



GREYSTANES HIGH SCHOOL

Student Subject Selection Handbook

Year 9 - 2026

Year 10 - 2027

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- ♦ **The information in the Student Subject Selection Handbook is reflective of those courses available. Student interest will determine whether a course will be offered.**
- ♦ **Students will complete a subject selection form**
- ♦ Your choice **DOES NOT** guarantee placement into the selected courses.

Note: Fees information provided in this Handbook is accurate at time of publication.

Principal's Message

As a school, we strive to provide a rich and diverse curriculum that meets the needs of all students. As part of the formal curriculum for Year 9, students must study the mandatory subjects of;

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ History
- ◆ Geography
- ◆ PDHPE



From a wide selection, students also have the opportunity to choose two elective subjects. In meeting the requirements for a Record of School Achievement (RoSA), students are required to study each elective subject for 2 years (that is in Years 9 and 10).

It is important in selecting elective subjects that students;

- ◆ **Choose subjects that they enjoy.** Research and observation clearly show that students are far more likely to be successful in those subjects they find stimulating and interesting.
- ◆ **Do not choose subjects on the basis of the teacher.** At this time, the timetable for next year has not been developed. There is no way of knowing what teacher will be taking each class.
- ◆ **Understand they are not making career choices.** The elective choices students make at this time in their school life will have no impact on their future choice of career.

Attainment of the RoSA represents a student's first internationally recognised qualification. To achieve this qualification, students must meet the requirements of the NSW Education Standards Authority (NESA). This includes;

- ◆ Satisfactory completion of course work
- ◆ Completion of subject specific assessment tasks.
- ◆ Sustained effort and due diligence.

As a school, we take pride in the quality of the educational opportunity that is offered and delivered to our students. As a 21st Century learner, every student is expected to develop their knowledge, skills and creativity through actively engaging in learning and taking responsibility for the achievement of their personal best. We believe that as a community we can ensure personal excellence is achieved where there are respectful relationships, cooperation and partnerships between students, teachers and parents that are founded on high expectations and a commitment to excellence by all.

In selecting subjects, it is important to understand the unique demands of each subject. Committed to improved student engagement, teachers have worked to develop teaching programs that are innovative and interactive. Excursions, camps and other activities are often provided to support student learning and are considered part of the curriculum. It is expected that a student will participate in each of the educational opportunities offered for the subjects they have chosen. Subject fees should also be considered before making final subject selections.

I would like to take this opportunity to wish all students the best in their endeavours across Years 9 and 10. I trust that well considered advice and research will ensure you select subjects that are relevant, challenging and enjoyable.

A handwritten signature in dark ink, appearing to read 'G. Sparke', with a stylized flourish at the end.

Grant Sparke
Principal

Year 9 and 10 Assessment

Year 9 and 10 performance will result in the award of the Record of School Achievement (RoSA). It is important for students to complete all work assigned to them including homework, assignment work and course work. This applies to all subjects.

In Year 9, failure to complete a task by or on the required date will result in marks being deducted. Note: It is expected that students hand in their work on the due date in the lesson of the subject of the task, NOT after that time.

Students at the start of Year 9 receive a digital copy of a Year 9 Student Assessment Handbook. This booklet contains information about student responsibilities and procedures regarding assessment, guidelines for exemption, plagiarism, course descriptions, report outcomes and an assessment schedule.

Student performance will be reviewed throughout the year where the Year Advisor leads a student review. This will result in commendation letters for those students performing well or letters of concern for those students not performing to a standard expected. The Year Advisor may organise parent meetings to discuss student progress with the Deputy Principal in charge of Year 9.

For the Record of School Achievement (RoSA), students are required to:

- ♦ follow the course developed or endorsed by NESA
- ♦ apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- ♦ achieve some or all of the course outcomes

In Year 10, students are expected to attend an assessment evening. The purpose of the evening is to review the assessment procedures for Year 10. At this meeting, a digital copy of the Year 10 Assessment Handbook is shared. Students are to sign they have received the booklet. Any student absent on the night will also sign that they have received the booklet digitally.

These booklets contain information relating to the requirements of the RoSA. Information in these booklets includes:

- ♦ student responsibilities and procedures
- ♦ the N Award process
- ♦ the school's reporting process
- ♦ Illness and Misadventure Form and procedures
- ♦ Appeal procedures and form
- ♦ Attendance expectations
- ♦ Exemption guidelines
- ♦ Plagiarism policy
- ♦ course descriptions
- ♦ report outcomes
- ♦ the assessment schedule for each course, including the number and type of assessment task, components, weighting and scheduling of tasks.

Failure to complete a task by or on the required date will result in a zero mark and an N Award Warning letter will be issued. If the student believes they meet the criteria to apply for illness or misadventure, they are to complete the appropriate documentation as set out in the Illness and Misadventure procedures..

Students in Year 10 can be issued NESA N Award warning letters. The purpose of these warning letters is to inform the student and their parent/s or carer/s that they are at risk of not meeting NESA requirements for particular course. It states what is required of them to redeem themselves and satisfy course requirements. NESA states that receiving two or more warning letters may place the award of the Record of School Achievement (RoSA) in jeopardy.

Year 9 and 10 Assessment (Cont.)

Students who fail to meet these requirements will receive a letter of warning and an opportunity to redeem their work in order to avoid an “N determination”. The main reasons for issuing such a letter include:

- ♦ failing to complete or attempt assessment tasks or assignment work by the due date
- ♦ failing to regularly complete class work and homework appropriately. This includes practical work.
- ♦ making a non-serious effort to complete assessment tasks, assignment work, major examinations and tests
- ♦ making a non-serious effort to complete class work and homework

More than 2 ‘N Award’ determinations in a subject can mean students will not satisfactorily meet requirements to pass a course and the student may not satisfy the requirements for the RoSA. As a result, they will not be allowed to continue their senior studies in Year 11.


Pattern of Study in Years 9-10

Students will study the following units.

- Mandatory units:** Students must fulfil mandatory subject requirements in order to be eligible for the award of the Record of School Achievement (RoSA). These subjects include History, English, Geography, Mathematics, PDHPE and Science.
- Elective units:** Students **MUST** choose two elective courses in Year 9, (each is 2 periods per week). These elective courses are carried through to Year 10.

Students will qualify for 200 hours in each elective for the RoSA in Year 10.

- Enrichment units:** Students will have the opportunity to select three enrichment units in Year 9. These units may be selected by students on the basis of personal interest or used to strengthen their skills in the core subjects. Each is studied only for one semester. These units will be selected in a process separate to the Elective Subject selection process.



*We empower our learning
community to thrive,
strive and succeed.*

Reporting to Parents

When students complete class work, homework or assignment and assessment work their achievement of syllabus outcomes will be graded using a common A-E scale. The majority of students in Years 9 or 10 are expected to achieve the syllabus outcomes to a 'C' grade achievement level. This grade indicates that the student is working at a standard appropriate for their stage of learning. The majority of students are expected to reach this standard.

Those students who are working above the level expected by others at this stage of learning will achieve an A or B grade. Students finding work more difficult to cope with will achieve a D or E grade. This standard is below that expected for students at this same stage of learning.

Schools across the state, including Greystanes High School, will use the NESA A - E scale and performance description to report to parents about their child's achievement levels in Years 9 and 10. Achievement is judged in relation to the Stage 5 syllabus standards for mainstream courses and Life Skills Courses

Description of achievement level	Wording	Grade or Letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply these skills to most situations.	Thorough	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the main areas of content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding of the main areas of content and has achieved a very limited level of competence in the processes and skills.	Limited	E

School Procedures and Policies

Each school day consists of four (approximately 75 minute) periods except for Wednesdays.

1. Student Attendance at School

Regular attendance at school is essential if students are to maximise their potential. Regular attendance and engagement in educational programs is strongly linked to the likelihood of students experiencing success in learning. Students who exhibit poor patterns of attendance are at risk of not achieving their potential and are disadvantaged in the quality of choices they are able to make in later life. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff monitor part or whole day absences as a part of their duty of care.

a. Daily Absence

Student absences should be explained **within seven days** of an occurrence of absence. Parents can explain these via the following means:

- ◆ Calling the school's attendance office at any time Ph: (02) 88487926
- ◆ Leave a voicemail and clearly state your child's name, House Group and reason for their absence
- ◆ Replying to the SMS sent by the school
- ◆ Writing and signing a note that the student can hand to their House Group Teacher (if they are absent for a day or two)
- ◆ Providing a doctors certificate

Reasons for absences such as the following may **not be justified**:

- ◆ Shopping
- ◆ Sleeping in
- ◆ Working around the house
- ◆ Caring for younger siblings and other children
- ◆ Minor family events such as birthdays
- ◆ Hair cuts

Parents are required to contact the Year Advisor/Head Teacher Administration if ongoing attendance issues occur. If it is a prolonged illness then medical certificates are required.

b. Exemption from Attendance at School

Principals, Directors, Public School and Executive Directors (School) may grant full day exemption -from attendance at school due to:

- ◆ Exceptional circumstances (including the health of the students where sick leave or alternative enrolment is not appropriate)
- ◆ The child being prevented from attending school because of a direction under the Public Health Act 2010. (The parent is not required to complete an application for exemption)
- ◆ Employment in the entertainment industry - refer to children's employment
- ◆ Participation in elite arts or sporting events

c. Overseas and Interstate Travel

Families are encouraged to holiday or travel during the school holiday period. Holidays taken during the school term can place students ability to meet course outcomes in jeopardy and any work missed during this time must be completed.

If travel outside of school holiday period is necessary, a *Certificate of Extended Leave- Holiday* must be applied for. This form is available from the school's main office (D Block). The Principal can approve up to 100 days of leave and days in excess of this requires the approval of the Regional Director.

Please note that approved leave is no longer classified as an exemption.

School Procedures and Policies (cont.)

2. Lateness and Early Leavers

Students are expected to be at school prior to 8.25am. This ensures that students don't miss out on the important learning activities scheduled early in the day when students are most alert, helps students learn the importance of punctuality and routine, and gives students time to greet their friends before class.

The Department of Education and Community requests that a reasonable explanation be provided for lateness. Students who arrive late without a justifiable reason will have a consequence imposed such as a detention or playground clean-up (depending on the frequency of lateness). Their late arrival is recorded on the official roll and on the student's school report. If lateness is persistent, parents will be contacted by the Head Teacher Administration to discuss the reasons and develop a plan to improve attendance.

Under no circumstances will pupils leave the premises during school hours without the permission of the Principal or Deputy Principal. An 'Early Leavers' pass will be issued in response to a written request from a parent. Students not carrying this pass will be redirected back to school by authorities if caught. The note giving an adequate reason is to be presented to the Head Teacher Administration, **a minimum of 24 hours prior to the requested leave time**. Only in exceptional/emergency situations will notes for Early Leave be processed on the day. Parents are advised to make appointments for their son or daughter outside of school hours where possible.

3. Injury and Illness at School

It is essential that parents inform the school if contact or emergency telephone numbers change. If an accident/injury or illness occurs at school we will: render basic first aid, and contact parents

In the case of an accident which requires urgent medical attention, we will call an ambulance. The P & C cover this cost through ambulance insurance. Other medical costs are the responsibility of parents. The school does not have sufficient staff to supervise students in sick bay for lengthy periods of time. If a student is too ill to return to class, parents will be contacted and arrangements made for the student to be collected from school. One period in length is the maximum time permitted in Sick Bay.

4. Detention

Detention sessions are held during lunchtime or after school. At these sessions, pupils go to selected classrooms to be supervised by teachers as a consequence for such things as disturbing the progress of a lesson or breaking school rules.

For more serious offences students are detained after school on a Tuesday for forty five minutes, ending at 3.45pm. Parents are informed of after school detentions by letter. Usually parents will be provided with at least 24 hours notice of detentions.

5. Mobile Phone Policy

Any student who requires a phone for out of school use is encouraged to leave it at the front office when beginning the school day. It can be collected at 2:50pm on that day.

Mobile phones may be confiscated by staff for being out of their bag or "on" in their bag. A repeat breach of this policy may lead to disciplinary action. The use of a camera and transmission of photographs is a breach of the privacy laws.

6. Movement About School

Pupils are to move in an orderly manner and keep to the left side of corridors and stairway when moving about the school or when lining up for classes.

7. Out of Bounds Areas

Certain areas in the school grounds are out of bounds. These include car parks, the front lawn and all areas indicated in the out of bounds map. In the afternoon, students waiting for parents to pick them up must wait inside the school grounds to ensure their safety.

8. Presence in Classrooms

No pupil is to be in classrooms before or after school or during recesses. These areas are out of bounds at these times and at lunch without the permission of a staff member.

School Procedures and Policies (cont.)

9. School Canteen

Lunches may be purchased from the school canteen by (order before school only), or at recess and lunch. Pupils will not be given permission to leave the school grounds to purchase lunches, or to go home during lunchtime. Students are not permitted to organise the delivery of fast foods such as pizza to the school as this breaks the Healthy School Canteen Policy.

10. Sport

Active participation in sport is a compulsory part of the curriculum.

The aim of the sports program is to teach the basic rules, techniques and skills of different sporting activities for students to be able to partake in active interests during their leisure time.

Wednesday afternoon is compulsory sport for all students in Years 7-11. Students have the opportunity to choose a Grade or House/Recreational sport. Grade teams play against six other schools in the Hills zone on a weekly basis. Sports include: cricket, basketball, touch, tennis, softball, baseball, netball, water polo, volleyball, soccer and hockey. House/Recreational activities include: aerobics, basketball, skating, squash, soccer, softball, touch, tennis, volleyball, swimming, indoor rock climbing and lawn bowls.

Talented students have the opportunity to represent the school at Zone, Regional or State levels.

We have a commitment to our zone to participate in swimming, cross country and athletic carnivals and have a very proud and successful record. We have consistently been the highest performing school in the region in all of these sporting activities.

All students must wear the PE/Sport uniform which can only be purchased at the school uniform shop. Students unable to participate in sport will assist staff in scoring or other ways at sport. Appointments should not be made on a Wednesday afternoon as it is a mandatory part of the curriculum. If they are, an appointment card must accompany a note requesting permission to leave early the day before sport.

Students without proper sports uniform (including sports shoes) will be sent to a room for the sports afternoon and be detained until 2.50pm. Disobedient or unruly students will be detained till 2.50pm.

Many students go by bus to sporting venues. Despite our best organisation, buses are sometimes late in bringing the students back to school, usually they return by 2.40pm. All students should have an **emergency plan** in case they miss their bus home. Students and parents should discuss the procedure.

11. Sport Bus Money

* How does my child pay for their sport bus?

A pre-paid bus card can be purchased from the front office. When a student gets onto a bus he/she will present the card to a teacher who will validate it. Each time it is used a hole will be punched in the card. Once all trips on the card have been punched your child must buy a new card.

* How can I pay for the card?

You can pay by cash, cheque, eftpos or credit card (MasterCard or Visa) in person at the front office. Cards may be purchased by paying over the phone with a credit card.

* What if my child changes sport?

The card has no time limit. It can be used on sport travel until the trips have been made. After the card expires a new card will need to be purchased.

* Will my child still need to bring money for Sport?

If he/she does a **Recreational Sport** or plays **Grade Sport** they will still need to bring money for entry to the venue or bus fare. If he/she plays a **House Sport** there will be no need to take any money.

* What happens if my child forgets to bring his/her card or money for the venue?

Under the new WHS laws staff are not allowed to carry money. If a student forgets his/her money or card he/she will not be allowed to go to sport. He/she will be required to do a non-sport activity for that afternoon.

* What if my child loses his/her card?

Unfortunately once your child purchases his/her card it is his/her responsibility. If he/she loses the card, he/she will have to purchase a replacement card before he/she travels again.

* Who should I contact for further information?

School Procedures and Policies (cont.)

The Sports Organisers, will be happy to answer any queries you may have about sport. You can contact them on the usual school telephone number: 9631 9144.

12. Staff Rooms

These are out of bounds at all times to students. If you wish to see a teacher, knock and wait for a teacher to answer.

13. Supervision Before and After School

The school day commences at 8:25am. Supervision is available from 8am. Parents are asked to ensure that students are not on the premises before that time. The school **does not accept responsibility** for students prior to 8am or after 3pm unless they are under the care and direction of a teacher. School lessons are from 8:25am to 2:50pm.

14. Textbooks

Textbooks will be issued by some faculties in the school.

These texts will be provided to the students in good condition and are expected to be returned in the same condition

15. Travelling to and from School

Pupils are subject to school rules when travelling to and from school. Whether walking or travelling by public transport, they are expected to obey all safety rules, and to conduct themselves in such a way as to bring credit to themselves, their parents, and the school.

Schedule of Fees - 2026

School Contribution

All secondary schools ask parents to contribute so materials not available from the Department of Education may be provided to students. These contributions are necessary to provide the quality education expected by our school community.

General Contribution

Senior Students (Years 11 & 12)	\$100
Junior Students (Years 7 – 10)	\$80
2 nd Child	\$45
3 rd and Subsequent Children	\$30

It is expected that all families will be committed to pay their share of the additional costs to ensure quality educational experiences for their child. All students benefit from the additional resources purchased using the school contribution. Families with genuine financial hardship should arrange an appointment with the Principal to arrange a full or partial exemption. Students who receive Centrelink support are expected to use part of their payments to meet the school and subject contribution. This is in line with the Federal Government contract for the provision of the payment.

Years 9/10 Courses

Students choose to study two elective courses in Years 9 & 10. When electing to study subjects parent/carers need to take into consideration the costs associated with studying the subject as the subject fees are compulsory. The selection of courses with fees requires the fees to be paid in term 1 so all consumable materials required for use by students are available. When subjects are not paid, students will be provided with alternative work. The following list provides the course fee for all elective and enrichment courses.

Note Course information is provided only for elective courses in this booklet and some courses have no fee.

YEARS 9/10 Mandatory Fees

Subject Technology Access fee (all students)	\$ 70 per year
(English, Maths, Science, History/Geography, PD/H/PE)	
Design & Technology	\$ 70 per year
Drama	\$ 30 per year
Food Technology	\$150 per year
Film Studies	\$ 40 per year
Industrial – Metal	\$ 70 per year
Industrial – Timber	\$ 70 per year
Computing Technology	\$ 35 per year
Music	\$ 50 per year
Photographic & Digital Media	\$ 85 per year
Visual Arts	\$ 85 per year

Subject fees are to be paid (in cash/efpos at Fees window or online via the Greystanes High School website) on enrolment into each subject. Families experiencing genuine financial hardship should contact D Block Office or the Principal to discuss the Student Assistance Scheme.

Prices are current at time of printing.



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CHILD STUDIES - Elective Course

Course Description

Child Studies explores the broad range of factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. The course includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school, including voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education

Report Outcomes

Students will have:

- ♦ developed knowledge and understanding of a child's development from preconception through to and including the early years.
- ♦ demonstrated knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children.
- ♦ planned and implemented engaging activities when educating and caring for young children in a safe environment.
- ♦ developed skills in researching, communicating and evaluating issues related to child development.
- ♦ described knowledge and understanding of the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing.
- ♦ described the positive impact that significant others play in the growth and development of children .

Program Summary

The following units are covered in this course:

Newborn care	Meet the Parents	Growing Pains	Playtime and Healthy development
Children's nutrition	Childcare services and career opportunities	Children and culture	Media and technology in childhood

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Practical Experiences		Egg baby assessment 10%	Board game task 10%		20
Research and ICT Skills	Meet the parents assessment 20%	Egg baby assessment 10%	Toy creation assessment 25%		55
Topic Tests				Yearly Exam 25%	25
Total					100

COMMERCE - Elective Course

Course Description

The study of Commerce aims to guide students towards personal competence and responsible participation in the changing commercial environment, with an appreciation of their roles as consumers, producers, citizens and members of the workforce.

Commerce provides a sound basis from which students can move into senior secondary studies in Economics, Business Studies and Legal Studies. Commerce gives students a realistic perspective on many aspects they will encounter in their future lives as employers, employees, voters, consumers and commercially competent members of the community.

Report Outcomes

Students will have:

- ♦ applied consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
- ♦ analysed key factors affecting commercial and legal decisions.
- ♦ evaluated options for solving commercial and legal problems and issues.
- ♦ researched and assessed commercial and legal information using a variety of sources.
- ♦ explained commercial and legal information using a variety of forms.
- ♦ worked independently and collaboratively to meet individual and collective goals within specified timelines.

Program Summary

Students who study Commerce will study the following core content areas over Years 9 and 10:

- ♦ Consumer and Financial Decisions: Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions.
- ♦ The Economic and Business Environment: Students develop an understanding of the importance, and features of, the economic environment, including markets.
- ♦ Employment and Work futures: Students investigate the contribution of work to the individual and society and the changing nature of work.
- ♦ Law, Society and Political Involvement: Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process.

Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Ongoing	Weighting %
Type of Task						
Research Tasks	20%					20
Semester Examination		20%				20
Research Task			20%			20
Yearly Examination				20%		30
Course Work					10%	10
Total						100

Course Requirements

Any excursions run as part of the course will incur a cost to the student.

DESIGN AND TECHNOLOGY - Elective Course

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

The course fee is for the purchase of course materials to complete practical projects.
Students are required to wear full leather shoes in practical classrooms at all times.

Report Outcomes

Students will have:

- ◆ analyses and applies a range of design concepts and processes.
- ◆ analyses the work and responsibilities of designers and the factors affecting their work.
- ◆ uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- ◆ selects and applies management strategies when developing design solutions.
- ◆ applies risk management practices and works safely in developing quality design solutions.
- ◆ develops and evaluates creative, innovative and enterprising design ideas and solutions.

Program Summary

The following elements will be continuously incorporated in to the teaching and learning program:

- ◆ WHS and risk management
- ◆ Explicit teaching of the design process
- ◆ Using a variety of materials to creatively design projects that need consumer needs.
- ◆ The factors that effect design and the work of designers
- ◆ Designing, communicating and evaluating design projects
- ◆ Producing and completing quality design projects

The diversity of approaches to design projects provides development of high order thinking, potential future solutions and understanding of conceptual principles.

Assessment Schedule

Date of Task	Ongoing	Term 1	Term 2	Term 2	Term 3	Term 4	Term 4	Weighting %
Type of Task		Week 9	Week 6	Week 8	Week 9	Week 6	Week 7	
Practical and portfolio	50%							50
Research		Assignment 10%						10
Examinations						Yearly Test 20%		20
Classwork/ bookwork		5%		5%	5%		5%	20
Total								100

DRAMA—ELECTIVE COURSE

Course Description

Year 9 Drama is a practical and creative subject that develops students' confidence, collaboration, and communication skills through performance and storytelling. Students explore a range of dramatic forms including Commedia dell'Arte, playbuilding, and Shakespeare, while engaging in the core practices of **making**, **performing**, and **appreciating** drama. The course builds foundational performance skills and encourages personal expression, creative thinking, and critical reflection.

Semester 1 Report Outcomes

- Use the elements of drama to create meaning in performance
- Devise and rehearse work using traditional forms (e.g. Commedia dell'Arte)
- Apply physical and vocal skills to shape character and mood
- Reflect on their creative and performance choices

Semester 2 Report Outcomes

- Devise original group drama in response to a theme or stimulus
- Interpret and perform Shakespearean monologues with expression
- Analyse dramatic texts and performance choices
- Use drama terminology in reflective and analytical writing

Program Summary

What students learn about:

The elements of drama, dramatic traditions, devising processes, script interpretation, and cultural contexts of performance.

What students learn to do:

Create, perform, and reflect on drama in various forms; develop voice and movement; collaborate in group work; analyse texts and performances.

Course Requirements

Students are expected to participate actively in practical activities, group work, and rehearsals. They must be prepared to perform in front of peers with focus and effort, and complete all required theory tasks such as logbooks, reflections, and analysis activities. Regular attendance is essential, and students are expected to demonstrate respect for the creative work of others while contributing positively to class collaboration and ensemble-based learning.

Assessment Schedule

(In addition to the schedule below, students will be required to submit their logbook for check-ins throughout the term at dates requested by the teacher.)

	Term 1 - Creating Characters	Term 2 - Laughter and Lazzi	Term 3 - Telling Our Stories	Term 4 - Speaking the Bard
Class Work	In-class participation and preparation (5%)	In-class participation and preparation (5%)	In-class participation and preparation (5%)	In-class participation and preparation (5%)
Performance Task	Scripted scene performance (15%)	Commedia scene performance (5%)	Group-devised performance (15%)	Shakespeare monologue (10%)
Theory-Based Task	Written reflection (5%)	Commedia script creation (15%)	Logbook reflection (5%)	Essay analysis (10%)
Term Total	25%	25%	25%	25%

FOOD TECHNOLOGY - Elective Course

Course Description

This course provides Opportunities for students to actively engage in learning about food in a variety of settings, enabling them to evaluate the relationship between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical experiences and choices regarding food.

The course fee is for the purchase of food ingredients to be used in practical experiences.

Students are required to wear full leather shoes in the kitchen at all times

Report Outcomes

Students develop:

- ◆ knowledge, understanding and skills related to food hygiene, safety and the provision of quality food.
- ◆ knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food.
- ◆ knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health.
- ◆ skills in researching, evaluating and communicating issued in relation to food.
- ◆ skills in designing, producing and evaluating solutions for specific food purposes
- ◆ knowledge and understanding of the significant role of food in society.

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ WHS and risk management
- ◆ Prepare a variety of foods to demonstrate hygienic and safe food practices
- ◆ Develop an understanding of the role of cultural groups in Australian society in relation to food ingredients, methods of production and utensils.
- ◆ Cooking nutritious foods and an understanding of the effect of eating the incorrect foods and diet related disorders
- ◆ Basic nutrition information
- ◆ The use of time management procedures to produce nutritious meals in team situations

Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task						
Practical Experiences	40%					40
Examination			Half Yearly Exam 15%		Yearly Exam 15%	30
Research Tasks		Assignment 15%		Assignment 15%		30
Total						100

FRENCH - Elective Course

Course Description

The French Elective Course enables students to communicate with others in French, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Students will gain a greater understanding of the grammatical and linguistic features of the French language and how they are linked to the cultural values of French-speaking communities.

Report Outcomes

A student can:

- ♦ identify and interpret information in a range of texts.
- ♦ engage in sustained French interactions to exchange information, ideas and opinions.
- ♦ demonstrate French pronunciation and intonation to create meaning.
- ♦ analyse complex French grammatical and linguistic features.
- ♦ explain and reflect on the interrelationships between language, culture and identity.
- ♦ respond to and compose French texts, using a range of formats.

Topics Covered

- | | |
|--|--|
| <ul style="list-style-type: none"> ♦ Returning to School ♦ Clothes and Fashion ♦ Body parts and health ♦ Cuisine and Food Culture ♦ Work and Occupations ♦ Leisure and Hobbies ♦ Holidays and Travel ♦ Modes of Transport ♦ The Francophone world | <p>Grammar</p> <ul style="list-style-type: none"> ♦ Conjugation ♦ Verbs ♦ Negation ♦ Past tense ♦ Adjectives ♦ Feminine/masculine agreement |
|--|--|

TYPE OF TASK	SCHEDULE	WEIGHTING %
Listening and Reading Task	Term 1	25
Culture and Language Immersion	Term 2	20
Multimodal Presentation: Speaking and Writing	Term 3	20
Yearly Exam	Term 4	25
Classwork	Ongoing	10
	Total	100

INDUSTRIAL TECHNOLOGY - TIMBER - Elective Course

Course Description

This course provides opportunities for students to develop general knowledge, understanding and skills in relation to the timber and associated industries.

Project work promotes the sequential development of construction skills. The theory work is directly related to the practical work, materials and tools used.

*The course fee is for the purchase of course materials to complete practical projects.
Students are required to wear full leather shoes in the workshop at all times.*

Report Outcomes

Students will have:

- ♦ used personal protective equipment when working with materials, tools and machines.
- ♦ identified, selected and used suitable processes and techniques for general wood projects.
- ♦ displayed cooperative, orderly and responsible work habits in the workshop.
- ♦ identified issues relating to the sustainability of resources in the timber industry.
- ♦ recalled and communicated technical terms and related theory.
- ♦ maintained a folio of related theory work.

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ♦ WH&S and risk management
- ♦ The properties and application of timber, timber technology and hardware
- ♦ Industrial technology and the impact of timber industries has on society
- ♦ Designing, communicating and evaluating of timber based projects
- ♦ Producing quality timber products.

Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task						
Practical Classwork	50%					50
Research		Assignment 10%		Assignment 10%		20
Examinations					Yearly 20%	20
Folio of written work	10%					10
Total						100

INDUSTRIAL TECHNOLOGY - METAL - Elective Course

Course Description

This course provides opportunities for students to develop general knowledge, understanding and skills in relation to the metal and associated industries.

Project work promotes the sequential development of construction skills. The theory work is directly related to the practical work, materials and tools used.

*The course fee is for the purchase of course materials to complete practical projects.
Students are required to wear full leather shoes in the workshop at all times.*

Report Outcomes

Students will have:

- ♦ used personal protective equipment when working with materials, tools and machines.
- ♦ identified, selected and used suitable processes and techniques for general wood projects.
- ♦ displayed cooperative, orderly and responsible work habits in the workshop.
- ♦ identified issues relating to the sustainability of resources in the timber industry.
- ♦ recalled and communicated technical terms and related theory.
- ♦ maintained a folio of related theory work.

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ♦ WH&S and risk management
- ♦ The properties and application of metal, metal technology and hardware
- ♦ Industrial technology and the impact of metal industries has on society
- ♦ Designing, communicating and evaluating of metal based projects
- ♦ Producing quality metal products.

Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task						
Practical Classwork	50%					50
Research		Assignment 10%		Assignment 10%		20
Examinations					Yearly Test 20%	20
Folio of written work	10%					10
Total						100

COMPUTING TECHNOLOGY - Elective Course

Course Description

This course provides students the opportunity to achieve a balance between the theoretical and practical aspects of Computing Technologies.

Students will complete activities that develop skills and understandings of the fundamentals of computing - information systems, modelling, networking and social connections, designing for user experience, analysing data, mechatronics, automation, games and simulations, APP and Web development.

Report Outcomes

Students will have:

- ♦ demonstrated the responsible use of information and software technologies.
- ♦ designed and produced solutions to a range of challenging computing problems.
- ♦ applied cooperative work practices to complete tasks.
- ♦ described and compared emerging information technologies related to computing.
- ♦ identified and recalled knowledge and understanding of a range of concepts related to computer software and hardware.
- ♦ managed personal file space and maintained a folio of related work.

Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ♦ Knowledge and understanding of a range of hardware and software.
- ♦ Responsible and ethical attitudes related to the use of information technology.
- ♦ Communication and collaborative practices.
- ♦ A knowledge and understanding of past, current and emerging technologies.

Course Fee

The course fee is for the purchase of current software and the maintenance of hardware.

Date of Task	Ongoing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task						
Projects	Project Work 50%					50
Examinations			1/2 Yearly Exam 20%		Yearly Exam 20%	40
Google classroom and file management	10%					10
Total						100

JAPANESE - Elective Course

Course Description

This course is an introductory course in Japanese. This course aims to develop student's listening, speaking, reading and writing skills. Students will also study various aspects of Japanese culture. They will learn to read and write in the Hiragana, Katakana and Kanji alphabets. This course may be studied by students who have not previously studied Japanese, as well as those who completed the Year 8 course.

Report Outcomes

Students will have:

- ◆ Evaluated and responded to information, opinions and ideas in texts
- ◆ Experimented with linguistic patterns to compose texts in Japanese using a range of formats for different context, purposes and audiences
- ◆ Demonstrated an understanding of key aspects of Japanese writing conventions

Program Summary

Topics covered

- ◆ Our local area
- ◆ Shopping
- ◆ Activities at home and school
- ◆ Body parts and illnesses
- ◆ Describing teachers and friends
- ◆ Entertainment and invitations
- ◆ Travelling in Japan

TASK	DATE OF TASK	WEIGHTING %
E - invitation	Term 1	15
My Local Area map Task	Term 2	15
Digital Diary Vlog	Term 2	15
Teachers & Friends Task	Term 3	15
Yearly examination	Term 4	15
Course work	Ongoing	25
Total		100

MUSIC - Elective Course

Course Description

Students will develop their musical skills through a variety of engaging topics. They will explore Australian music, examining both popular and art music. In electronic music, they will create a remix, learning about digital sound manipulation. Finally, classical music introduces key composers and styles. Through listening, composition, and performance, students will deepen their understanding of music.

Report Outcomes

Students will have:

- ♦ Demonstrated an understanding of musical notation.
- ♦ Performed in a variety of styles demonstrating technical skill.
- ♦ Composed, improvised or arranged in a variety of musical styles
- ♦ Demonstrated aural discrimination of the concepts of music.
- ♦ Demonstrated an understanding of the influence and impact of technology on music

Semester 1 Program Summary

- Exploration of Australian Music, including popular and art music
- Analysing how Australian identity is expressed through music
- Introduction to composition techniques using digital tools
- Performing in small ensembles
- Score reading and interpretation
- Development of musical notation skills

Semester 2 Program Summary

- Introduction to Electronic Music and remixing techniques
- Creating a remix using digital audio workstations (DAWs)
- Exploration of Classical Music and its influence on modern styles
- Listening, performance, and composition activities based on Classical Music
- Score reading and interpretation
- Further development of musical notation

Assessment Schedule

Course Component	Syllabus Weightings	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Listening and Theory Test	Topic-based Performance	Composition - Theme Remix	Own Choice Arrangement and Performance	Listening and Musicology Examination
	Due Date	Term 1 - Week 8	Term 2 - Week 4	Term 3 - Week 9	Term 4 - Week 6	Term 4 - Week 7
Performing	35%		20%		15%	
Composing	30%			25%	5%	
Listening	35%	20%				15%
Task Weightings	100%					
Syllabus Outcomes		5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6, 5.11	5.1, 5.2, 5.3, 5.12	5.7, 5.8, 5.9, 5.10

PHOTOGRAPHIC AND DIGITAL MEDIA - Elective Course

Course Description

Students explore their personal environment to create a Body of Work in digital and/or traditional photography. Students study the works of a variety of artists both contemporary and historical, using the Frames and Conceptual Framework as points of reference.

Report Outcomes

Students will have:

- ♦ engaged in the making of artworks, investigated and selected the properties of particular forms, materials and techniques.
- ♦ experimented with a range of digital media and photographic techniques to produce a Body of Work.
- ♦ comprehended that works can be explained critically and historically in different ways.
- ♦ researched and organised an assessment task on selected artworks and/or artists.
- ♦ presented a Journal recording their art making and critical/historical studies.

Program Summary

What students learn about.

Students learn about the making of different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists make artworks.

Students learn about how digital media is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their art making.

What students learn to do.

Students learn to make artworks, including traditional and contemporary forms. They will learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their art making practice in their Journal. Students learn to investigate and respond to a wide range of artists and artworks. They also learn to interpret and explain the function and relationships within the art world.

Requirements

Payment of course fee, a Journal (sketchbook), a USB, stationary items as needed plus possible excursion costs.

Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Art History & Criticism		Half Yearly Exam 20%	History of Photography 20%		40
Art Making	Digital Skills & Journal 20%		Photographic Skills & Journal 20%	Photographic Portfolio 20%	60
Total					100

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) - Elective Course

Course Description

Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills and assist the performance of others. Students will develop the capacity to move with skill and creativity in a wide range of movement experiences and environments and to value movement as a source of personal enjoyment and satisfaction. They will explore physical activity and sport from national, community and individual perspectives and will develop a broad understanding of the roles and effects of physical activity and sport, and the benefits and opportunities they can provide.

Areas of Study

The content is organised in modules within the following three areas of study:

- ♦ Foundations of Physical Activity.
- ♦ Physical Activity and Sport in Society.
- ♦ Enhancing Participation and Performance.

Report Outcomes

Semester 1

Students will have:

- ♦ analysed how the major body systems contribute to performing fundamental movement skills.
- ♦ explored the structure and function of the major body systems.
- ♦ participated in a variety of sports demonstrating the ability to adapt and modify movement skills in different contexts.
- ♦ performed movement skills accurately and efficiently in competitive situations.

Semester 2

Students will have:

- ♦ measured physical fitness tests and designed strategies to achieve fitness goal.
- ♦ demonstrated a knowledge and understanding of the concepts studied.
- ♦ demonstrated basic skills required for each sport studied.
- ♦ shown the ability to apply these skills to a game situation.

Program Summary

Term 1 Body systems and energy for physical activity

Term 2 Body systems and energy for physical activity / physical fitness

Term 3 Physical fitness / Nutrition and Physical Activity / Safety in Sport

Term 4 Issues in physical activity and sport (drugs in sport)

Terms 1 – 4 Wide World of Sports (practical module – sports include Flag Gridiron, Lacrosse, European Handball, Korfball and Gaelic Football).

Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Theory	In class test 15%				15
		Body system/ Movement skill analysis 15%			15
				Yearly Exam 20%	20
Practical	Ongoing Basic Movement Skills 15%				15
	Ongoing Application of Skills 15%				15
			Fitness testing and evaluation 20%		20
Total					100

VISUAL ARTS - Elective Course

Course Description

Students explore their local environment to create a Body of Work in forms such as drawing, painting and digital work. Students study the works of a variety of artists both contemporary and historical, using the Frames and Conceptual Framework as points of reference.

Report Outcomes

Students will have:

- ◆ made artworks, investigating the properties of particular forms, materials and techniques.
- ◆ experimented with a range of media to produce a Body of Work.
- ◆ comprehended that works can be explained critically and historically in different ways.
- ◆ complete a research assignment.
- ◆ presented a Visual Arts diary recording their art making and critical/historical studies.

Program Summary

What will students learn about?

Students learn about the making of different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists make artworks. Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their art making.

What will students learn to do?

Students learn to make artworks, including traditional and contemporary forms. They will learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their art making practice in their Visual Arts Diary. Students learn to investigate and respond to a wide range of artists and artworks. They also learn to interpret and explain the function and relationships within the art world.

Requirements

A Visual Arts diary and stationary items as needed plus possible excursion costs.

Course Fee

The course fee is for the purchase of course materials to complete practical projects.

Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Art Making		BOW and VAD 20%	BOW and VAD 20%	BOW and VAD 20%	60
Critical / Historical Studies	Research Task 20%		Research Task 20%		40
Total Weighting %					100
Total					