2

Length
Full Year

Contact Person
Mathematics Leader

Content
This course is rich in mathematical rigour and algebraic analysis. Topics covered include Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors in 3D, Integration Techniques, Rates of Change, and Differential Equations. This subject paves the way for entry into a range of university courses (including engineering).

Assessment
Students will be assessed on:

- 6 Skills and Applications Tasks
- 1 Investigation Folios (School Based 70%) and
- External SACE Examination (30%)

Pre-Requisite / Special Requirements
Students achieving a B or above in Stage 1 Specialist Mathematics.

Curriculum Charges
Not Applicable

Stationary Requirements

- Casio fx-CG50AU graphic calculator.
- Grid book A4 5mm 96 page.
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SCIENCE

Science Year 7

Length
Full Year

Contact Person
Science Leader

Content

Students explore key scientific concepts, including separating mixtures, forces and motion, Earth–sun–moon interactions, and sustainability. They investigate ecosystems, classify organisms, and examine how science from various disciplines and cultures is applied to real-world problems, considering its impact on society. Year 7 topics include lab skills and safety, Separating mixtures, Classification of living things, Cycles of Sun, Moon and Earth, Food Chains and Food Webs, Forces and Motion, and Sustainability.

Assessment

Forms of assessment include tests, practicals, assignments, projects and story writing.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges

Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

Science Year 8

Length
Full Year

Contact Person
Science Leader

Content

Students explore cells and body systems, linking structure to function and understanding matter flow between organs. They investigate changes in matter at the particle level, distinguish between chemical and physical change, and examine how different forms of energy cause change in systems, including the rock cycle. STEM projects include Robotics, Catapults, the Eco House Challenge, and a cross-curricular project. Year 8 topics include Cells and specialised functions, Multicellular organisms, Properties of matter, Chemical changes, Rocks and Plate Tectonics, Energy and transformations, Fake and Future Science.

Assessment

Forms of assessment include tests, practicals, assignments, projects and story writing.

Pre-Requisite / Special Requirements

Not Applicable

Curriculum Charges

Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

Science Year 9

Length
Full Year

Contact Person
Science Leader

Content

Students explore how the human body responds to the environment and how biotic and abiotic factors interact in ecosystems. They study atoms, chemical changes, nuclear decay, and the conservation of matter. Concepts of energy transfer are applied to global systems, including continental movement. STEM Projects including Bridge Design, Biomechanics and Nanotechnology Year 9 topics include Responding to Change, Ecosystems, Atoms, Changes in Matter, Energy Transfer, Energy Waves, Science Storytelling.

Assessment

Forms of assessment include Tests, Practicals, Assignments, Projects, SHE (Science as a Human Endeavour) tasks and Story writing.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges

Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

Science Year 10

Length
Full Year

Contact Person
Science Leader

Content

Students build their understanding of atomic theory and the periodic table, and apply physical laws to explore motion and forces. They examine how interactions in the living, physical, and chemical world affect local and global systems, and learn to predict changes to equilibrium within these systems. Year 10 topics include Motion and Newton's Laws, Global systems, cycles and spheres, Origins of the Universe, Chemical reactions, Atoms properties and the periodic table, Evolution by Natural Selection, Transmission and inheritable characteristics.

Assessment

Forms of assessment include Tests, Practicals, Assignments, Projects, SHE (Science as a Human Endeavour) tasks and Story writing.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges

Not Applicable

Stationary Requirements

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Biology Stage 1

Length
Full Year

Contact Person
Science Leader

Content
Stage 1 Biology explores the diversity of life, the structure and function of organisms, and their interactions with species and environments. Topics covered during the year include:

- Cells and microorganisms,
- Infectious disease,
- Multicellular organisms,
- Biodiversity and ecosystem dynamics.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports)
- Mid and end of year exam

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Not Applicable

Stationary Requirements

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- Work pad A4 50 leaf ruled and punched.

Chemistry Stage 1

Length
Full Year

Contact Person
Science Leader

Content
In Stage 1 Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.
Topics include:

- Materials and their atoms,
- Combinations of atoms,
- Molecules,
- Mixtures and solution,
- Acid and bases,
- REDOX reactions.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports)
- Mid and end of year exam

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Additional costs for excursions as required.

Stationary Requirements
Not Applicable

Physics Stage 1

Length
Full Year

Contact Person
Science Leader

Content
Stage 1 Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them.
Topics:

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests)
- Investigations Folio (e.g. SHE task, Projects, Practical reports)
- Mid and end of year exam

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Additional costs for excursions as required.

Stationary Requirements
Not Applicable

Psychology Stage 1

Length
Semester/Full Year

Contact Person
Science Leader

Content
The topics allow students to extend their knowledge, skills, and understanding of science inquiry, science as a human endeavour and science understanding. The topics are:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic.

Assessment
The following assessment types enable students to demonstrate their learning:

- Investigations Folio (e.g. deconstruct a problem and design an investigation, SHE investigation)
- Skills and Applications Tasks
- Mid and end of year exam

Pre-Requisite / Special Requirements
Students achieving a B or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
Additional costs for excursions as required.

Stationary Requirements

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Mentoring Program.....85



Forensic Sciences Year 10, 11

Length
Semester

Contact Person
Science Leader

Content
Students explore forensic science in Stage 1 Scientific Studies, covering crime scene investigation, forensic biology, chemistry, anthropology, and digital forensics. Through hands-on tasks and case studies, they develop critical thinking and scientific inquiry skills while examining ethical and societal impacts. The course prepares students for future advancements in the field.

Assessment
Students are assessed through:

- Investigations Folio – including practical investigations and science as a human endeavour
- Skills and Applications Tasks – such as analysing nutritional data in case studies

Pre-Requisite / Special Requirements
For students in Year 10

- Students achieving a B or above in year 9 science, and by teacher recommendation and approval

For students in Year 11

- Students achieving a C or above in Year 10 science.

Curriculum Charges
\$40 for materials specific to the course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

Nutrition Stage 1

Length
Semester/Full Year

Contact Person
Science Leader

Content
Students investigate current scientific information about nutrients and their role in the body, as well as social and environmental issues related to nutrition. They explore the link between food, health, and diet-related diseases, using this knowledge to reflect on and improve their own dietary and lifestyle choices. Key concepts include principles of nutrition, physiology and health, health promotion, emerging trends, and sustainable food systems.

Assessment
Students are assessed through:

- Investigations Folio – including practical investigations and science as a human endeavour
- Skills and Applications Tasks – such as analysing nutritional data in case studies

Pre-Requisite / Special Requirements
Students achieving a C or above in Year 10 Science, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
\$40 per Semester for materials specific to the course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.

Nutrition Stage 2

Length
Full Year

Contact Person
Science Leader

Content
Nutrition is the science of human health, physiology, and dietary patterns. Students explore the diet-disease relationship, current trends, and how factors like culture, economics, and sustainability influence food choices. Key concepts include nutrition principles, health promotion, and sustainable food systems.

Assessment
Students are assessed through:

- Investigations Folio – including practical investigations and science as a human endeavour
- Skills and Applications Tasks – such as analysing nutritional data in case studies

Pre-Requisite / Special Requirements
Students achieving a C or above in Stage 1 Nutrition, or by recommendation and approval of the subject teacher and Learning Area Leader.

Curriculum Charges
\$80 for materials specific to the course.

Stationary Requirements
A4 Display folder with 20 refillable pockets.
Work pad A4 50 leaf ruled and punched.

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Biology Stage 2

Length
Full Year

Contact Person
Science Leader

Content

In Stage 2 Biology, students investigate biological systems from cells to ecosystems, focusing on energy, control, structure, and change. They develop skills to analyse data and understand the impact of biological science.

Key topics include:

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

Pre-Requisite / Special Requirements

A B grade or higher in Stage 1 Biology, Physics, or Chemistry, or entry by teacher and Learning Area Leader approval.

Curriculum Charges

SASTA Study Guides \$30.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

Chemistry Stage 2

Length
Full Year

Contact Person
Science Leader

Content

In Stage 2 Chemistry, students assess the benefits and risks of chemical knowledge for society and its role in public debates on social and environmental issues. They explore green and sustainable chemistry to minimize environmental impact.

Topics covered during the year include:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

Pre-Requisite / Special Requirements

A B grade or higher in Stage 1 Biology, Physics, or Chemistry, or entry by teacher and Learning Area Leader approval.

Curriculum Charges

SASTA Study Guides \$30.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Graph pad A4 50 leaf grid and punched
- Work pad A4 50 leaf ruled and punched.

Physics Stage 2

Length
Full Year

Contact Person
Science Leader

Content

In Stage 2 Physics, students develop skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Topics covered during the year include:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (e.g. Tests) (40%)
- Investigations Folio (e.g. SHE tasks, Projects, Practical reports) (30%)
- External Examination (30%)

Pre-Requisite / Special Requirements

A B grade or higher in Stage 1 Biology, Physics, or Chemistry, or entry by teacher and Learning Area Leader approval.

Curriculum Charges

SASTA Study Guides \$30.

Stationary Requirements

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Psychology Stage 2

Length
Full Year

Contact Person
Science Leader

Content

The topics in Stage 2 Psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of science inquiry, science as a human Endeavour and science understanding. The following topics are assessed in the school assessment types:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology.

- School assessment (70%)
- Investigations Folio (e.g. psychological investigation, SHE investigation) (30%)
- Skills and Applications Tasks (at least 3) (40%)
- External assessment (30%)
- Examination

Pre-Requisite / Special Requirements

A B grade or higher in Stage 1 Psychology, or entry by teacher and Learning Area Leader approval.

Curriculum Charges

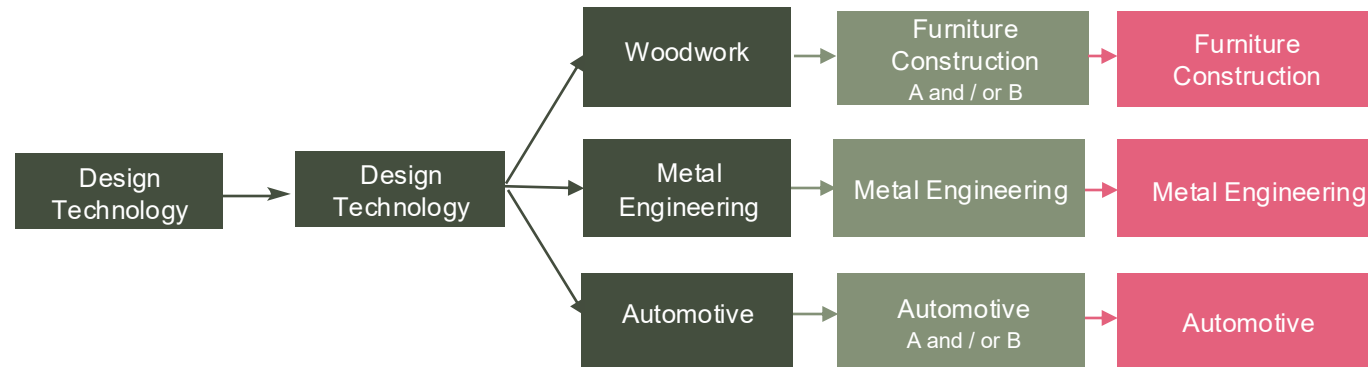
SASTA Study Guides \$30.

Stationary Requirements

Not Applicable

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
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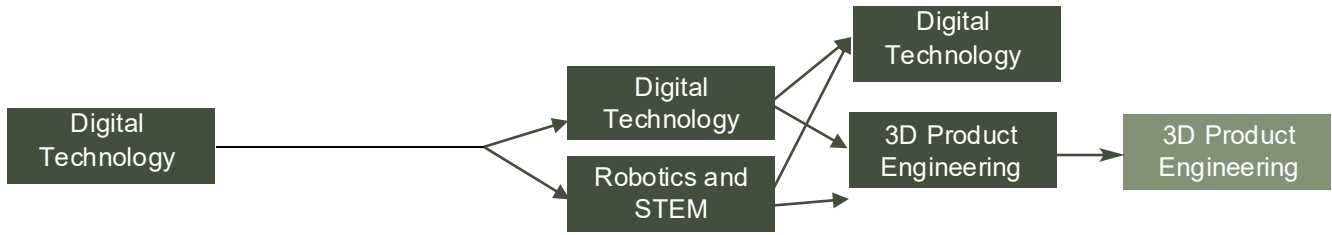
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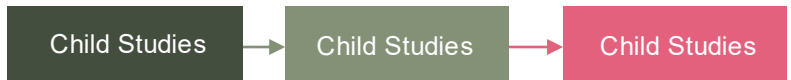
Mentoring Program.....85



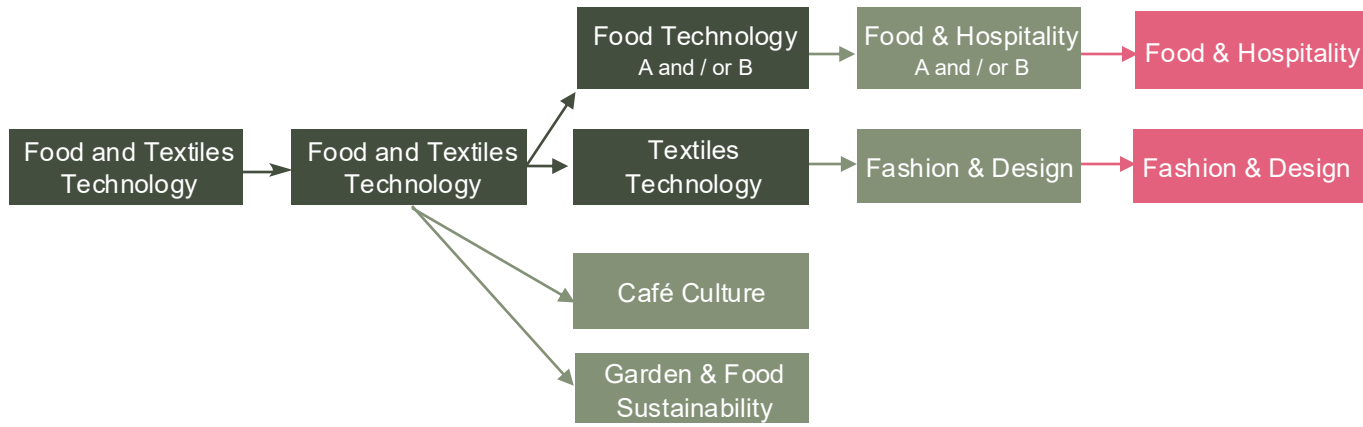
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Child Studies



Food and Textiles Technology



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Automotive Year 10

Length
Semester

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

Students will develop an understanding of the principles of two stroke and four stroke internal combustion engines.

- Safety
- Engine principles
- Engine dismantling
- Re-assembly of engines
- Log booking and invoice generation
- Basic servicing
- Diagnostic testing
- Problem solving
- Go-Kart operating systems

Assessment

Assessment is based on Knowledge and Understanding, and Production Skills. Students complete theory and practical tasks, including engine work and written documentation. Successful students earn 10 Stage 1 SACE credits.

Pre-Requisite / Special Requirements

Practical lessons occur in an automotive workshop.

Curriculum Charges

\$65

Stationary Requirements

- Not Applicable

Automotive A Integrated Learning Stage 1

Length
Semester

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

This course builds knowledge of vehicle function, ownership, maintenance, and industry links. Students learn to read automotive texts, diagnose faults, solve problems, maintain vehicles, and connect with industry.

Assessment

Students are assessed using SACE Stage 1 Integrated Learning standards:

- Application and Development
- Inquiry and Reflection
- Collaboration and Communication

Assessment tasks include:

- Practical Exploration – applying vehicle-related skills and knowledge
- Connections – collaborating on maintenance tasks and reflecting on industry visits
- Personal Venture – investigating a self-chosen topic related to the course focus

Pre-Requisite / Special Requirements

Successful completion of year 10 Automotive preferred.

Curriculum Charges

\$65

Stationary Requirements

- Not Applicable

Automotive B Integrated Learning Stage 1

Length
Semester

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

This extension of Automotive A builds further skills in vehicle maintenance and ownership through project-based learning. It also prepares students for Stage 2 Automotive Integrated.

Assessment

Assessment follows the SACE Stage 1 Integrated Learning Performance Standards:

- Application and Development
- Inquiry and Reflection
- Collaboration and Communication

Students complete:

- Practical Exploration – Apply and develop vehicle-related knowledge and skills through hands-on tasks.
- Connections – Collaborate on vehicle maintenance tasks and reflect on industry visits and group work.
- Personal Venture – Independently investigate an area of interest, analysing information and communicating ideas.

Pre-Requisite / Special Requirements

Successful completion of year 10 Automotive preferred.

Curriculum Charges

\$65

Stationary Requirements

- Not Applicable

Automotive Integrated Learning Stage 2

Length
Full Year

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

This course explores real-world aspects of vehicle development, maintenance, and ownership. Students build hands-on skills while developing problem-solving, critical thinking, and collaboration. The course connects automotive technologies to everyday life and future careers.

Assessment

School Assessment (70%)

- Practical Inquiry (40%) – Tasks include dismantling a multi-cylinder engine, creating an electrical model, and completing a brake service.
- Connections (30%) – Students visit automotive workplaces and investigate career pathways.

External Assessment (30%)

- Personal Endeavour (30%) – A major investigation into an automotive topic of personal interest, such as engine components, turbos, or motorsport history.

Pre-Requisite / Special Requirements

Successful completion of Stage 1 Automotive.

Curriculum Charges

\$100

Stationary Requirements

- Not Applicable

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Mentoring Program.....85

Child Studies Year 10

Length
Semester

Contact Person
Technologies Leader

Content
This course can incorporate the following:

- Nutrition through lifecycle from conception to 1 year of age
- Development milestones of a child from birth to 1 year of age
- Importance of play for development
- Parenting issues and decisions

Assessment
Based on Australian Curriculum Assessment Criteria. Assessment tasks are designed to cover one or more of the criteria from these areas:

- Knowledge and Understanding
- Production and Processes
- Evaluation

Pre-Requisite / Special Requirements
Knowledge and interest in Child development.

Curriculum Charges
\$40 cost for this course to cover the cost of materials.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Child Studies Stage 1

Length
Semester

Contact Person
Technologies Leader

Content
The subject focuses on issues related to the growth and development of children from 1-5 years of age. This course aims to allow students:

- Make informed decisions relating to pregnancy and childbirth
- Gain knowledge on child development and the needs of children
- Gain an understanding of the issues of parenting
- Gain understanding into possible employment opportunities in the children's services industry.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Pre-Requisite / Special Requirements
Students have achieved a B grade or higher in year 10 Child Studies or through teacher recommendation. RHAN certificate required- Free PLINK online course.

Curriculum Charges
\$40 for materials specific to this course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Child Studies Stage 2

Length
Full Year

Contact Person
Technologies Leader

Content
Topics include:

- Children and Food Allergies
- Children with Special Needs
- Child Safety Issues
- Children and the Importance of Reading
- Child Protection Curriculum
- Importance of Nursery Rhymes on Child Development

Assessment
School Based Assessment (70%)

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Work (20%)
- Assessment Type 3: External Assessment (30%) Investigation – this comprises research and a written report of 2000 words

Pre-Requisite / Special Requirements
It is recommended that students have achieved a C grade or higher in Stage 1 Child Studies or through teacher recommendation.

Curriculum Charges
\$50 for food practicals and resources.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

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TECHNOLOGIES – DESIGN TECHNOLOGY

Design Technology Year 8

Length
Semester

Contact Person
Technologies Leader

Content
This practical course introduces students to both wood and plastic workshops, focusing on fundamental Design and Technology skills. Students learn to safely use a range of tools and machines to design, manufacture, and evaluate products. Content includes safety, technical drawing, design processes, materials, hand tools, machines, and practical projects.

Assessment
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

Pre-Requisite / Special Requirements
All students participate in the Technology subjects on a rotation. These may be differentiated but all must engage in set work.

Curriculum Charges
Not Applicable

Stationary Requirements

- HB pencil and Eraser

Design Technology Year 9

Length
Semester

Contact Person
Technologies Leader

Content
This practical course introduces students to both wood and metal workshops, developing fundamental Design and Technology skills. Students learn to safely use a range of tools, machines, and welding equipment to design, manufacture, and evaluate products. Content includes safety, technical drawing, design processes, materials, hand tools, welding, machines, and practical projects.

Assessment
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

Pre-Requisite / Special Requirements
All students participate in the Technology subjects on a rotation. These may be differentiated but all must engage in set work.

Curriculum Charges
\$30

Stationary Requirements

- HB pencil and eraser

Metal Engineering Year 10

Length
Semester

Contact Person
Technologies Leader

Content
Students will construct class-led projects with opportunities to incorporate individual design elements. They will learn MIG welding, lathe use, and project design and construction. Topics include safety, reading construction drawings, welded joints, hand tools, portable power tools (drills, angle grinders), machines (lathe, cold saw, drill press), and practical project work.

Assessment
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

Pre-Requisite / Special Requirements
For this subject, students will need to be prepared to work independently and persevere to solve problems.

Curriculum Charges
\$60

Stationary Requirements

- HB pencil or mechanical pencil and eraser

Woodwork Year 10

Length
Semester

Contact Person
Technologies Leader

Content
Students design and construct a piece of furniture based on a common theme, while learning about wood materials. They develop skills in joinery, technical drawing, and safe use of woodworking machinery. Content includes: safety, isometric and orthographic drawings, design processes, materials, hand tools, portable power tools (drill, biscuit joiner, domino, trim router), and practical projects.

Assessment
Australian Curriculum Standards including:

- Investigate
- Design
- Plan
- Create
- Evaluate
- Attitudes in Technology

Pre-Requisite / Special Requirements
For this subject, students will need to be prepared to work independently and persevere to solve problems.

Curriculum Charges
\$70

Stationary Requirements

- HB pencil or mechanical pencil and eraser

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Furniture Construction

Material Solutions

Stage 1

Length
Semester / Full Year

Contact Person
Technologies Leader

Content
Students will be able to design and produce multiple pieces of furniture using various techniques:

- Technical drawing
- Contemporary manufacturing methods
- Woodworking Machinery - appropriate and safe use
- Design Folio including investigations, designs and evaluations

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

Pre-Requisite / Special Requirements
Successful completion of year 10 Woodwork or Metal Engineering preferred.

Curriculum Charges
\$80

Stationary Requirements

- HB pencil or mechanical pencil and eraser

Metal Engineering

Material Solutions

Stage 1

Length
Semester

Contact Person
Technologies Leader

Content
A practical workshop course involving the design and construction of projects using metal welding and machining. At the end of the course, students should be able to:

- Develop skills in using materials, communicating, using information
- Major project will involve selection of materials, use of jigs, fabrication and welding of components, machining materials, finished by painting.
- Series of small welding exercises.
- Research topics will be closely associated with practical work.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks 30%
- Assessment Type 2: Design process and solution 70%

Pre-Requisite / Special Requirements
Successful completion of Stage 1 Woodwork required. Some work out of regular class time required.

Curriculum Charges
\$80

Stationary Requirements

- HB pencil or mechanical pencil and eraser

Metal Engineering

Industrial and Entrepreneurial Solutions

Stage 2

Length
Full Year

Contact Person
Technologies Leader

Content
A practical workshop course focused on metal welding and machining. Students develop skills in material use, communication, and information handling. The major project includes material selection, jig use, fabrication, welding, machining, and painting. Includes small welding exercises and research linked to practical work. The course involves written tasks and technical reading.

Assessment

- School Assessment (70%)
- Assessment Type 1: Specialised Skills and Task (20%)
- Assessment Type 2: Design Process (50%) External Assessment (30%)
- Assessment Type 3: Resource Study (30%)

Pre-Requisite / Special Requirements
Successful completion of Stage 1 Metal engineering required. Some work out of regular class time required.

Curriculum Charges
\$140

Stationary Requirements

- HB pencil or mechanical pencil and eraser

Furniture Construction

Material Solutions

Stage 2

Length
Full Year

Contact Person
Technologies Leader

Content
Students will:

- Create a design folio
- Design and make furniture using basic joints
- Analyse cultural design concepts and production techniques
- Select and use materials, tools, and processes correctly

The subject includes written tasks, technical reading, and physical activity.

Assessment

- School Assessment (70%)

Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%) External assessment (30%)
- Assessment Type 3: Resource Study (30%)

Pre-Requisite / Special Requirements
Successful completion of Stage 1 Woodwork required. Some work out of regular class time required.

Curriculum Charges
\$130

Stationary Requirements

- HB pencil or mechanical pencil and eraser.

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TECHNOLOGIES – DIGITAL TECHNOLOGY

Digital Technology Year 7

Length
Semester

Contact Person
Technologies Leader

Content

In Data Science, students develop skills in spreadsheets by planning and documenting digital solutions, collecting accurate data, using formulas and functions to analyse data to inform decision-making. Computational thinking is learnt through the use of a range of coding platforms including Co Spaces, Python and Blockly. Students plan digital projects, breaking down problems, designing algorithms with branching and iteration, and creating interactive solutions. Students engage in a unit around Cyber Safety using Minecraft for Education.

Assessment

Based on Australian Curriculum Assessment Criteria:

- Knowledge and Understanding
 - Processes and Production skills
- Evidence will be in the format of a digital portfolio

Pre-Requisite / Special Requirements

For this subject, students will need to be prepared to work independently and persevere to solve problems.

Curriculum Charges

Not Applicable

Stationary Requirements

- Headphones

Robotics & 3D Printing Year 9

Length
Semester

Contact Person
Technologies Leader

Content

Students design, build, and test robotic prototypes using icon-based programming with motors, gears, and sensors to complete challenges like a Hexapod, Drag Racer, and obstacle course. The course integrates math, programming, and Biomedical Engineering, while introducing technologies like CAD and 3D printing. It emphasises inquiry-based learning and builds skills in critical thinking, collaboration, and innovation.

Assessment

Assessment uses the Australian curriculum and will incorporate sections of Science, Mathematics and Technology.

Pre-Requisite / Special Requirements

Not Applicable

Curriculum Charges

Not Applicable

Stationary Requirements

- Nil

Digital Technology Year 9

Length
Semester

Contact Person
Technologies Leader

Content

This semester course will allow students to embark on a journey to develop skills in in-app design and development. This subject aims to develop creative and innovative problem solving. Students analyse problems, design creative solutions and evaluate their outcomes. Students engage in contemporary and emerging technologies, using design cycle. Students will learn to code using the Python Programming Language.

Assessment

Assessment includes practical skill development, with written folio task, to projects and the completion of programming checkpoints. Students will create apps for purpose using the Design Cycle. This course is assessed against the Digital Technologies Australian Curriculum Achievements Standard.

Pre-Requisite / Special Requirements

Not Applicable

Curriculum Charges

Not Applicable

Stationary Requirements

- Headphones



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**Digital Technology
Year 10**

Length
Semester

Contact Person
Technologies Leader

Content
Students delve into the world of programming with a focus on the Python language. This course aligns with the South Australian Curriculum standards, emphasising computational thinking, problem-solving, and algorithmic design. Students learn to develop and test Python programs, exploring concepts such as data structures, control structures, and user interfaces. Through practical projects, students enhance their coding skills and apply digital solutions to real-world problems, preparing them for advanced studies and careers in technology.

- Assessment**
- Programming Project (40%)
Develop and test a Python program solving a real-world problem.
 - Investigation Report (30%)
Research and present on a programming-related topic, including societal impact.
 - Practical Skills Task (30%)
Complete coding challenges to show Python proficiency.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

- Stationary Requirements**
- Headphones

**3D Product Engineering
Year 10/Stage 1**

Length
Semester

Contact Person
Technologies Leader

Content
Students explore emerging technologies like Computer-Aided Design, advanced manufacturing, and 3D printing through inquiry-based learning. They develop skills in critical and creative thinking, collaboration, innovation, and entrepreneurship. Topics may include Formula 1 cars, jewellery, game and puzzle design, product development, and sustainability systems. A digital folio with images and video will be maintained throughout the course.

Assessment
Assessment is based on the SACE Stage 1 Integrated Learning standards: Application and Development, Inquiry and Reflection, and Collaboration and Communication. Students submit tasks in Designing (research and graphics), Investigation, and Realisation (production).

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

- Stationary Requirements**
- USB pocket flash drive 16GB minimum.

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Mentoring Program.....85

Food and Textiles Technology Year 8

Length
Semester

Contact Person
Technologies Leader

Content
Food Technology covers the following topics:

- Food safety and hygiene
- Nutrition, analysis of personal diet- Australian Guide to Healthy Eating
- Cultural Foods and entertaining
- Cookery methods, skills and equipment

Textile Technology covers the following topics:

- Safety in textiles
- Use of equipment and materials including the operation of the sewing machine
- Design and construction of a textile article with a zipper

Assessment
Based on Australian Curriculum Assessment Criteria:

- Knowledge & understanding
- Production & processes
- Evaluation

Pre-Requisite / Special Requirements
All students participate in the Technology subjects on a rotation. These may be differentiated but all must engage in set work.

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Food and Textiles Technology Year 9

Length
Semester

Contact Person
Technologies Leader

Content
Food Technology includes a combination of:

- Food safety and hygiene
- Nutrition issues focusing on nutrients
- Celebration Foods/Invention Test

Textile Technology covers the following topics:

- Safety in textiles
- Use of equipment and materials including the operation of the sewing machine
- Fabric knowledge and care
- Design and construction of a cushion with a focus on pattern construction and textiles sustainability

Assessment
Based on Australian Curriculum Assessment Criteria:

- Knowledge & understanding
- Production & processes
- Evaluation

Pre-Requisite / Special Requirements
Knowledge and interest in Food and Textiles. Successfully completed Year 8 Food and Textiles Technology.

Curriculum Charges
\$50 for materials and ingredients required for this course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Food Technology Year 10

Length
Semester / Year

Contact Person
Technologies Leader

Content
Investigate Food Safety and Hygiene issues within the Food and Hospitality Industry. Demonstrate skills and knowledge related to menus and food service with a focus on garnishing and presentation. Develop skills involved in desserts. In small groups plan, prepare and present a celebration meal.

Assessment
Knowledge and Understanding, Practical Application and Reflection/ Evaluation.

Pre-Requisite / Special Requirements
Knowledge and an interest in the Food and Hospitality Industry. Students have completed year 8 and 9 Food Technology.

Curriculum Charges
\$50 for materials and ingredients required for this course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

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Food and Hospitality Stage 1

Length
Semester / Year

Contact Person
Technologies Leader

Content
Understand and use the principles of safe food handling. Develop skills in food selection, handling, preparation, and presentation. Investigate the relationship between food and culture.

Students work collaboratively to prepare, present and serve food for a chosen event.

Assessment
Students demonstrate evidence of their learning through the following SACE Assessment Types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Pre-Requisite / Special Requirements
Students must achieve a B grade or higher in year 10 Food Technology or through teacher recommendation. RHAN certificate required-Free PLINK online course.

Curriculum Charges
\$60 for materials specific to this course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Food and Hospitality Stage 2

Length
Full Year

Contact Person
Technologies Leader

Content
Topics include:

- Doggy Bags - Food Safety and Hygiene Specialised Cake
- Sustainability - SA Fresh
- Nutrition - Healthy Burger
- Superfoods
- High Tea
- Major Investigation

Assessment
School Based Assessment (70%)

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Work (20%)
- Assessment Type 3: External Assessment (30%) Investigation – this comprises research and a written report of 2000 words

Pre-Requisite / Special Requirements
Students have achieved a B grade or higher in Stage 1 Food & Hospitality or through teacher recommendation.

Curriculum Charges
\$100 for food practicals and resources.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.



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Textiles Technology Year 10

Length
Semester

Contact Person
Technologies Leader

Content

The course incorporates the following topics:

- Textile Safety
- Knowledge of use of a commercial pattern to construct textile articles
- Use of sewing machine and related equipment
- Textile choices and sustainability within the fashion industry

This course would be of interest to students wishing to extend;

- Their construction techniques
- Knowledge and skills and use and understanding of a commercial patterns.
- Fashion and design.

Assessment

Based on Australian Curriculum Assessment Criteria. Assessment tasks are designed to cover one or more of the criteria from these areas:

- Knowledge and Understanding
- Production and Processes
- Evaluation

Pre-Requisite / Special Requirements

Desirable: Year 8, 9 Food and Textile Technology. Must have a genuine interest and skills in sewing.

Curriculum Charges

\$50 for materials specific to this course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Fashion and Design Stage 1

Length
Semester

Contact Person
Technologies Leader

Content

Investigate current trends in the Fashion Industry. Construct a garment of your choice according to set criteria.

Develop textiles skill and knowledge:

- Technical sketches/drawings.
- Design Process - design features, materials and production techniques
- Sewing Machines - appropriate and safe use.
- Design Folio including investigations, designs and evaluations.

Assessment

learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks: 30%
- Assessment Type 2: Design process and solution 70%

Pre-Requisite / Special Requirements

Successful completion of year 10 Textiles Technology preferred.

Curriculum Charges

\$50 for materials specific to this course.

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Fashion and Design *Material Solutions* Stage 2

Length
Full Year

Contact Person
Technologies Leader

Content

In Year 12 Textiles Technology, students explore the creative and technical aspects of textile design and production. This course encourages students to develop skills in designing, constructing, and evaluating textile products. Through practical projects, students learn about fabric properties, sustainable practices, and the impact of textiles on society. The subject fosters innovation and problem-solving, preparing students for further study or careers in the textiles and fashion industries.

Assessment

learning through the following assessment types:

- Assessment Type 1: Specialised skills tasks: 30%
- Assessment Type 2: Design process and solution 70%

Pre-Requisite / Special Requirements

Stage 1 Fashion and Design (Material Solutions).

Curriculum Charges

\$50 for materials specific to this course.

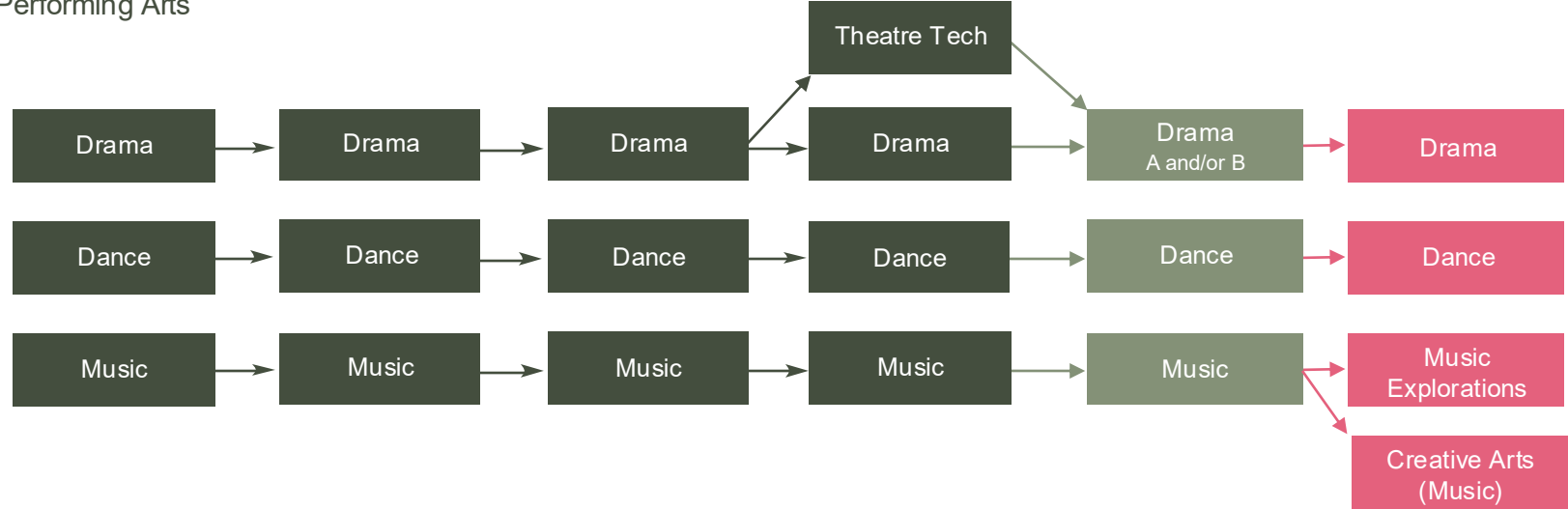
Stationary Requirements

- A4 Display folder with 20 refillable pockets.

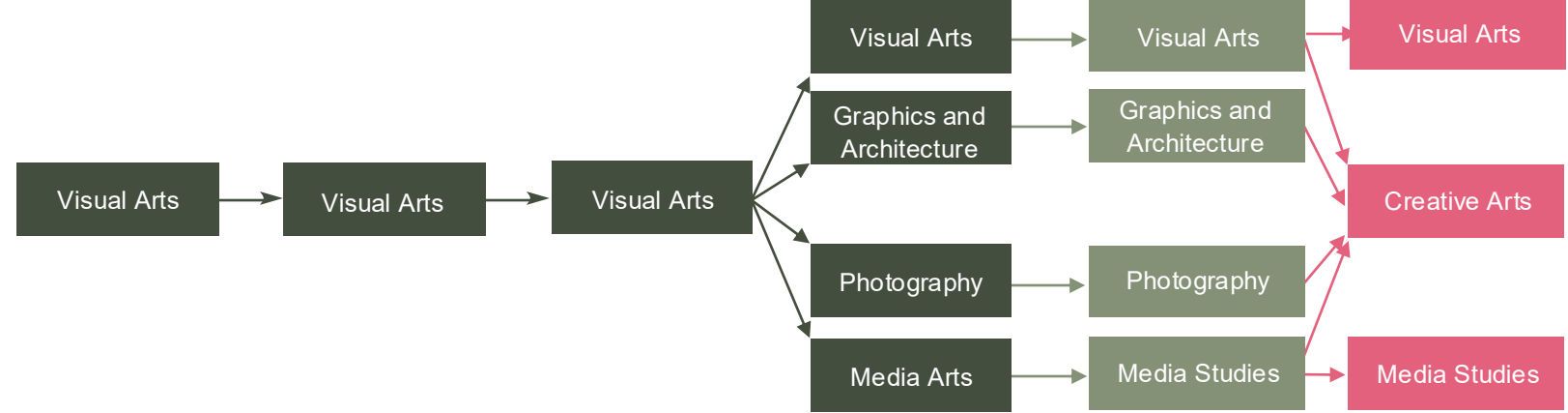
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YEAR 7 YEAR 8 YEAR 9 YEAR 10 STAGE 1 STAGE 2

Performing Arts



Visual and Media Arts



Australian Curriculum
 SACE Stage 1
 SACE Stage 2

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THE ARTS – PERFORMING ARTS (DANCE)

Dance Year 7

Length Term

Contact Person Arts Leader

Content

Students will be involved in composition tasks, ensemble work and developing appropriate dance technique and knowledge. Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.

Assessment

Assessment in the Arts uses the following criteria:

- Making
- Responding
- Developing
- Performing

Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum: The Arts, Dance.

Pre-Requisite / Special Requirements

Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.

Curriculum Charges

Not Applicable

Stationary Requirements

- Work pad A4 50 leaf ruled and punched.

Dance Year 8

Length Semester

Contact Person Arts Leader

Content

Students will be involved in composition tasks, performance and developing appropriate dance technique and knowledge. Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.

Assessment

Assessment in the Arts uses the following criteria:

- Making
- Responding
- Developing
- Performing

Students in Year 8 will be working toward the Year 8 - 9 Achievement Standard of the Australian Curriculum: The Arts, Dance.

Pre-Requisite / Special Requirements

Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.

Curriculum Charges

Not Applicable

Stationary Requirements

- Work pad A4 50 leaf ruled and punched.

Dance Year 9

Length Semester

Contact Person Arts Leader

Content

Students will be involved in composition tasks, performance and developing appropriate dance technique and knowledge. Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles. Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices and history.

Assessment

Assessment in the Arts uses the following criteria:

- Making
- Responding
- Developing
- Performing

Students in Year 9 will be working toward the Year 9 -10 Achievement Standard of the Australian Curriculum: The Arts, Dance.

Pre-Requisite / Special Requirements

Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended.

Curriculum Charges

Not Applicable

Stationary Requirements

- Work pad A4 50 leaf ruled and punched.

Dance Year 10

Length Semester

Contact Person Arts Leader

Content

This course is designed to build fundamental skills in the areas of technique, composition and performance. Students are also exposed to the history of dance, stagecraft skills, safe dance practices and varying dance styles.

Topic Include:

- History of Dance
- Composition
- Performance
- Technique

Assessment

- Performance 30%
- Reflection 20%
- Composition 30%
- Dance analysis on historical content 20%

Pre-Requisite / Special Requirements

Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended. Performance is an essential component of this course.

Curriculum Charges

Not Applicable

Stationary Requirements

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Dance Stage 1

Length
Semester

Contact Person
Arts Leader

Content
Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

- Topics Included:
- Skills Development (selected area for personal growth)
 - Creative Exploration (composition and performance)
 - Dance Contexts (investigative response)

- Assessment**
- Creative Explorations 60%
 - Dance Contexts 20%
 - Skills Development 20%

Pre-Requisite / Special Requirements
Appropriate clothing will be required. Black leggings/shorts and a t-shirt are recommended. Performance is an essential component of this course.

Curriculum Charges
Additional costs for excursions as required.

- Stationary Requirements**
- A4 Display folder with 20 refillable pockets.

Dance Stage 2

Length
Full Year

Contact Person
Arts Leader

Content
Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

- Assessment**
Stage 2 Dance is a 20-credit subject that consists of the following three areas of study.
- Assessment Type 1: Performance Portfolio 40%
 - Assessment Type 2: Dance Contexts 30%
 - Assessment Type 3: Skills Development Portfolio External 30%

Pre-Requisite / Special Requirements
Prior dance training and clothing will be required. Black leggings/shorts and a t-shirt are recommended. Additional rehearsal time and performance attendance will be required. Performance is an essential component of this course.

Curriculum Charges
Additional costs for excursions as required.

- Stationary Requirements**
- A4 Display folder with 20 refillable pockets.

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Drama Year 7

Length
Term

Contact Person
Arts Leader

Content

In Drama, students learn elements through practical application, focusing on role, character, and relationships. They use voice, movement, focus, tension, space, and time to sustain drama, exploring tableaux, improvisation, script work, and performance. Students create, analyse, and evaluate drama for audiences. Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the Australian Curriculum.

Assessment

Assessment in Drama uses the following criteria:

- Making
- Responding

Drama is assessed through summative performance and written tasks.

Performance contributes a minimum of 30% of the grade.

Pre-Requisite / Special Requirements

All students participate in the performance activities. These may be differentiated but all must engage in set work.

Curriculum Charges

Not Applicable

Stationary Requirements

- Work pad A4 50 leaf ruled and punched.

Drama Year 8

Length
Semester

Contact Person
Arts Leader

Content

For Drama, students build an understanding of role, character and relationships, using voice, movement, focus, tension, space and time to sustain drama. They make and analyse drama for audiences using various dramatic forms and production elements. We explore Drama through improvisation, physical performance, and scripted performance. They evaluate their own and others' performances.

Assessment

Assessment in Drama uses the following criteria:

- Making
- Responding

Drama is assessed with summative performance and written tasks.

Performance contributes a minimum of 30% of the grade.

Pre-Requisite / Special Requirements

All students participate in the performance activities. These may be differentiated but all must engage in set work.

Curriculum Charges

Not Applicable

Stationary Requirements

- Work pad A4 50 leaf ruled and punched.

Drama Year 9

Length
Semester

Contact Person
Arts Leader

Content

Students will extend their understanding and use of the elements of drama and evaluate meaning and effect in performances they devise, interpret, perform and view. Students develop and sustain different roles and characters, performing scripted drama. They collaborate with others in selecting and using the elements of drama, narrative and structure in directing and acting in order to engage audiences. They explore the development of different traditional and contemporary styles of drama.

Assessment

Assessment in Drama uses the following criteria:

- Making
- Responding

At Year 9 level, students are assessed against the Year 9-10 Australian Curriculum with summative performance and written tasks. Summative performances will be video recorded for assessment purposes.

Pre-Requisite / Special Requirements

All students participate in the performance activities. These may be differentiated but all must engage in set work.

Curriculum Charges

Not Applicable

Stationary Requirements

- Work pad A4 50 leaf ruled and punched.

Drama Year 10

Length
Semester

Contact Person
Arts Leader

Content

Students deepen their understanding of role, character, relationships, and situation, using voice and movement to sustain belief in character. They experiment with mood and atmosphere for different audiences, explore drama from diverse cultures, including Aboriginal and Torres Strait Islander and Asian influences, and study various dramatic styles, forms, and processes. They also examine theatre history through performance, focusing on characterization and ensemble skills.

Assessment

Assessment in Drama uses the following criteria:

- Making
- Responding

At Year 10 level, are assessed against the Year 10 of the AC. Finished work will be presented and assessed in various forms. Performances will be video recorded for assessment purposes.

Pre-Requisite / Special Requirements

All students participate in the performance activities. These may be differentiated but all must engage in set work. Performance is an essential component of this course.

Curriculum Charges

Not Applicable

Stationary Requirements

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Drama A and/or B Stage 1

Length
Semester/Full Year

Contact Person
Arts Leader

Content
Students will develop on- and off-stage skills, work both independently and with others to create and evaluate drama, understand drama theories and roles, respond to performances, and present ideas through various methods.

Assessment

- Type 1: Performance
Students collaborate to develop, produce, and perform a dramatic work, demonstrating creativity, analysis, and application.
- Type 2: Responding to Drama
Students analyse and evaluate professional drama through oral, written, or multimodal responses.
- Type 3: Creative Synthesis
Students apply dramatic processes to create a concept or product from a published or original text, using technology creatively.

Note: Weightings may vary by cohort.

Pre-Requisite / Special Requirements
Requires a pass in Year 10 Drama.
Involves public performance and out-of-hours commitment.

Curriculum Charges
Not applicable.

Stationary Requirements
Nil

Drama Stage 2

Length
Full Year

Contact Person
Arts Leader

Content
Students will demonstrate and explain skills and techniques through independent and collaborative work to create and evaluate dramatic works. They will communicate knowledge and understanding of the theories, skills and techniques.

Assessment

- Type 1: Group Production (40%)
Students complete a group production and a 15-minute presentation.
- Type 2: Evaluation and Creativity (30%)
Students complete evaluation tasks, including responding to drama and a small group self-devised performance.
- Type 3: Creative Presentation (30%)
In small groups, students plan and produce a creative dramatic presentation, applying learned skills and theory collaboratively.

Pre-Requisite / Special Requirements
Requires a pass in Stage 1 Drama.
Includes public performance, extended writing, extensive reading, and out-of-hours commitment.

Curriculum Charges
A \$20 fee applies for subsidised excursions or in-school performances when required.

Stationary Requirements
Nil

Theatre Tech Year 9, 10

Length
Full Year

Contact Person
Arts Leader

Content
Theatre Tech is for Years 9 and 10 students interested in backstage theatre production. It offers hands-on experience with lighting, sound, set, costume, props, and stage management. Students learn to interpret scripts technically, create production documents, and collaborate on live performances. The course runs alongside Drama, with one term learning stagecraft basics and another applying skills to a Drama production. It fosters problem-solving, creativity, technical skills, and industry understanding.

Assessment

- Technical Portfolio (40%)
Demonstrate skills in lighting, sound, set, costume, props, and stage management.
- Production Contribution (40%)
Participate actively in a live school productions technical setup and backstage work.
- Reflective Report (20%)
Evaluate learning, teamwork, and problem-solving during the course.

Pre-Requisite / Special Requirements
Year 8 Drama

Curriculum Charges
Nil

Stationary Requirements
Nil

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Music Year 7

Length
Term

Contact Person
Arts Leader

Content

Students will make and respond to music independently, and with their classmates and Teacher, exploring music as an art form through listening, composing and performing. They will build on their aural skills, evaluate, and respond to how the elements of music are used in different styles, cultures, times and places.

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

Assessment

- Favourite musician assignment
- Ukulele
- Genre studies
- Practical activities

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.
- Pencil 2B economy.

Music Year 8

Length
Semester

Contact Person
Arts Leader

Content

Students will make and respond to music independently, and with their classmates and teachers, exploring music as an art form through listening, composing and performing. They will build on their aural skills, evaluate, and respond to how the elements of music are used in different styles, cultures, times and places.

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

Assessment

- Band Lab composition
- Genre studies
- Practical activities
- Rock Instruments (Guitar, Bass, Keyboard, Drums)
- Theory Knowledge
- Introduction to music technology

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges

Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Music Year 9

Length
Full Year

Contact Person
Arts Leader

Content

Students attend weekly instrumental lessons and participate in the performance program at UHS, with free lessons offered for flute, clarinet, saxophone, trumpet, trombone, bass, guitar, voice, and percussion through the Instrumental Music Service (IMS).

Existing IMS students and those with private instructors can continue their lessons. Students rehearse and perform songs, develop music literacy, and explore sound and music history.

Assessment

- Ensemble and solo performance
- Composition
- Theory knowledge
- Aural skills
- Orchestral Instruments

Pre-Requisite / Special Requirements
Students should be able to play an instrument. Students must have studied Year 8 music and passed with a C or higher.

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Music Year 10

Length
Full Year

Contact Person
Arts Leader

Content

Year 10 Music builds on the content learnt in Year 9 Music. Students will continue to attend weekly instrumental lessons for the full year and take part in the performance program.

Students interpret, rehearse and perform songs and instrumental pieces in ensemble performance, and develop skills and understandings in music literacy, the physical nature of sound and aspects of music history.

Assessment

- Ensemble and solo performance
- Composition
- Theory knowledge
- Aural skills
- History of music

Pre-Requisite / Special Requirements
Minimum of 1 year tuition on an instrument is required. Students must have studied Year 9 Music and passed with a C or higher.

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

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Music Stage 1

Length
1 Semester or Full Year

Contact Person
Arts Leader

Content
Music Experience is designed for students with emerging musical skills and provides opportunities for students to develop their musical understanding and skills in creating and responding to music. Students develop and extend their musical literacy, explore and develop their practical music-making skills through performing, and arranging or composing for instrument(s) and/or voice and develop their musical understanding and musical skills and techniques through engagement with and interpretation of the works of others.

Assessment
Assessment Type 1:

- Creative Works: Students present creative works. At least one of these should be a performance and at least one should be an arrangement or composition.

Assessment Type 2:

- Musical Literacy: Students undertake at least two musical literacy tasks. The tasks are designed to develop students' ability to make informed judgments about their performance and arrangements or compositions.

Pre-Requisite / Special Requirements
Minimum of 2 years tuition on an instrument is required. Students must have studied Year 10 Music and passed with a B or higher.

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Creative Arts (Music) Stage 2

Length
Full Year

Contact Person
Arts Leader

Content
Stage 2 Creative Arts (Music) is for students who would like to pursue Music. The subject allows students to develop their creative skill through a range of practical activities, investigations and a final product. This subject requires good time management and initiative. Students will also be required to complete a range of written tasks and work outside of school hours.

Assessment
School Assessment (70%)

- Assessment Type 1: Product (50%)
- Assessment Type 2: Inquiry (20%)

External Assessment (30%):

- Assessment Type 3: Practical Skills (30%)

Pre-Requisite / Special Requirements
Minimum of 3 years tuition on an instrument is required. Students must have studied Stage 1 Music, and passed with an A or B.

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

Music Explorations Stage 2

Length
Full Year

Contact Person
Arts Leader

Content
Music Explorations focuses on learning through experimentation with music. Students explore various styles, elements, and production methods to develop musical literacy and engage critically with music. The flexible design allows for individual and collaborative work in performing, composing, arranging, and using music technology.

Students analyse, deconstruct, and create music to express ideas and emotions.

Assessment
School Assessment (70%)

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External Assessment (30%):

- Assessment Type 3: Creative Connections (30%)

Pre-Requisite / Special Requirements
Minimum of 3 years tuition on an instrument is required. Students must have studied Stage 1 Music, and passed with an A or B.

Curriculum Charges
Not Applicable

Stationary Requirements

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THE ARTS – MEDIA (PHOTOGRAPHY AND FILM)

Media Year 10

Length
Semester

Contact Person
Arts Leader

Content

Students will learn the basics of sound, lighting, composition and editing in order to create short films that can be viewed by the public and entered in state and national competitions.

Students will make use of powerful computers to run industry standard video editing applications, as well as high quality film making equipment.

Assessment

Students are assessed against the Media Arts achievement standards. This comprises of the following projects: Skills Development Portfolio, Film Analysis, Advocacy Film, Short Film.

Pre-Requisite / Special Requirements

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

Curriculum Charges

Not Applicable

Stationary Requirements

- USB pocket flash drive 16GB minimum.

Photography Year 10

Length
Semester

Contact Person
Arts Leader

Content

Students learn about four main units of photographic study which include:

- Wildlife Photography
- Action Photography
- Portraiture Photography
- Skills Development Projects

Assessment

Students are assessed against the Media Arts achievement standards.

Pre-Requisite / Special Requirements

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

Curriculum Charges

\$30 for materials specific to this course.

Stationary Requirements

- USB pocket flash drive 16GB minimum.



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Photography Stage 1

Length
Semester

Contact Person
Arts Leader

Content

Students build on Year 10 photography skills, enhancing camera use, editing, and creativity. They study professional work and create photographic products for competitions, exhibitions, or local projects.

Assessment

Students are assessed using the SACE Stage 1 Creative Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Investigation and Interpretation
- Reflection

They will need to submit the following assessment pieces:

- Product
- Folio
- Investigation

Pre-Requisite / Special Requirements

This subject includes written tasks, extensive computer work, and colour printing. A \$30 materials fee applies.

Curriculum Charges

\$30 for materials specific to this course.

Stationary Requirements

- USB pocket flash drive 16GB minimum.

Media Studies Stage 1

Length
Semester

Contact Person
Arts Leader

Content

Students will learn the intermediate to advanced skills of sound, lighting, composition and editing in order to analyse and create short films that can be viewed by the public. This subject builds upon the skills from Year 10 media, but they are not compulsory.

Students will make use of powerful computers to run industry standard video editing applications, as well as high quality film making equipment.

Assessment

Students are assessed against the SACE Media Studies Performance Standards. This comprises of the following projects:

- Assessment Type 1: Folio
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product

Pre-Requisite / Special Requirements

You may be required to borrow a camera overnight and responsibly work within groups that you have not chosen.

Curriculum Charges

Not Applicable

Stationary Requirements

- USB pocket flash drive 16GB minimum.

Media Studies Stage 2

Length
Semester

Contact Person
Arts Leader

Content

Students develop media literacy and production skills through the exploration of global and local media issues, analysis of media texts, and creation of media products. They investigate how media represents, organises, and influences society, and how audiences interact with and interpret media. Students apply critical thinking to media research and develop creative responses in a variety of formats.

Assessment

Type 1: Folio (30%)

Students complete one or two media explorations and a media interaction study.

Type 2: Product (40%)

Students produce two original media products, each accompanied by a producer's statement.

Type 3: Investigation (30%)

Students undertake an independent investigation into a current media issue, with findings presented in a written or multimedia format.

Pre-Requisite / Special Requirements

Requires a pass in Stage 1 Media Studies. Includes extended writing, technical production, and possible out-of-hours commitment.

Curriculum Charges

Not Applicable

Stationary Requirements

- USB pocket flash drive 32GB minimum.

Creative Arts

Design, Visual Arts, Photography, Media and Film

Stage 2

Length
Full Year

Contact Person
Arts Leader

Content

Stage 2 Creative Arts supports students interested in Visual Art, Design, Digital Media, or Photography careers. It develops creative skills through practical activities, investigations, and a final product.

Assessment

Students are assessed using the SACE Stage 2 Creative Arts Performance Standards that include the following:

- Knowledge and Understanding
- Practical Application
- Investigation and Interpretation
- Reflection

They will need to submit the following assessment pieces:

- Product
 - Practical Skills and Investigation
 - Inquiry
- This subject requires time management, initiative, and out-of-hours written and practical work.

Pre-Requisite / Special Requirements

Any Year 11 Visual Arts Subject.

Curriculum Charges

Not Applicable

Stationary Requirements

- USB pocket flash drive 16GB minimum.
- A3 Display folder with 20 refillable pockets.
- Pencil 2B economy.

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Visual Arts Year 7

Length
Term

Contact Person
Arts Leader

Content

Students are introduced to Visual Arts through making and responding. Students will work independently and with their classmates on a range of Visual Arts, which may include, drawing, painting, clay work, design, print making and analysis of artworks.

Assessment

Assessment in the Arts uses the following Criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Students in Year 7 will be working toward the Year 7 - 8 Achievement Standard of the SA Curriculum: The Arts, Visual Arts.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Work pad A4 50 leaf ruled and punched.
- Pencil 2B economy.

Visual Arts Year 8

Length
Semester

Contact Person
Arts Leader

Content

Students make and respond to visual arts independently, and with their classmates, teachers and communities in a course which may cover areas such as drawing and painting, ceramics, design, print making, literacy and history.

Assessment

Assessment in the Arts (Art, Ceramics, Design, Drama and Music) uses the following criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

Students in Year 8 will be working towards the Year 8 Achievement Standard of the SA Curriculum: The Arts: Visual Arts.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Pencil 2B economy.

Visual Arts Year 9

Length
Semester

Contact Person
Arts Leader

Content

Year 9 students develop art skills by experimenting with various media and techniques, exploring topics that foster imagination, environmental awareness, and theory.

Assessment

Assessment in the Arts uses the following criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

At Year 9, students will be working towards the Year 9-10 Achievement Standard of the SA Curriculum: The Arts: Visual Arts.

Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Pencil 2B economy.

Visual Arts Year 10

Length
Semester

Contact Person
Arts Leader

Content

Students experiment with dry and wet media, combining 2D and 3D perspectives. The course includes theory, analysis of artists' work, and self-evaluation of their art.

Assessment

Assessment in the Arts (Art, Ceramics, Design, Drama and Music) uses the following criteria:

- Explore and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Performing

At Year 10, students will be working towards the Year 10 Achievement Standard of the SA Curriculum: The Arts: Visual Arts.

Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

Pre-Requisite / Special Requirements
Visual arts Year 7, 8, and 9 is recommended.

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.
- Pencil 2B economy.

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Graphics and Architecture Year 10

Length
Semester

Contact Person
Arts Leader

Content
In the practical component of the course, students will be encouraged to experiment with 3D media and 2D media, both hand drawn and digital including Adobe Illustrator.

This course also includes a theory component including written student responses to the work of designers and architects. They will also analyse and evaluate their own artworks.

Assessment
Assessment in the Arts uses the following criteria:
• Making
• Responding
At Year 10, students will be working towards the Year 10 Achievement Standard of the Australian Curriculum: The Arts: Visual Arts.

Students are expected to keep a Folio which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
Not Applicable

Graphics and Architecture Stage 1

Length
Semester

Contact Person
Arts Leader

Content
Stage 1 Design encompasses graphic design and architecture. It emphasises a problem-solving approach to initiation and generation of ideas or concepts and the development of visual representation skills to communicate resolutions. It consists of three components or areas of study as shown:
• Visual Thinking
• Practical Resolution
• Visual Arts in Context

Assessment
The course will consist of:
• Folio: One folio documenting visual learning, in support of one major resolved design work.
• Practical: One major resolved design work and evaluation of the process.
• Visual Study: Exploration of a style of architecture based on research and the analysis of the work of other designers.

Pre-Requisite / Special Requirements
Students to supply basic stationery requirements as listed in Stage 1 booklist. Display folder and sketch book

Curriculum Charges
\$10 for school-based assessment tasks.

Stationary Requirements
Not Applicable

Visual Arts Stage 1

Length
Semester or Full Year

Contact Person
Arts Leader

Content
Stage 1 Visual Art can be taken as one or two single units. It consists of a practical component with development work as well as major pieces of artwork required. Theory work will relate to relevant art topics and involve the student's response using Arts terminology. The three components or areas of study and their weightings are as shown:
• Visual Thinking
• Practical Resolution
• Visual Arts in Context

Assessment
Knowledge and Understanding, Practical Application, and Analysis and Response. Students complete a Folio, Practical, and Visual Study. The course involves written tasks, research, computer work, public presentation, and some out-of-hours commitments.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Additional costs may be required for materials specific to this course.

Stationary Requirements
• A3 Sketch book, spiral bound.
• A3 Display folder with 20 refillable pockets.
• Pencil 2B economy.

Visual Arts Stage 2

Length
Semester

Contact Person
Arts Leader

Content
Stage 2 Visual Arts develops creative and critical thinking through idea generation, skill-building, and visual communication, exploring artworks and cultural, social, and global influences.

Assessment
School Assessment (70%)
• Folio (40%): Visual and written documentation of the creative process, idea development, research, and reflection.
• Practical (30%): A final artwork or design product with a 500-word statement explaining intent and process.
External Assessment (30%)
• Visual Study (30%): An independent exploration of an idea, artist, or theme combining visual and written analysis (up to 2000 words).

Pre-Requisite / Special Requirements
Visual Arts Stage 1

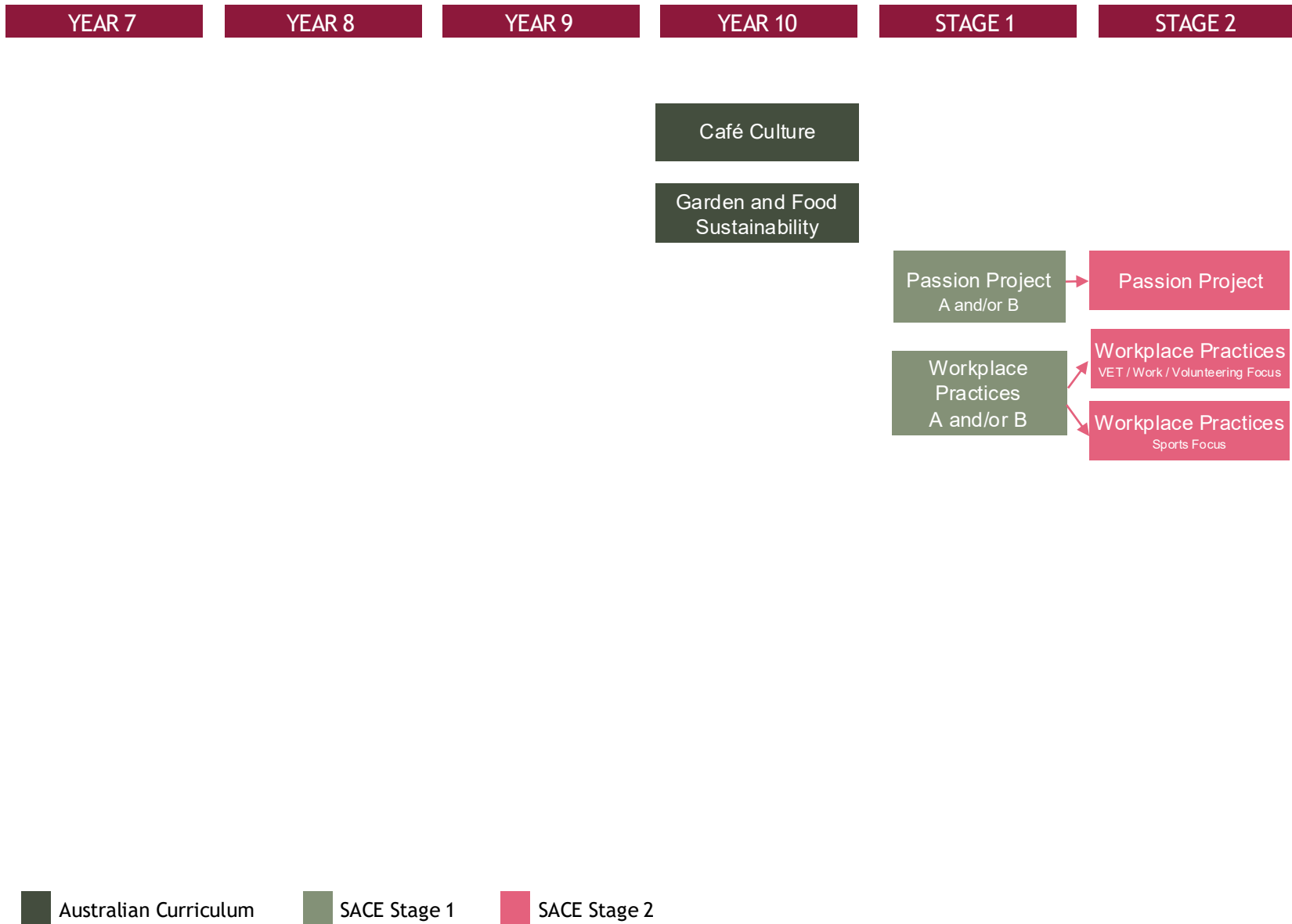
Curriculum Charges
Additional costs may be required for materials specific to this course.

Stationary Requirements
• A3 Sketch book, spiral bound.
• A3 Display folder with 20 refillable pockets.
• Pencil 2B economy.

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**Café Culture
Year 10**

Length
Semester

Contact Person
Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content
Students get hands-on training in coffee preparation, using an espresso machine, and cooking café-style foods. They develop customer service skills by running the school café weekly.

Assessment
Students must demonstrate:

- Hygienic food safety practices (SITXFSA001)
- Preparing and serving espresso coffee (SITHFAB005)

Assessment includes practical tasks, group work, and an investigation. Successful completion earns 10 Stage 1 SACE credits.

Pre-Requisite / Special Requirements
Students display a genuine interest and enthusiasm for the Food and Hospitality industry. Limited spaces, selection will be based on successful A/B achievement in Year 9 Food Technology. Students must have good literacy skills and require a good attendance rate.

Curriculum Charges
Not Applicable

An excursion fee of approximately \$150 is required (to be paid prior to attending). This excursion supports the attainment of two units toward a Certificate III in Hospitality

Stationary Requirements
Nil

**Garden and Food
Sustainability Year 10**

Length
Semester

Contact Person
Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content
This semester subject would use the school's garden as its classroom. Incorporating both practical assessment and theory based around gardening skills and knowledge. There will be a strong focus on sustainability practices and promoting health lifestyles and nutrition based on gardening and harvesting.

Students work both individually, and within a group to apply the skills they learn to grow their own vegetable bed in the garden, this includes all stages from learning about seasonable produce, harvesting and cooking or preserving, Students will create and maintain database called Growing a Legacy - Lumination XR initiative, cataloguing plants in the garden.

Assessment
This course is assessed against Integrating Learning SACE Curriculum.

Pre-Requisite / Special Requirements
Students should have a general interest in Gardening and Food Sustainability. A number field trips will also be part of this course.

Curriculum Charges
Not Applicable

Stationary Requirements

- A4 Display folder with 20 refillable pockets.

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Passion Project Stage 1 and 2

Length

Semester or Full Year

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

Students explore personal interests through career pathways, community projects, or hobbies. They can earn SACE credits by engaging in real-world experiences such as school-based projects, practical placements, or research in areas of personal relevance.

Assessment

Assessment is flexible and tailored to each student's interests and goals. Available SACE subjects include:

- Integrated Learning (ATAR; Stage 1 or 2 – only one allowed at Stage 2)
- Community Studies or Cross-Disciplinary Studies (Non-ATAR; Stage 1 or 2)
- Industry Connections (Non-ATAR; Stage 2)

These subjects can be completed for 10 or 20 credits, depending on the student's needs.

Pre-Requisite / Special Requirements

Students need to carefully consider the balance of their other subjects and be motivated to learn independently.

Curriculum Charges

Possible charges, dependent on the passion and topic chosen.

Stationary Requirements

Not Applicable

Workplace Practices A and B Stage 1

Length

Semester 1 (A) / Semester 2 (B)

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

This subject introduces work and industry, exploring workplace issues and workforce changes. It suits students in VET, part-time/volunteer work, or elite sports. Semester A: Career Planning, Future Work Trends Semester B: Workers' Rights, Value of Unpaid Work

Assessment

Assessment consists of:

- Folio (50%) 2 tasks relating to the world of work
- Performance (30%): 25-30 hours of Workplace Learning in a VET course OR part-time/volunteer work
- Supervisor Report
- Regular Log and reflection entries.
- Reflection (20%)

Pre-Requisite / Special Requirements

This subject suits students in VET, Australian School Based Apprenticeships, or part-time/volunteer work. It can be taken for one semester or the full year.

Curriculum Charges

Not Applicable

Stationary Requirements

Not Applicable

Workplace Practices VET / Work / Volunteering Focus Stage 2

Length

Full Year

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

This subject offers practical and theoretical experience in career pathways, building industry knowledge. It promotes investigation, critical thinking, problem-solving, and self-reflection. Students must be engaged in VET or part-time/volunteer work.

Assessment

School Based Assessment (70%)

- Folio (25%): Explore WHS, career paths, and work trends.
 - Performance (25%): Present portfolio from 50-60 hours work or VET.
 - Reflection (20%): Reflect on workplace learning and practices
- External Assessment (30%)
- Investigation: Major practical or issues-based investigation.

Pre-Requisite / Special Requirements

Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work. This subject can contribute towards an ATAR. It enables workers to gain academic credit for their endeavours.

Curriculum Charges

Not Applicable

Stationary Requirements

Not Applicable

Workplace Practices Sports Focus Stage 2

Length

Full Year

Contact Person

Interdisciplinary Learning, Community Engagement, Entrepreneurship Leader

Content

This subject lets students use Sports/Dance involvement to explore workforce issues, rights, and vocational learning through investigation, critical thinking, and reflection.

Assessment

School Based Assessment (70%)

- Folio (25%) – WHS inspections, employment research, personal portfolio, and societal/work trend impact analysis
 - Performance (25%) – Workplace Learning portfolio from 50-60 hours in sport/dance settings
 - Reflection (20%) – Reflection on VET/work experiences, understanding workplace practices and industry evaluation
- External Assessment (30%)
- Investigation – Major practical or issues-based investigation related to sports/dance

Pre-Requisite / Special Requirements

Students must be involved in a Sport/Dance Association at Community, Club, State or Professional level. This subject can contribute towards an ATAR. It enables elite athletes/dancers to gain academic credit for their endeavours.

Curriculum Charges

Not Applicable

Stationary Requirements

Not Applicable

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MENTORING PROGRAM



Project 'U' Year 7 through to 11

Length
Full Year

Contact Person
Year Level Leader

Content
This subject is designed as a general introduction to the world of work and industry. Students must be either engaged in Vocational Training (VET) OR some form of part time/volunteer work.

Assessment
Students will learn a range of skills which will support them across many aspects of their learning and interpersonal relationships. These include:

- Building strong and positive relationships
- Development of physical, social and emotional capacities
- Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
- Aspects of the Child Protection Curriculum, for example, understanding psychological pressure and developing problem solving strategies to keep safe
- Presentations on driver safety
- VET Courses and career pathways

Pre-Requisite / Special Requirements
No upfront costs. Excursions and activities may be arranged during the year which could incur a small cost which will be collected when required.

Curriculum Charges
Not Applicable

Stationary Requirements
Not Applicable

Peer Support Year 10

Length
Full Year

Contact Person
Year Level Leader

Content
The Peer Support program builds strong relationships, empowers students, nurtures a sense of belonging, and fosters an anti-bullying culture. Senior students are trained as Peer Leaders and lead small groups of younger students in weekly structured sessions. The program explores four key concepts: resilience, sense of self, connectedness, and sense of possibility. Peer Support equips students with the skills and tools to build strong relationships and positively navigate life. Students learn the social and emotional literacy skills to better manage life's ups and downs.

Assessment
Students will gain the following SACE Credits through Community Studies:

- Stage 1 - 10
 - Stage 2 - 10
- SACE pathway only – No ATAR**
- Assessment Type 1 (School Assessment) - Contract, Folio (a record of evidence), Presentation to community audience.
 - Assessment Type 2 (External Assessment) – Summary of community activity, Reflection on the completion of the contract of work and community activity R2-R3.

Pre-Requisite / Special Requirements
Not Applicable

Curriculum Charges
Not Applicable

Stationary Requirements
Not Applicable

Individual Mentoring Year 12

Length
Full Year

Contact Person
Year Level Leader

Content
Students will learn a range of skills which will support them across many aspects of their transition to career pathways, learning and interpersonal relationships. These include:

- Building strong and positive relationships
- Development of physical, social and emotional capacities
- Whole school activities, such as, assembly presentations, Harmony Day, National Reconciliation Week and NAIDOC Week.
- Aspects of the Child Protection Curriculum, for example, assessing risk and peer networks for support
- University presentations and applying for tertiary courses

Assessment
Students will be assessed on:

- Engagement
- Work Completion

Pre-Requisite / Special Requirements
This is a compulsory subject. Students are expected to engage in a range of written, listening and group activities.

Curriculum Charges
No upfront costs. Excursions and activities may be arranged during the year which could incur a small cost which will be collected when required.

Stationary Requirements
Not Applicable