Windaroo Valley
STATE HIGH SCHOOL
CREATING BETTER FUTURES

SENIOR SUBJECT HANDBOOK
2025 to 2027

CREATING BETTER FUTURES

CONTENTS

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MESSAGE FROM THE PRINCIPAL

Welcome to your Senior Phase of Learning at Windaroo Valley State High School. As a senior student, it is important that you have a clear understanding of your future pathway.

How successful you are in your senior studies is ultimately up to you. Your success will depend upon how you take up opportunities as they are presented and how you commit to your studies over the next three years.

We are living in times of rapid social and technological change. To achieve your potential, you will need to confront life's challenges with perseverance, thoughtfulness and inventiveness. Above all you will need to be resilient!

The focus on your future pathway and the development of your **Senior Education and Training Plan (SETP)** is designed to assist you to meet the needs of future employers and industry, either at the completion of Year 12 or after tertiary study.

This handbook is a guide for students progressing to their senior phase of learning - Years 10, 11 and 12 at Windaroo Valley State High School. The task of selecting your pathway or course of study in Senior is not easy and we encourage parents/carers to be involved in this decision-making process.

The selection of subjects should be made after consideration of your desired pathway, as the decisions made will have a major influence on your career and future. Most importantly, you should choose subjects that you have some interest or aptitude for that will therefor position you to achieve your best.

I wish you all the very best as you embark on a new and exciting journey as a senior student at Windaroo Valley State High School.

Tracey Hopper

Principal

Information for Parents/Carers and Students

This handbook outlines the subjects offered by Windaroo Valley SHS to students in their senior phase of learning - **Years 10 to 12** (2025 to 2027). It has been produced to assist students to make decisions on the appropriate subjects to study throughout the senior phase in order to obtain their desired future pathway and achievement of the New Queensland Certificate of Education (QCE).

The QCE is recognition of a student's success in completing a set amount of learning, at the set standard, in a set pattern while meeting literacy and numeracy requirements.

The pathway that students will take during senior should be carefully considered – **ATAR Pathway** for direct tertiary/university entrance straight after school through the Australian Tertiary Admissions Rank (ATAR) or the **Options pathway** which will prepare students for TAFE study, apprenticeships, traineeships, paid work and perhaps university study further in the future.

Year 11 and 12 work together towards achievement of the QCE.

Further information on the QCE can be found at the link at the bottom of this page:

The importance of choosing appropriate subjects cannot be overemphasized. It is expected that the subjects that the student chooses for Year 10 will be the subjects that they continue to study throughout Years 11 and 12 with the exception of courses chosen on the flexible day of learning.

Windaroo Valley State High School has a **three-year senior phase of learning** and there are no further subject selection opportunities. Students may request a Senior pathway review to change subjects early in Year 10, however, this is totally dependent on available vacancies in the destination subject, student results and whether the change fits with their pathway. This applies to all pathways – ATAR and Options. Subject changes in Year 10 after Semester 1 and in Years 11 and 12 will only be made in exceptional circumstances.

Monday will provide a **flexible day of learning** for students entering Year 10 in 2024. All students start with completing six subjects/courses across five days. Once students have **completed a course** in full and banked QCE credits into their learning account, they may apply to complete five subjects across four days. The fifth day becomes a flexible day of learning and could include completion of other courses, work experience, SATs or study at home. Note: if students fall behind in their studies, they may be required to attend school on Mondays to catch up.

Students should plan on completing Year 12 and achieving a QCE. Students wishing to undertake tertiary study straight after Year 12 should plan on achieving an ATAR. Our school offers pathways and subjects that should cater for the needs of all of our students as long as they choose the course of study that is suited to their abilities and interests. There is little value in choosing subjects that are too difficult in the hope that the subject will result in a higher ATAR. Students gain the most advantage from choosing a pathway and subjects that they can manage academically and find interesting as they will be studying these subjects for three years. Year 9 results will give an indication of both ability and interests.

A three-year senior phase gives students the opportunity to begin to specialise in certain areas of the curriculum and determine their pathway through their senior phase of learning. For the majority of subjects, the Preparatory (Prep) Units aligned to ACARA will be studied during Year 10 and QCAA Subject Units 1 to 4 will be studied across Years 11 and 12.

Learning Outcomes

The Learning Outcome for most students in Years 10, 11 and 12 is a QCE or a QCIA for a small number of students on an Individual Learning Program.

The requirements of the QCE can be found here:
https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf

Senior School Pathways and Subjects

The senior subjects undertaken depends on the pathway selected by the student. Students choose an **ATAR pathway** or an **Options pathway** and appropriate subjects to match their pathway. **All students are required to have a BYOD laptop regardless of their Senior pathway.**

ATAR Pathway – minimum of 5 General subjects unless otherwise agreed during SET plan interview
- minimum of 5 General subjects are recommended for students who are aiming for a higher ATAR and are academically capable.

Options Pathway – a combination of Applied subjects and VET subjects

*When choosing subjects – students should choose subjects that they **enjoy**, they **are good at** and that are **prerequisites for the courses** they want to apply for in the future.*

General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary/university studies – **ATAR pathway** and who have a strong commitment to their studies, including doing work at home and a high attendance rate. Students who attend on **less than 85%** of school days, may be considered to have not sufficiently completed the course of study and may not receive a result.

All General subjects will have External Exams that are set by, scheduled and marked by Queensland Curriculum and Assessment Authority (QCAA). Most will contribute 25% toward the final subject result. In Mathematics and Science subjects, the final External Exams will contribute 50% towards the final result.

Each General subject consists of 4 units of study. All General subjects include **External Exams** at the end of Year 12 – this exam covers the learning from the Unit 3 / 4 pair. This means that **minimising time out of class in Years 11 and 12** is very important as absences from school will have a significant impact on student outcomes. This includes part days – late arrivals and early departures. When you are preparing for External Exams (written by QCAA), the work covered in every lesson is important. Absences from school for appointments that can be scheduled other times and family holidays **should be avoided**.

The External Exams will be common to all schools and administered under the same conditions, at the same time and on the same day. QCAA will schedule the exams in Term 4 of Year 12 so it is essential that families do not plan to have students absent during this time as students cannot sit these at other times.

Students who have chosen an Options pathway who wish to study a General subject must apply to the Principal and will be approved in exceptional circumstances only. Please note students choosing the ATAR pathway are not eligible for School based apprenticeships, traineeships or TAFE courses unless it falls on the flexible day.

Applied subjects

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead directly to vocational education and training or work. Each Applied subject consists of 4 Units of study. Unit 1 and 2 Students must pass the Unit 3 / 4 pair in Year 12 to pass.

Vocational and Educational Training subjects

Windaroo Valley SHS is the Registered Training Organisation (RTO) for some Certificate courses. VET qualifications are also provided by external RTOs. Some courses use students' **VETiS funding** while others are **fee for service**.

ATAR (Australian Tertiary Admissions Rank)

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results *or*
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification *and*
- must pass the Unit 3 / 4 pair in an English subject

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.
https://www.qtac.edu.au/atar-my-path/atar

Senior Education and Training Plan (SET Plan)

In **Year 9 during Semester 2,** school staff work with students and their parents/carers to develop a Senior Education and Training (SET) Plan.

Students' SET Plans will help them:

- think about their education, training and career goals after Year 12
- structure their learning in Years 10, 11 and 12 around their abilities, interests and ambitions
- decide which learning options they should choose to achieve their learning, further education and training, and career goals.

Students should choose subjects that:

- they enjoy
- they are good at
- are prerequisites for future study or will assist them in the pathways of their choice.

The students' SET plan will inform their subject choices for Year 10 to 12.

During Year 10, students will undergo a review process, confirming their Senior Education and Training Plan (SET Plan) for Year 11 and 12.

Education and training achievements during the senior phase will be 'banked' in a learning account with the QCAA and may count towards a senior qualification.

Why the Plan?

This plan assists the students to make informed decisions about their futures at the time they begin their Senior Phase of Learning in Year 10. It is an opportunity for students to reflect upon their own abilities and aspirations while researching up to date information about specific pre-requisites, work expectations and opportunities. The development of a SET plan exposes students to the many different ways they can reach their ultimate career goals.

What does a SET Plan involve?

- reviewing past achievements and efforts
- building on individual strengths and interests
- identifying areas where more development is needed
- exploring available options for education, training or employment
- selecting a senior pathway – **ATAR** or **Options**
- selection of their senior subjects for Years 10 to 12
- an interview including their parents/caregivers and SET plan advisor

In developing the SET Plan, teachers and support staff work with students to develop their skills and capacity to set goals about what they want to achieve in the Senior Phase of Learning and beyond. By the time students are ready to confirm their SET Plan in Year 10, students will need to have a detailed understanding of:

- their personal goals and aspirations
- their chosen pathway
- education and training requirements to achieve their goals
- areas of strength
- areas requiring further attention
- efforts in their Year 9 Subjects
- contingencies that allow for changed circumstances
- the full range of career options and pre-requisites
- opportunities for community/civic involvement

Note: **Students wanting to choose General Subjects should be achieving a B for English and be putting very good effort into their studies at home (extra to working on assessment).**

Parent Involvement

As parents and carers, we ask you to discuss the above points with your child. This conversation is beneficial in helping both you and your child in preparation for the set plan interviews.

All Parents and carers are required to attend an interview in year 9 during term 3. The interviews will take approximately 30 minutes (assuming all prior preparation is completed) and culminates in your child's subject selections.

Bookings for interviews are made online through Compass.

Subject offerings 2025 to 2027

General subject (G) Applied (A) VET (V)

DEPARTMENT	2025 YR 10	2026 YR 11	2027 YR 12
English	Essential English	Essential English (A)	Essential English (A)
	General English	General English (G)	General English (G)
Science	Biology	Biology (G)	Biology (G)
	Physics	Physics (G)	Physics (G)
	Chemistry	Chemistry (G)	Chemistry (G)
	Science in Practice	Science in Practice (A)	Science in Practice (A)
	Certificate II in Sampling and Measurement (V) 6mths course		
Physical Education and Aquatics	Physical Education	Physical Education (G)	Physical Education (G)
	Sport & Recreation	Sport & Recreation (A)	Sport & Recreation (A)
	Cert III in Fitness (V) 2yr course	Cert III in Fitness (V)	
	Aquatic Practices	Aquatic Practices (A)	Aquatic Practices (A)
	Certificate II in Health Support (V) 6mths course		
Industrial Design and Technology STEM	Building & Construction Skills	Building & Construction Skills (A)	Building & Construction Skills (A)
	Engineering Skills	Engineering Skills (A)	Engineering Skills (A)
	Information & Communication Technologies	Information & Communication Technologies (A)	Information & Communication Technologies (A)
	Design	Design (G)	Design (G)
	Certificate III in Aviation (Remote Pilot) (V) 6mths course		
		Certificate II in Electrotechnology (V) 12mths course	
	Certificate II in Automotive 12mths (V) Certificate II in Plumbing 18mths (V) Certificate II in Engineering Pathways 12mths (V)		
Business	Legal Studies	Legal Studies (G)	Legal Studies (G)
	Diploma of Business (V) 2yr course	Diploma of Business (V)	Diploma of Business (V)
	Business Studies	Business Studies (A)	Business Studies (A)
	Tourism	Tourism (A)	Tourism (A)
	Certificate II in Supply Chain Operations (V) 6mths course		
Social Science and LOTE	Japanese	Japanese (G)	Japanese (G)
	Modern History	Modern History (G)	Modern History (G)
	Geography	Geography (G)	Geography (G)
	Social and Community Studies	Social and Community Studies (A)	Social and Community Studies (A)
	Certificate II in Skills for Work & Vocational Pathways (V) 6mths course		

DEPARTMENT	2025 YR 10	2026 YR 11	2027 YR 12
Maths	Essential Maths	Essential Maths (A)	Essential Maths (A)
	General Maths	General Maths (G)	General Maths (G)
	Mathematical Methods	Mathematical Methods (G)	Mathematical Methods (G)
	Specialist Maths	Specialist Maths (G)	Specialist Maths (G)
The Arts	Music	Music (G)	Music (G)
	Visual Arts in Practice	Visual Arts in Practice (A)	Visual Arts in Practice (A)
	Film, Television & New Media	Film, Television & New Media (G)	Film, Television & New Media (G)
	Media Arts in Practice	Media Arts in Practice (A)	Media Arts in Practice (A)
	Arts in Practice (Drama, Dance & Production)	Arts in Practice (Drama, Dance & Production) (A)	Arts in Practice (Drama, Dance & Production) (A)
Food and Textile Design	Hospitality	Hospitality Practices (A)	Hospitality Practices (A)
		Cert II Hospitality (V) 1yr course	Cert II Hospitality (V) 1yr course
		Cert II Cookery (V) 1yr course	Cert II Cert II Cookery (V) 1yr course
Student Support Services	QCIA Certificate	QCIA Certificate	QCIA Certificate

Please note *that while subjects may be offered, the running of these subjects is dependent on minimum student numbers, compatibility with the main timetable and staff availability.*

Students wishing to complete the Certificate II in Hospitality cannot choose Hospitality Practices.

Your Checklist

When making your decisions about subjects for Senior, **consider** the following questions:

- ☐ How well have you coped with related subjects in Year 9?
- ☐ How **much extra work are you prepared to do at home**?
- ☐ Have you considered what you would like to do after Year 12?
- ☐ Have you discussed possible Career options with your Parent / carer?
- ☐ Have you discussed the **subject costs** with your Parent / carer?
- ☐ Do you wish to undertake tertiary studies after Year 12?
- ☐ Do you wish to gain employment after Year 12?
- ☐ If you know which tertiary courses you would like to study, have you checked the pre- requisite subjects necessary for entry into that course?
- ☐ If you do not wish to study at a tertiary institution after Year 12 and you simply want to acquire skills that may help you gain employment, have you considered a selection of Applied and VET Industry subjects as a possible option?
- ☐ After considering all of the above, try to choose the subjects in which you have had previous success and the ones you've enjoyed most. Make your next year of senior school enjoyable. If you enjoy a subject, you are more motivated to complete the course requirements.
- ☐ Have you considered a School Based Apprenticeship or Traineeship to complement your studies and build on work skills?
- ☐ Have you considered any VETiS funding implications?

Helpful Tips

There are traps to avoid when making a selection of subjects that suit you.

- **Do not** select certain subjects simply because someone has told you that they "help get you good results and give you better chance of getting into University".
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it when they studied it.

Bring Your Own Device (BYOD)

Bring Your Own Device (BYOD) is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students use their personally-owned mobile devices to access the department's information and communication (ICT) network.

ALL students in year 10 are required to have a BYOD Laptop ready for the start of 2024 and have it onboarded to the school network. There will be no cost extra cost to connect your device to the school network**.**

Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.

The department has carried out extensive BYOD research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts.

We have chosen to support the implementation of a BYOD model because:

- BYOD recognises the demand for seamless movement between school, work, home and play
- Our BYOD program assists students to improve their learning outcomes in a contemporary educational setting
- Assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

Before acquiring a device to use at school the parent or caregiver and student should be aware of the school's specification of appropriate device type, operating system requirements and software. These specifications relate to the suitability of the device to enabling class activities, meeting student needs and promoting safe and secure access to the department's network. Windaroo Valley SHS specific device specifications can be found on our school website.

https://windaroovalleyshs.eq.edu.au/curriculum/bring-your-own-device

The school's BYOD program may support printing, filtered internet access, and file access and storage through the department's network while at school. However, the school's BYOD program does not include school technical support or charging of devices at school.

Minimum Device Specification

- **Platform** - PC or Mac laptop
- **Screen Size** - 11" Screen or above
- **Processor** - Intel i3 or AMD Ryzen 3 or above
- **RAM** - 8GB or above
- **Hard Drive** - 256GB (SSD/EMMC) or above
- **Operating Systems** - Windows 10, Mac OSX Mohave or above. ***Unsupported*** - iOS, Linux, Android, Windows Surface Devices or Chromebook.
- **Wireless** - Wireless AC (dual band supporting 5G)
- **Battery Life** - Minimum 5 hour+ and above
- **Hard Carry Case** - Suitable for laptop

Students studying in ICT intensive subjects (in Years 10-12), the software used requires a higher specification device, changing these minimum requirements to: **Processor** - Intel i5 or AMD Ryzen 5 or above **RAM** - 16GB or above.

Student Resource Scheme

Every student is encouraged to participate in the Student Resource Scheme (SRS) to ensure they have access to the resources that support their success at Windaroo Valley State High School. Through this scheme, the school is able to provide additional resources that enhance their learning.

SRS funds also allow the school to provide state of the art facilities such as our Science Centre, fully equipped Manual Arts block, Visual Arts facilities, sporting equipment, Trade Training Centre and Student Centre equipped with gym and weights.

Each year the school liaises with the School Council to determine the SRS payments requested from parents, currently for years **10 – 12** is **$270 per year**.

Windaroo Valley State High School ensures all students have access to a quality education.

Participation in the SRS is required for participation in extracurricular activities, as outlined in our School Representation Policy

Parents and carers can access the non-participants list from the school website under *quick links, subject selection handbooks.*

Minimum Associated Costs

The following information is provided to assist you in calculating the costs associated with your child's preferred subjects. Some subjects require associated costs to be paid before acceptance in to the program as these subjects are in high demand. This will be noted on the subject's page in the Subject Selection Handbook located on the school website.

Parents/carers experiencing financial difficulty

Please contact the school Business Manager on 3804 2333 if financial hardship exists so that special arrangement can be made to meet your needs. All discussions will be held in confidence.

Refunds Policy

Refunds will not be given for excursions/sporting activities where the student decides not to go. This is to cover the cost of buses, entrance fees and participation fees which still need to be paid by the school. Refunds will be paid in circumstance where the school cancels excursion/sporting activities. Interschool sport levy will not be refunded for byes as the school is still responsible for the associated costs.

Any refunds from school activities (i.e. cancelled by the school) will be applied against outstanding SRS and/or subject levy debts for this student or his/her siblings.

Some external courses do not provide refunds if a student withdraws.

Costs

Subject costs	Year 10	Year 11	Year 12
SRS	$270	$270	$270
Diploma of Business fee for service	$849		
Aquatic practices excursions	$65	$220	$160
Biology camp	$50	$50	$60 (approx.)
Building & Construction Skills *(steel cap leather boots and a long sleeve industry work shirt to be purchased by the student)*			
Certificate III in Fitness fee for service	$365 +$55 First aid		
Certificate III in Fitness excursions	$90	$90	
Chemistry excursions	$50	$50	$60 (approx.)
Engineering Skills *(steel cap leather boots and a long sleeve industry work shirt to be purchased by the student)*			
Certificate III in Aviation (Remote Pilot) – license application cost	$90		
Geography excursions	$25	$25	$25
Modern History excursions	$10	$10	$10
Instrumental music hire	$120	$120	$120
Instrumental music levy	$50	$50	$50
Inter-school Sport	Varies per sport	Varies per sport	Varies per sport
Physics excursions	$50	$50	$80 (approx.)
Science in Practice excursion	$50	$60	$100
SIT20322 Certificate II in Hospitality			
SIT20416 Certificate II in Cookery subject levy Chef uniform required (can purchase through school for an extra $95)	$120	$120	$120

Arts in Practice (Dance, Drama and Production)

Rationale

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Arts in Practice, students embrace studies in and across the performing arts — dance and drama. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make performing arts works for a range of purposes and contexts, and respond to the performance work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts. Students will have the opportunity to engage in performing arts workshops with industry professionals, community events and showcases both within and outside of school.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Physical Theatre • Musical Theatre • Gothic and Visual theatre • Dance Theatre	• Issues • Celebration	• Clients • Showcase

Year 11 and 12

Arts in Practice is a four-unit course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit option	Unit title
Unit option A	Issues
Unit option B	Celebration
Unit option C	Clients
Unit option D	Showcase

Assessment

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Prerequisites

There are no prerequisites for this subject.

Assessable Objectives
By the conclusion of the course of study, students should:

- use arts practices
- plan arts works
- communicate ideas
- evaluate arts works

Pathways
A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, entertainment design, and choreography.

Aquatic Practices

Rationale

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise to accomplish common goals.

Areas of Study

Prep Units Year 10	Units 1 and 2 Year 11	Units 3 and 4 Year 12
Unit 1 Aquariums and aquaculture • Aquariums • Aquaponic systems Unit 2 Using the aquatic environment • Surf craft design • Closed and open water snorkelling	Unit 1 Coastlines and Navigation • Coastal Navigation • Coastal Management and Oceanography Unit 2 Marine vessels • Vessel design • Boating skills – practical	Unit 3 Aquatic Ecosystems • Marine Biology and Ecosystems • Plastics in the ocean Unit 4 • Marine Careers • Fishing Rod design and build

Assessment

In Applied syllabuses, assessment is standards-based. The standards are described for a range of objectives across three dimensions – Execution, Interpretation and Evaluation. The standards describe the quality and characteristics of student work across five levels from A to E.

One of the main purposes of assessment is to provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations. Course applicants must be prepared to commit to 3 and 4 night long camps and other off campus activities to be able to achieve a successful result in the subject.

Prerequisites

All students who choose this subject **must be prepared to participate fully in all topics**. Due to the practical nature of the subject, students wishing to enrol will need to successfully **complete a selection trial** which includes a 200m swim, treading water for 60 seconds and demonstration of a variety of basic aquatic safety skills during an Aquatics Safe Session held at the local pool, run by Aquatics teaching staff.

Minimum C in Year 9 Science is preferred.

Additional Costs

Year 10 Excursions $50 + personal snorkelling gear
Year 11 Excursions $220 camp
Year 12 Excursions $160 day events

Special Subject Advice

This subject does incur significant costs due to pool transport, boat maintenance, program and workbook materials, and specialist personnel.

Students must be prepared to pay their subject costs up front by the beginning of the year otherwise they may be removed from the program.

Possible Careers

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Biology

Rationale

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed. It is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Areas of Study

Prep Units Year 10	Units 1 and 2 Year 11	Units 3 and 4 Year 12
• Cells, Systems & Disease • Genetics & Evolution • Homeostasis • Ecosystems & Biodiversity	• Cells & Multicellular • Organisms • Maintaining the Internal • Environment	• Biodiversity & the • Interconnectedness of Life • Heredity & the Continuity of • Life

Biology is the science of life or living matter in all its forms and phenomena, especially with reference to origin, growth, reproduction, structure, and behaviour. Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Assessment

Students are required to submit/sit for all assessment instruments throughout the two years. Students will be assessed using: Data Tests, Student Research Investigation, Experimental Laboratory Report, External Exams.

Prerequisites

A high degree of competency in English and Science is required. Students need to achieve a minimum of B in Year 9 English and Science.

Specialist Equipment

Students enrolled in this subject are strongly expected to have a **BYOD laptop** and will need a calculator, USB Flash drive, hard cover A4 work book (journal), A4 display book.

Additional Costs

Biology camp year 10 $50, year 11 $50, year 12 $60 (approximate only)

Workplace Health and Safety Requirements

Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. No food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

Possible Careers

Microbiology, Animal Physiology, Zoology, Environmental Issues, Research Project, Genetics, Archaeology: Evolution, Palaeontology, Agriculture, Food Science Cell Biology, Molecular Biology, Molecular Science and Innovation Management, Biotechnology, Marine Studies, Biomedical Science.

Building and Construction Skills

Rationale
Technologies improve quality of life and have a transformative impact on society. Developing knowledge, understanding, and skills in traditional and contemporary tools used in building and construction is crucial in today's complex technological world. The building and construction industry in Australia provides employment opportunities and adds value by constructing structures from raw materials.

Building & Construction Skills education focuses on industry practices and production processes, allowing students to apply their learning in trade contexts. Applied learning enables students to demonstrate knowledge and skills tailored to local needs and available resources. They learn to meet customer expectations of high-quality structures within specific timelines and budgets.

Applied learning supports the development of transferable 21st-century skills relevant to employment in domestic, commercial, and civil construction sectors. Students learn to interpret technical information, use tools and equipment safely, communicate effectively, and organize and evaluate construction processes. Construction tasks form the core of the learning experience, promoting problem-solving and practical work through collaboration with peers.

Areas of Study

Prep Units Year 10	Units 1 and 2 Year 11	Units 3 and 4 Year 12
• Introduction to WPH&S • Introduction to production processes	• Site preparation • Construction in the domestic building industry	• Framing and cladding • Construction in the civil construction industry

Assessment
Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. This information will be used to prepare Interim and Semester reports.

Students will complete assessment in the form of either projects or practical demonstrations.

Prerequisites
Minimum of a C in Year 9 TWP is preferred. Students must have demonstrated consistent adherence to WPHS policies and procedures.

Students will also require full leather steel toed protective boots (industry standard – steel capped), Safety glasses and long sleeve industry work wear shirts to protect their school uniform from damage.

Workplace Health & Safety Requirements
Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery and have hair tied back (as per School Dress Code). Safety glasses and hearing protection is compulsory for practical work.

Possible Careers
A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Business Studies

Rationale

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Introduction to business fundamentals • Business analysis and communication technologies • Workplace health and safety • Event management • Marketing • Personal Finance (Banqer High)	Entrepreneurship • Running and starting businesses • Identified business problems and brainstorming solutions • Legal and financial considerations in starting a business Working in Finance • Identify personal and business financial goals • Apply financial and investment strategics • Manage financial risks and rewards	Working with Customers • Learn roles and responsibilities in customer service • Practice their role in simulated environments • Demonstrate an understanding of customer Working in Marketing • Marketing plans • Marketing mix

Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including and exam, extended responses and 2 projects.

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time, which includes spoken presentation): up to 7 minutes, 8 A4 pages, or equivalent digital media • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time, which includes spoken presentation): up to 5 minutes, 6 A4 pages, or equivalent digital media • Written: up to 600 words **Evaluation** • Written: up to 600 words

Prerequisites

A minimum of a C in Year 9 English is preferred.

Possible Careers

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Certificate II in Automotive Vocational Preparation

Certificate Number: – AUR20720

Rationale

Practical tasks involving servicing vehicles, installing bearings and seals and operating electrical test equipment. Hands on project to dismantle and assemble an engine using the appropriate tools and equipment.

Employment Pathways

- Vehicle Service Assistant
- Automotive Apprentice
- Marine Service Assistant

Program Delivery

- Face to face classes including practical training and assessment at our campus
- Online theory (supervised and self-paced) via Learning Management System
- Exciting industry research projects that develop valuable employability skills and knowledge
- Work placement included to enhance your industry employment opportunities

We will assist in work placement for students in their respective trade areas.

This course is delivered by **Australian Trade Training College** RTO # 31399

This course is 12 months in length.

This course uses students' VETiS funding.

Course requirements

All students must acquire and wear the correct PPE. This includes protective eyewear, protective footwear, and protective clothing.

Learn More

Certificate III In Aviation (Remote Pilot)

Certificate Number: – AVI30419

Rationale

The Certificate III in Aviation (Remote Pilot) is your first step in an exciting career in the unmanned aviation and aerospace industry. This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAs):

- within visual line of sight (VLOS);
- 400 feet above ground level (AGL);
- In day visual meteorological conditions (VMC);
- Outside of controlled airspace;
- Greater than three nautical miles from an aerodrome; and
- Outside of populous areas.

This qualification is suitable for people pursuing an aeronautical or aviation profession who require formal training in drone operation. Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments.

This qualification contributes to the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3- Certification of UAV controllers.

This course is delivered by Australian Unmanned Systems Academy RTO #45260.

This course is 6 months in length only.

This course uses students' VETiS funding.

UNITS

The successful achievement of this qualification requires you to complete 14 Units of competency.

Course Training Plan

Unit code	Unit title
AVIE0003	Operate aeronautical radio
AVIF002l	Manage human factors in remote pilot aircraft systems operations
AVIW0004	Perform operational inspections on remote operated systems
AVIY0053	Manage remote pilot aircraft systems energy sources requirements
AVIY0032	Apply RPAS payload and configuration management principles
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIW0028	Operate and manage remote pilot aircraft systems
AVIH0006	Navigate remote pilot aircraft systems
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIY00027	Operate multi-rotor remote pilot aircraft systems
AVIY0026	Conduct aerial application operations using remote pilot operated systems
AVIW0007	Perform aerial mapping and modelling using remote pilot aircraft systems

Prerequisites

Minimum of C in Year 9 English and Maths

Certificate II in Cookery

Through the Windaroo Valley State High School FUTURES with FOOD TRADE TRAINING CENTRE
RTO #30480

Certificate Numbers: SIT20421 Certificate II in Cookery

Rationale
Students will complete a nationally recognised qualification in the hospitality industry, they will prepare food for paying customers visiting the 'Valley View' restaurant in the Trade Training Centre and other venues in the school. It is a one-year course.

VET Units of Competency

Unit code	Unit title
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen
SITHKOP009	Clean kitchen premises and equipment
SITXFSA005	Use hygienic practices for food safety
SITXINV006	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITHCCC026	Package prepared foodstuffs
SITHCCC028	Prepare appetisers and salads
SITXFSA006	Participate in safe food handling practices
SITXCCCS011	Interact with customers

This course will be delivered in six hours of training each week. This will be on a Monday. Mondays can also start and finish early or late to accommodate bookings for breakfasts and evening events. Students must complete a minimum of twelve industry equivalent service periods to achieve the qualification.

Assessment
Students will need to demonstrate competency in all units. Evidence will be gathered using observation and product checklists (of practical skills) and questioning (short answer questioning to check knowledge).

Prerequisites
It is beneficial that a C be achieved in Year 9 Hospitality / Food & Textile Design.

Additional Costs / Subject Levy
$120.00 per year - (includes Hire 'Valley View' polo shirt $15 and Materials $105).
$95.00 - Chef uniform package. Students can order through the school or are able to source their own chef uniform.

Students will not be required to supply ingredients. Subject levies must be paid in order to maintain enrolment in the program.

Additional Equipment/ Uniform

SIT20421 students will need to purchase their own chef uniform – check pants, double-breasted long sleeve white jacket with white buttons, black apron, black skull cap and white neckerchief. This can be purchased at any hospitality uniform supplier. The school will place an order for chef uniforms at the beginning of the school year. You may choose to purchase from this order, the cost is $95.00. Black impervious leather shoes are also required. Substantial style lace up school shoes (as per the school dress code) are suitable, but students may also wear a heavier work shoe. They are also required to hire a 'Valley View' uniform shirt (included in subject cost). This shirt will be worn to and from school with the chef pants and students will be required to change into full chef uniform to work in the commercial kitchen.

In winter, students may wear a plain black jumper or coat. WVSHS uniform and TTC uniform should NEVER be worn together.

Workplace Health and Safety Requirements
All students will be required to follow industry best practice procedures and remove jewellery, tie hair up, wear leather shoes as described and adhere to a strict grooming policy. Failure to do so will mean that students will not meet the requirements of either certificate, as they will not be competent in *Use hygienic practices for food safety* and *Participate in safe work practices*.

Pathways to Career Options
Students will have comprehensive grounding in hospitality, working back of house. They may choose to continue with a higher certificate qualification, chef apprenticeship, Diploma of Hospitality Management or seek employment to work in commercial cookery in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops; and institutions such as aged care facilities, hospitals, prisons and schools.

Certificate II in Electrotechnology

Certificate No. UEE22011 / RTO number: 0275

Rationale
Kick start your career in the Electrotechnology industry with this entry-level course. Build the skills you need to get your foot in the door for an apprenticeship or seek trade assistant work to get you started.

In this course you will learn the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. You'll learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work. This course also covers a General Safety Induction course (White Card) – an industry requirement to work on Queensland construction sites, and some of the units needed for the first stage of an electrical apprenticeship.

Refer to https://training.gov.au/ for specific information about the qualification.

UEE22011 - Certificate II in Electrotechnology	
UEENEEE101A	Apply Occupational Health and Safety regulations, codes and practices in the workplace.
UEENEEE104A	Solve problems in d.c. circuits.
UEENEEE141A	Use of routine equipment/plant/technologies in an energy sector environment
UEENEEE148A	Carry out routine work activities in an energy sector environment.
UEENEEE179A	Identify and select components, accessories and materials for energy sector work activities.
UEENEEK142A	Apply environmentally and sustainable procedures in the energy sector.
CPCCWHS1001	Work safely in the construction industry.
HLTAID001	Provide cardiopulmonary resuscitation.
UEENEEE102A	Fabricate, assemble and dismantle utilities industry components.
UEENEEE105A	Fix and secure electrotechnology equipment.
UEENEED101A	Use computer applications relevant to a workplace.
UEENEEE020B	Provide basic instruction in the use of electrotechnology apparatus.
UEENEEC010B	Deliver a service to customers.

Entry requirements
Energy Skills Queensland recommends that students have completed Year 10 with passes in Mathematics, English and Science. **Good maths skills are essential**.

Only students in Year 11 in 2026 can undertake this course.

Duration and location
This program runs one day per week for one year and is delivered by TAFE Queensland at Windaroo Valley SHS.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; work-based learning; guided learning; online training.

Fees
This course is covered by **VETiS Funding** if it is the first course undertaken. Fee for service available for $4498.

Assessment
Electrotechnology students may be assessed using a variety of techniques:

- Practical based tests and assignments.
- Demonstration of skills using particular electrical equipment.
- Completion of electrical simulations.
- Written and practical case studies/assignments/tests.
- Compulsory Work placement is required.

Work experience
This program does not contain a compulsory Work Experience component; however we recognise the value and employment opportunities that Work Experience provides.

Certificate II in Engineering Pathways

Certificate Number: – MEM20422

Rationale

Practical activities will include using workshop and electric welding machines, producing project drawings, using hand and power tools and undertaking a basic engineering project.

Employment Pathways

- Engineering Apprentice

Program Delivery

- Face to face classes including practical training and assessment at our campus
- Online theory (supervised and self-paced) via Learning Management System
- Exciting industry research projects that develop valuable employability skills and knowledge
- Work placement included to enhance your industry employment opportunities

We will assist in work placement for students in their respective trade areas.

This course is delivered by **Australian Trade Training College** RTO # 31399

This course is 12 months in length.

This course uses students' VETiS funding.

Course requirements

All students must acquire and wear the correct PPE. This includes protective eyewear, protective footwear, and protective clothing.

Learn More

Certificate III in Fitness

Certificate No. SIS30321 – Certificate III in Fitness

Rationale
Students will complete a nationally recognised qualification in the fitness industry. This course is being delivered with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO Code #31319. More information about Binnacle can be found at www.binnacletraining.com.au

Program disclosure statement
This Subject Outline is to be read in conjunction with Binnacle Training's Program **Disclosure Statement** (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.

Course Outline

Unit code	Unit title
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BUBSUS211	Participate in sustainable work practices
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information

Assessment
Program delivery will combine both class-based tasks and practical components in a real fitness environment at the school. Evidence contributing to competency will be collected throughout the course. Students will keep a log book of practical experiences (minimum of 20 hours).

Prerequisites
Students must be prepared to participate in physical activity. Students are required to participate in cross training excursions, physical testing events and all school/district cross country and athletics carnivals. Students must have good quality written and spoken communication skills.

Students must be prepared to pay their subject levy up front by the end of February of the current year, otherwise they may be removed from the program. Students will also attend compulsory training excursions at a cost of approx. $90.00 each year.

Subject levy breakdown	Year 10	Year 11
Certificate III Fitness	$365	
First Aid Certificate	$55	
Total	**$420**	

Special Subject Advice
Students are required to hold a **blue card** in order to participate in this course. There will be no cost for this card. More information will be provided once students commence the course. USI Number is also required to enrol in this course.

Possible Careers
Strength and conditioning for athletic performance, Community fitness program, Group fitness, Personal trainer, Club level official or coach, and Sports development officer.

Certificate II in Health Support Services

Certificate No. – HLT23221

Rationale

The Strategix Certificate II in Health Support is an informative and practical course with topics relevant to the current health care industry including; Individual needs planning, health and well-being strategies.

Our trainers are industry professionals who will help you learn the skills and gain knowledge that will prepare you for a career in the health sector.

The demand for workers in the health industry is increasing. Employers from small and large organisations are seeking individuals with the relevant qualifications, skills and a passion to help and care for others. These attributes are all vital for a career in the health sector.

This course is delivered by STRATEGIX RTO #31418.

This course is 6 months in length only.

This course uses students' VETiS funding.

UNITS

The successful achievement of this qualification requires you to complete all 12 Units (4 core and 8 elective units).

Course Training Plan

Unit code	Unit Title
BSBOPS203	Deliver a service to customers
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
BSBOPS101	Use business resources
BSBPEF202	Plan and apply time management
HLTWHS001	Participate in workplace health and safety
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTFSE001	Follow basic food safety practices
SITXFSA005	Use hygienic practices for food safety

Possible Careers

- Health Services Cleaner
- Hospital Food Assistant
- Hospital General Hand
- Hospital Laundry Worker
- Ward Hand

Certificate II in Hospitality

SIT20322 Certificate II in Hospitality

(Career Training Institute of Australia RTO Code 6517)

Rationale
Students will complete a nationally recognised qualification in the hospitality industry, they will prepare and serve food and beverages to paying customers visiting the 'Valley View' restaurant in the Trade Training Centre and other venues in the school. It is a one-year course.

Overview
Students will complete a nationally recognised qualification in the hospitality industry, they will prepare and serve food and beverages to paying customers visiting the 'Valley View' restaurant in the Trade Training Centre and other venues in the school. It is a one-year course.

Structure
This course will be delivered in six hours of training each week. This will be on a Monday, and can also start and finish early or late to accommodate bookings for breakfasts and evening events.

Students will need to demonstrate competency in all 12 units including participating in a minimum of 12 industry shifts. You will be work ready on completion as you get the chance to consolidate your new skills by putting them into practice as you participate in a variety of realistic events.

Students will also have the opportunity to experience the industry in action as we catch the launch to Moreton Island to tour Tangalooma Resort.

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

Unit code	Unit Title
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXFSA0015	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage
SITHGAM022	Provide responsible gambling services

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

Prerequisites

It is beneficial that a C be achieved in Year 9 Hospitality / Food & Textile Design. Note: The Certificate II in Hospitality is not compatible with Hospitality Practices.

Cost

The Certificate II in Hospitality VETiS program is funded by the VET investment budget, this means there are **no costs** to eligible students. This funding covers the cost of the qualification and all costs associated with the delivery of the 12 units of competency including resources and the Moreton Island full day experience.

Students who have already accessed their VETiS funding or who are not eligible for the Queensland Government VET Investment funding, can participate in the program at a cost of $2850, this is inclusive of all costs associated with the practical Moreton Island experience.

Additional Equipment/ Uniform

SIT20322 students wear a 'Valley View' uniform shirt with their own black dress pants, black socks and black, impervious leather shoes. School shoes (as per the school dress code) are suitable. Waiter aprons will be supplied at school. There is the opportunity for students to purchase black pants and an apron for $45 through the school.

Please note: The "Valley View" shirt that is required is loaned to students and can only be issued if SRS fees are paid in full or if a payment plan is in place.

In winter, students may wear **a plain black jumper or coat**. WVSHS uniform and TTC uniform should NEVER be worn together.

Workplace Health and Safety Requirements

All students will be required to follow industry best practice procedures and remove jewellery, tie hair up, wear leather shoes as described and adhere to a strict grooming policy. Failure to do so will mean that students will not meet the requirements of the certificate, as they will not be competent in Use hygienic practices for food safety and participate in safe work practices.

Pathways

When you complete SIT20322 Certificate II in Hospitality graduates will be qualified to apply for various hospitality positions, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Course Information current as at 16th June 2024

Skills Assure
Proud to be a Queensland Government subsidised training provider

Certificate II in Plumbing

Certificate Number: – 11054NAT

Rationale

Practical activities will include using plumbing hand and power tools, cutting and joining sheet metal, carrying out levelling and measurements and preparing for and performing welding.

Employment Pathways

- Apprentice Plumber
- Apprentice Roof Plumber

Program Delivery

- Face to face classes including practical training and assessment at our campus
- Online theory (supervised and self-paced) via Learning Management System
- Exciting industry research projects that develop valuable employability skills and knowledge
- 80 hours (minimum) of Work Placement in the Plumbing Industry

We will assist in work placement for students in their respective trade areas.

This course is delivered by **Australian Trade Training College** RTO # 31399

This course is 18 months in length.

This course uses students' VETiS funding.

Course requirements

All students must acquire and wear the correct PPE. This includes protective eyewear, protective footwear, and protective clothing.

Learn More

Certificate II in Sampling and Measurement

Certificate Numbers: - MSL20122

Rationale

This qualification is perfect for students who are interested in working in various industries like construction, manufacturing, resources, and the environment. It will prepare you for a variety of jobs that require sampling and measuring in laboratories, production areas, or out in the field.

This qualification equips you with the skills to collect samples, perform essential tests, and inspect products in a variety of settings—not just a traditional lab. You'll use professional tools like hydrometers to measure density, thermometers to track temperature, and pH meters to assess acidity. Your expertise might take you to manufacturing plants, research facilities, or even field sites like forests and riversides.

Alternatively, if you choose to become a laboratory technician, you'll be an essential part of a traditional laboratory team, using your scientific knowledge and technical skills to prepare test samples. You'll work with advanced equipment and instruments to collect and process data, identifying patterns and spotting anything unusual. Your keen attention to detail will be crucial to ensuring accurate measurements and reliable results.

If you're interested in a career that combines precision with problem-solving, this could be the perfect path for you. This qualification offers a pathway into the exciting world of science and industry, where you can contribute as a valuable member of a team.

The course is delivered by ABC Training – RTO #5800.

This course is 6 months in length.

This course uses students' VETiS funding.

Units

The successful achievement of this qualification requires you to complete all core and 4 elective units from the list below.

Units

Unit Code	Unit title
MSL912002	Work within a laboratory or field workplace
MSL922002	Record and present data
MSL943004	Participate in laboratory or field workplace safety
MSMENV272	Participate in environmentally sustainable work practices
MSL952003	Collect routine site samples
MSL933009	Contribute to the achievement of quality objectives
MSL933008	Perform calibration checks on equipment and assist with its maintenance
MSL972002	Take routine site measurements

Possible Careers

- Medicine
- Agriculture
- Engineering
- Health Science
- Construction Science
- Allied Health
- Pathology
- Food Science

Certificate II in Skills for Work and Vocational Pathways

Certificate number: FSK20119

Rationale

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

This course is delivery by Windaroo Valley SHS RTO #30480

VET Units of Competency

Unit code	Unit Title
FSKLRG011	Use routine strategies for work-related learning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM006	Use oral communication skills to participate in workplace teams
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG008	Complete routine workplace formatted texts
FSKNUM003	Use whole numbers and halves for work
SIRXHWB001	Maintain personal health and wellbeing
TLIK2003	Apply keyboard skills
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKRDG002	Read and respond to short and simple workplace signs and symbols
SIRXWHS001	Work safely

Assessment

Students are assessed using competency-based training. Students will undertake a range of assessments which include, but are not limited to: observations, short answer questions; case studies; assignments; activity sheets; and portfolios of work.
Throughout the learning, the trainer and assessor will observe students demonstrating a range of skills. These observations will be recorded on the Observation Records and form part of assessment.

Pathway to Career Options

Students will gain foundation skills that can be transferred to future vocational training and or to the work place.

Certificate II in Supply Chain Operations

Certificate Number: – TLI20421

Rationale
This is a qualification for a person interested in a supply chain operations support role. You will gain knowledge and skills in Health & Safety procedures, Stock Control, Customer Service, Receivals and Despatch and How to Work Effectively within a Team. With a total of 14 units, this course is designed to give you the understanding and knowledge you need to work in the Transport and Logistics industry

You will receive enough knowledge and skills to gain an entry level position in the industry and provide a stepping stone to creating a career for yourself. This course will include practical components in a simulated and real workplace warehouse environment.

This course is delivered by EDB Training Services RTO #32376.

This course is 6 months in length only.

This course uses students' VETiS funding.

UNITS
The successful achievement of this qualification requires you to complete all 14 Units (5 core and 9 elective units).

Course Training Plan

Core Unit code	**Unit title**
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)
TLIF10025	Follow work health and safety procedures
TLIE1003	Participate in basic workplace communication
TLIL1007	Complete workplace induction process
TILX0023	Identify roles and functions of the supply chain industry
TLIU2012	Participate in environmentally sustainable work practices
Elective Unit code	
TLIA0019	Despatch Stock
TLIA0021	Participate in stocktakes
TLIA0023	Receive goods
TLIB2001	Check and assess operational capabilities of equipment
TLID10020	Shift materials safely using manual handling methods
TLID0006	Move materials mechanically using automated equipment
TLID0016	Operate a forklift
BSBOPS203	Deliver a service to customers
BSBOPS305	Process customer complaints

Possible Careers
Depot yard person, Despatch or Inventory clerk, Loader, Pickpacker, Forklift driver, Receiving clerk or Transport clerk, Store person, Warehouse operator, Yard person

Chemistry

Rationale

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed. It is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Periodic Table Patterns • Matter • Analytical techniques • Chemical Reactions	• Chemical Fundamentals: Structures, Properties & Reactions • Molecular Interactions & Reactions	• Equilibrium, Acids & Redox Reactions • Structures, Synthesis & Design

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Assessment

Students are required to submit/sit for all assessment instruments throughout the two years. Students will be assessed using: Data Tests, Student Research Investigation, Experimental Laboratory Report, External Exams.

Prerequisites

A high degree of competency in English, Mathematics and Science is required.
Students need to achieve a minimum of B in Year 9 English, Science and General Mathematics.

Additional Costs

Excursions year 10 $50, year 11 $50, year 12 $60 (approximate only)

Specialist Equipment

Students enrolled in this subject are expected to have a **BYOD laptop** and will need a calculator, USB Flash drive, hard cover A4 work book (journal), A4 display book.

Workplace Health and Safety Requirements

Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. No food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

Possible Careers

Biotechnologist, Chemical Engineer, Forensic Chemist, Health Sciences, Medicine, Pharmacology, Veterinarian Science, Biochemistry, Molecular Cell Biology, Organic Chemistry, Innovation Analyst.

Design

Rationale

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Introduction to design • Experience design through digital creation • Race car design and prototyping	• Experience design and the design process • Collaborative design with clients	• Designing with empathy • Sustainable design and redesign

Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

Prerequisites

Design is a rigorous academic subject.
Minimum of a B in Year 9 English and a C Year 9 Mathematics.

Possible Careers

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Subject's specific advice

As this is a general subject it is required that all students have a **BYOD laptop**.

Diploma of Business

BSB50120 Diploma of Business (Business Development)

RTO Provider: Get Set Education (RTO Code: 45252)

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

This nationally recognised qualification is offered through a partnership with an external provider and the School. Training is delivered in a blended model of face-to-face training and online modules and assessment.

Pathways

Upon successful completing of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator
- Business Owner

Prerequisites

It is recommended that students have achieved a B in Year 9 English and Maths and an average effort grade of a Satisfactory of higher across all of their subjects.

Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

Resource requirements

Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the School's Bring Your Own Device (BYOD) policy.

Units of competency
The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

• BSBXCM501 Lead communication in the workplace
• BSBCRT511 Develop critical thinking in others
• BSBMKG546 Develop social media engagement plans
• SIRXMKT006 Develop a social media strategy
• BSBMKG541 Identify and evaluate marketing opportunities
• BSBOPS601 Develop and implement business plans
• SIRXMGT005 Lead the development of business opportunities
• BSBOPS501 Manage business resources
• BSBOPS505 Manage organisational customer service
• BSBOPS504 Manage business risk
• BSBSUS511 Develop workplace policies and procedures for sustainability
• BSBFIN501 Manage budgets and financial plans

Assessment
Students will have both theoretical and practical assessments throughout the course.
Students are assessed through:
• Practical tasks/observations
• Written reports
• Group projects
• eLearning projects
• Learner portfolio

Course Costs
Tuition fee: $899.00

The full fee includes a non-refundable $49.00 enrolment fee which is collected upon submitting the online enrolment form. Parent/guardians can then select to pay the remaining $850.00 upfront or via a monthly payment plan.

Payment Plan:
If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a fixed 12-monthly direct debit.

Please note, that the payment plan incurs a one-off administration fee of $12.00 and a transaction fee of 4.4% (including GST).

- $74.10 per month for 12 months + $12.00 administration fee = $901.20.

Further details can be found in the Course Outline.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

Engineering Skills

Rationale
Technologies improve quality of life and have a transformative impact on society. Developing knowledge, understanding, and skills in traditional and contemporary tools used in manufacturing is crucial in today's complex technological world. Manufacturing industries in Australia provide employment opportunities and add value by transforming raw materials into desired products.

Engineering Skills education focuses on manufacturing industry practices and production processes, allowing students to apply their learning in trade contexts. Applied learning enables students to demonstrate knowledge and skills tailored to local needs and available resources. They learn to meet customer expectations in terms of product quality, price, and delivery time.

Applied learning supports the development of transferable 21st-century skills relevant to employment in structural, transport, and manufacturing engineering sectors. Students learn to interpret technical information, use tools and equipment safely, communicate effectively, and organize and evaluate production processes. Manufacturing tasks form the core of the learning experience, promoting problem-solving and practical work in collaboration with peers.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Introduction to WPH&S • Introduction to production processes and skills	• Sheetmetal • Welding and machine fabrication	• Fitting and machining • Production in the manufacturing industry

Assessment
Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. This information will be used to prepare Interim and Semester reports.

Students will complete assessment in the form of either projects or practical demonstrations.

Prerequisites
Minimum of a C in Year 9 TWP is beneficial but not essential. Students must have demonstrated consistent adherence to WPHS policies and procedures.

Students will also require full leather steel toed protective boots (industry standard – steel capped), Safety glasses and long sleeve industry work wear shirts to protect their school uniform from damage.

Workplace Health & Safety Requirements
Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery and have hair tied back (as per School Dress Code). Safety glasses and hearing protection is compulsory for practical work.

Possible Careers
A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Essential English

Rationale
Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to some tertiary studies, vocational education trades apprenticeships or work.
A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Students learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it and to develop empathy and appreciation of different perspectives by studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Areas of Study

Units 1 and 2	Units 3 and 4
• Language that works • Texts and human experiences	• Language that influences • Representations and popular culture texts

Assessment
Assessment for Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress and to be used for reporting purposes.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one set externally. Internal assessments will contribute 75% of the student result. These results will be combined with a Common Internal Assessment (25%) which will be developed and by the QCAA, marked at school then externally quality assured.

Prerequisites
There is no pre-requisite for Essential English

Special Subject Advice
It is required that students bring their own laptop to class every day and connect to the school's BYOD as there are many instances in which computer/internet access is required for class activities and assignment work.

Possible Career
Some tertiary studies, vocational education, trades apprenticeships and work.

Essential Mathematics

Rationale
Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Data, probability and measurements • Statistics and representing data • Probability • Measurement **Number, Money and algebra** • Number • Money • Algebra and relationships	**Unit 1** • Number • Representing data • Managing money **Unit 2** • Graphs • Time and motion • Data collection	**Unit 3** • Measurement • Scales, plans and models • Probability and relative frequencies **Unit 4** • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment
Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students will complete a total of four summative internal assessments that count towards their overall subject result. Schools develop three of the summative internal assessments and the other is a common internal assessment (CIA) developed by the QCAA.

Prerequisites
There is no pre-requisite for Essential Mathematics

Special Subject Advice
Students will need a Casio fx-82AU PLUS II scientific calculator and access to a laptop with Microsoft Excel and Microsoft word. There is an expectation that students will stay up to date with studies and assessment, complete regular homework and come to class with all equipment needed including BYOD Laptop.

Possible Careers
A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services.

Film Television and New Media

Rationale
Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Auteur Directors & Filmmaking Fundamentals – How do directors create their own unique film style? **Music Video Clips –** How is meaning created through moving image media? How to design and produce a video clip.	**Foundation –** How are tools and associated processes used to create meaning? How do signs and symbols, codes and conventions create meaning? **Stories –** How do representations function in story forms? How does the relationship between story forms and meaning change in different contexts? How are media languages used to construct stories?	**Participation –** How do technologies enable or constrain participation with media products? How do different contexts and purposes impact the participation of individuals and cultural groups? How is participation in institutional practices influenced by social, political and economic factors? **Artistry –** How do media artists experiment with technological practices? How do media artists portray people, places, events, ideas and emotions? How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment
Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11. Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external.

The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

Prerequisites
Minimum of a B in Year 9 English**.**

Special Subject Advice
Students enrolled in this subject require a USB , headphones and a 16GB SD card (not a micro SD). As this is a general subject it is required that all students have a **BYOD laptop**.

Possible Careers
Film, Television & New Media is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject. Such as advertising, game and web design, various roles in the Film and Television industry, media production and Journalism.

General English

Rationale
General English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster skills to communicate in Standard Australian English. They will interact with a wide variety of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers and create responses that are appropriate to the purpose of the text and the context in which it is set and to develop empathy and appreciation of different perspectives.

Areas of Study

Units 1 and 2	Units 3 and 4
• Perspectives and Texts • Texts and Culture	• Textual Connections • Close study of literary texts

Assessment
Assessment for Units and Units 1 and 2 is formative. Formative assessment is used to provide students and teachers with information on student progress and to be used for reporting purposes.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

Prerequisites
The rigorous nature of General English requires a pre-requisite of minimum B in Year 9.

Special Subject Advice
Students enrolled in this subject are required to bring a **laptop** to school and join the **BYOD program** as there are multiple times when computer/internet access is required in General English.

Possible Careers
Many and varied – most (but not all) university courses require General English as a pre-requisite.

General Mathematics

Rationale
General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Data and measurement • Right angle triangles • Statistics and representing data • Mensuration **Number, money and algebra** • Managing money • Number • Algebra • Linear and non-linear relationships	**Unit 1** • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs **Unit 2** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis	**Unit 3** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones **Unit 4** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment
Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students complete four summative assessments – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with a single piece of external assessment (50%) which will be developed and marked by the QCAA.

Prerequisites
Minimum C level of achievement in Year 9 Mathematics

Special Subject Advice
Students will need a Casio fx-82AU PLUS II scientific calculator and a laptop with Microsoft Excel and Microsoft Word. There is an expectation of regular homework and that students will come to class with all equipment needed. A reminder that it is required that all students have a **BYOD laptop** in year 10.

Possible Careers
A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Geography

Rationale
Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Environmental Change and Human Wellbeing • Changes to Coastal Environments • Geographies of Human Wellbeing • Issues in Human Wellbeing	• Responding to risk and vulnerability in hazard zones Natural hazard zones • Ecological hazard zones • Planning sustainable places • Managing the challenges facing a megacity	• Responding to land cover transformations • Climate change • Managing population change and challenges in Australia • Global population trends

Assessment
Schools devise assessments in Year 10 and Units 1 and 2 (Year 11) to suit their local context. This is based on the same style of assessment expected in Year 12. (Units 3, 4)

Unit 3		**Unit 4**	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisites
Minimum of a B in English and Year 9 Geography or History.

Possible Careers
A course of study in Geography can establish a basis for further education and employment in the fields of **urban and environmental design**, planning and management; **biological and environmental science; conservation** and land management; **emergency response** and hazard management; **oceanography**, surveying, global security, economics, **business, law**, **engineering, architecture**, information technology, and science.

Subject specific advice
As this is a general subject it is required that all students have a **BYOD laptop**.

Additional Costs
There are excursion costs of $25 per year.

Hospitality Practices

Rationale
Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality in order to examine and evaluate the structure, scope and operation of related activities in the food and beverage industry.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Hospitality 101 – improving hospitality knowledge and cookery techniques. • A World of Opportunity – event planning and service	• Guest Services • Bar and Barista Basics	• Casual Dining • Culinary Trends

Assessment

Year 10 includes:
- Investigations
- Practical Projects and folios (may be written or multimedia)

Assessment for the Preparation Units and Units 1 and 2 are formative and is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative and are used to determine the student's exit result. Students complete two assessment tasks for each unit (Years 11 & 12). They are:

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	Practical demonstration Practical demonstration: menu item Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	Practical demonstration Practical demonstration: delivery of event Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Prerequisites
Sound communication skills are essential. Minimum of a C in Year 9 English and Hospitality / Food & Textile Design is preferred.

Special Subject Advice
Please note: The Certificate II in Cookery can be completed alongside Hospitality Practices, however, the Certificate II in Hospitality is not compatible.

Additional Costs
Students will wear **hospitality uniforms supplied by the school** when working at hospitality functions. **Students will be required to bring ingredients and tins/containers** to take their cooking home, most weeks. **Aprons** are provided for student use

Failure to provide the necessary requirements will affect the student's results.

All students will be required to remove all jewellery, have hair tied back and wear **black, impervious leather lace up shoes with black laces** (as per the school Dress Code and workplace health & safety rules).

Possible Careers
A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Information & Communication Technologies

Rationale
Technologies are essential for improving quality of life and have a transformative impact on society. In today's complex world, developing knowledge and skills in information technology is crucial for digital literacy and specialized ICT expertise in the workforce. This creates vocational opportunities across various sectors. Information & Communication Technology education focuses on industry practices and processes, allowing students to apply their learning in industry-related contexts. Applied learning helps students develop transferable skills relevant to the ICT sector and future employment. They learn to interpret client briefs, use hardware and software, and create ICT products through prototyping tasks, fostering adaptable and competent individuals who can solve problems collaboratively.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Introduction to graphic and web design • Hardware software and information systems.	• App Development • Layout and Publishing	• Web Development • Digital Imaging and modelling

Assessment
Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. This information will be used to prepare Interim and Semester reports.

Students will complete assessment in the form of either projects or product proposal.

Prerequisites
Minimum of a C in a Year 9 Digital Technologies subject is preferred.

Special Subject Advice
Due to the nature of the subject content it is required that each student **must have a BYOD laptop** to be able to participate in this class.

Possible Careers
A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Japanese

Rationale
Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Fast food and shopping in Australia and Japan • Leisure, theme parks and school trips • Part-time jobs, careers and aspirations • Homestay in Japan and Australia	**私のくらし My world** • Family/carers • Peers and socialising • Education, school life and study **私達の世界をたんけんする – – Exploring our world** • Travel and exploration • Social customs, food and festivals • Japanese influences around the world	**私達の社会 – Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society **私の将来 – My Future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment
Schools devise assessments in Prep Units and Units 1 and 2 to suit their local context.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisites
Minimum of a C in Year 9 Japanese and B in English

Possible Careers
Students who are successful in this subject will have a range of career options including: Law, Travel, Tourism, Theme Parks, Business, Education, International Relations, and Government.

Subject specific advice
As this is a general subject it is required that all students have a **BYOD laptop**.

Legal Studies

Rationale
Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Introduction to law and civics • Trial process • Rights and responsibilities in the legal system.	• Legal foundations and criminal investigation, trial and sentencing. • Civil law and contractual obligations	• Governance in Australia and law reform • Human rights and international law

Assessment
Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external.

- IA1 – Examination (25%)
- IA2 – Inquiry report (25%)
- IA3 – Analytical essay (25%)
- IA4 – External examination (25%). This assessment is developed and marked by the QCAA.

Prerequisites
Legal is a rigorous academic subject. Students wishing to study this subject must have achieved at least a "B" in Year 9 English.

Possible Careers
A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.

Subject's specific advice
As this is a general subject it is compulsory that students have a **BYOD laptop**.

Mathematical Methods

Rationale
Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. The major domains are algebra, functions, relations and their graphs, calculus and statistics.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Data and measurement • Statistics and representing data • Right angle triangles • Mensuration **Number and algebra** • Rational and irrational numbers • Advanced algebra • Linear and non-linear relationships	**Unit 1** • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability **Unit 2** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Unit 3** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables **Unit 4** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment
Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students complete four summative assessments – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with a single piece of external assessment (50%) which will be developed and marked by the QCAA.

Prerequisites
Minimum B level of achievement in Year 9 Mathematics and English

Special Subject requirements
Students will need a Casio CG50AU graphics calculator and a laptop with Microsoft Excel and Microsoft Word. There is an expectation of regular homework and that students will come to class with all equipment needed. A reminder that it is required that all students have a **BYOD laptop** in year 10.

Pathways
This course can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Media Arts in Practice

Rationale
Media arts refers to art-making and artworks composed and transmitted through film, television, radio, photographic print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision- making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase

Areas of study

Prep Units (Year 10)	Units 1 and 2 (Year	Units 3 and 4 (Year 12)
Introduction to Photography Introduction to digital enhancements	Personal Viewpoints Representations	Community Persuasion

Assessment
Assessment in Media Arts in Practice requires students to:
• plan arts works
— planning may be presented as annotations on design products; call or running sheets; design folios; graphic organisers; proposals; recorded conversations; sketches; or spoken, written or signed presentations
• communicate ideas
— for example, students may make a vlog to communicate the benefits of keeping a pet cat indoors; contribute to the design of a game to showcase the school's values and achievements; promote a community event by making an advertisement suitable for local television; or make a stop-motion animation to persuade students to register for a community event
• evaluate arts works
- written evaluations may be presented as a series of annotations or labels associated with media artworks, essays, graphic organisers, lists, reflective articles or reviews
- spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings
- multimodal evaluations involve at least two modes of response, which may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

Prerequisites
There are no prerequisites for this subject.

Possible Careers
A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies. Some possible pathways may be advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

Modern History

Rationale
Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Australia and WWII • Migration Experiences • Rights and Freedoms • The Modern World	**Ideas In the Modern World:** • French Revolution **Movements in the Modern World:** • Australian Indigenous rights movement since 1967 • African-American civil • rights movement (1954–1968)	**National Experiences in the Modern World:** • Germany (1933-1945) • Israel (1948 – 1993) **International Experiences in the Modern World:** • Australian engagement with Asia since 1945 (Vietnam) • Cold War (1945 – 1991)

Assessment
Schools devise assessments in Year 10 and Units 1 and 2 (Year 11) to suit their local context. This is based on the same style of assessment expected in Year 12. (Units 3, 4)

Unit 3		**Unit 4**	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Prerequisites
Minimum of a B in English and Year 9 Geography or History.

Possible Careers
A course of study in Modern History can establish a basis for further education and employment in the fields of education, **psychology, sociology, law, business, economics, politics, journalism, management, environmental studies**.

Subject specific advice
As this is a general subject it is required that all students have a **BYOD laptop**.

Additional Costs
There are excursions costs of $10 in Year 10, $10 in Year 11 and $10 in Year 12.

Music

Rationale

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. Music is a unique art form that uses sounds and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. A study of music assists students in understanding and heightening the enjoyment of the Arts in their lives and the music heritage of a range of cultures. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. The course is designed to stimulate and ignite student awareness, response and connection to music, while empowering their capacity of expression as a well- rounded musician.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Functions – Film music, theme music – religious, anthems, music therapy and dance music. Analyse a range of music from contemporary and past times to explore differing viewpoints to enrich music making. Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skills. **Stereotypes** – Characters in music, heroes, villains, love and loss. Manipulate combinations of the elements of music in a range of styles, using technology and notation.	**Designs**: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? **Identities**: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations**: How do musicians incorporate innovative music practices to communicate meaning when performing and composing? **Narratives**: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.
Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment –three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

Prerequisites

Minimum of a B in Year 9 English. Previous study in Classroom Music or Instrumental is recommended.

Special Subject Advice

Students should have access to their own instrument or be involved in the instrumental music program/hire scheme. As this is a general subject it is required that all students have a **BYOD laptop**.

Possible Careers

Music is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science, technology and arts therapy.

QCIA – Queensland Certificate of Individual Achievement

Rationale

The QCIA Certificate program aims to assist students in the compilation of their overall QCIA portfolio. This program aims to develop and showcase the skills senior students have learnt throughout the course of their entire schooling. Through statements of achievements, students will celebrate and enhance their ability in the key areas of:

- Communication and Technologies
- Community, Citizenship and the Environment
- Leisure and Recreation
- Personal and Living Dimensions
- Vocational and Transition Activities

Assessment and Accreditation

Each student creates a work portfolio of evidence. Photos, videos, written tasks, assessments and notes documenting student's achievements are collected throughout. This folder is kept at school as it is required for moderation. Students work towards completing modules.

Prerequisites

Students with disabilities participation in this program is decided by stakeholders including parents and case manager. Engagement in this subject is only recommended for a student undertaking a QCIA pathway and should have a history of completing an individual learning program throughout their secondary schooling

General classroom equipment

- Ruler
- Pen
- Pencil
- Eraser and
- A4 exercise book
- USB

Pathways to Career Options

Throughout the course of this program students will demonstrate competency in the areas listed above while ultimately compiling evidence for their QCIA certificate, the accumulation of their years of schooling. Throughout this program students build on key essential work skills needed to develop into a lifelong learner and an active member of the community.

Physical Education

Rationale
Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Motor Learning & Sports Psychology • Ethical Dilemmas in Physical Activity • Biomechanics • Energy Systems, Training Programs	• Motor Learning • Functional Anatomy & Biomechanics • Sport Psychology • Equity, Barriers and Enablers	• Tactical Awareness of Badminton • Ethics and Integrity integrated with various games • Energy, Fitness and Training integrated with Touch

Assessment
Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11. Assessment types include, project folios , investigation report and examinations.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

Prerequisites
- Minimum of a B in Year 9 HPE and Year 9 English
- Must be prepared to participate in range of physical activities

Special subject advice:
School sports uniform including school sport shoes – suitable for physical activity. As this is a general subject it is required that all students have a **BYOD laptop**. Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Participation in physical activity is required.

Pathways to Career Options
Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Physics

Rationale
Physics deals with the natural laws and processes, and the states and properties of matter, energy, space and time. Throughout their 3 years of study, students will learn about: thermal, electrical and nuclear physics, linear motion and waves, gravity and electromagnetism, and revolutions of modern physics. Physicists are involved in finding solutions to challenges facing our world, including development of solar and renewable energy systems, research into quantum computers, nanotechnology, lasers and photonics, and advances in medicine and biotechnology.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Linear & projectile motion • Thermal effects & waves • Electricity & nuclear physics • Circular motion & gravitational force	• Thermal, nuclear and electrical physics • Linear motion & waves	• Gravity & electromagnetism • Revolutions in modern physics

Assessment
Students are required to submit/sit for all assessment instruments throughout the two years. Students will be assessed using: Data Test, Research Investigation, Student Experiment, and External Exams.

Prerequisites
A high degree of competency in English, Mathematics and Science is required.
Students need to achieve a minimum of a B in Year 9 Science, Mathematics and English.

Additional Costs
Excursions: year 10 $50, year 11 $50, year 12 $80 (Approximate only).

Specialist Equipment
Students enrolled in this subject are strongly expected to have a **BYOD laptop** and will need a scientific or graphic calculator, USB Flash drive, hard cover A4 work book, A4 display book.

Workplace Health and Safety Requirements
Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. Nil food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

Possible Careers
Mining, Sport Science, Nanotechnology, Robotics, Aeronautics, Engineering, Scientific Research, Medicine, Gaming Design, Biotechnology, Medical Physics Meteorology, Computational Sciences, Aircraft Design and Performance, Astrophysics, quantum computing, scientific instrumentation design, or synchrotron science.

Social and Community Studies

Rationale
Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Rights and Citizenship • Teenagers and the Law • Community and Environment • Australian Government	• Australia as a global citizen • Recreation and Leisure • Food and Nutrition • Contemporary society	• Legally it could be Contemporary Lifestyle • Digital technology and wellbeing

Assessment
For Social and Community Studies, the Summative assessment is used to determine the student' s exit result and consists of four instruments from at least three different assessment techniques, including:

Investigation	Extended Response	Project
A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpret at ion, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	An analysis and creation of ideas

Prerequisites

Nil

Possible Careers
A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Science in Practice

Rationale
Science is a dynamic, collaborative and future-focused field of human endeavour that has emerged from a need to understand natural phenomena. Studying science contributes to the development of engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate.

This course aims to assist students to develop knowledge, skills, attitudes and values that are transferable to a range of work options and life plans. The core of Science in Practice focuses on 'Scientific literacy and working scientifically', 'Workplace health and safety', and 'Communication and self-management'. Science in Practice uses a contextualised approach, where modules of work deliver the core through electives Forensic Science, Ecology, Sustainable Environments, Disease and Healthy Lifestyles'.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Forensic Science Solving a crime using evidence • Global Systems How climate affects us • Rocket Science Projectile motion • Genetics and Evolution	Core Topics: • Forensic Science • Ecology	Core Topics: • Sustainable Environments • Disease and Healthy Lifestyles

Assessment
Assessment each semester will be in the form of Applied Investigations and Practical Projects.

Prerequisites
Minimum of a C in Year 9 English, Science and Mathematics is preferred.

Additional Costs
Excursions year 10 $50, year 11 $60, year 12 $100 (approximate only).

Specialist Equipment
Students enrolled in this subject are strongly expected to have a BYOD laptop and will need a calculator, USB Flash drive, hard cover A4 work book (journal), A4 display book.

Workplace Health and Safety Requirements
Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. Nil food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

Possible Careers
A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, environmental science, health and nutritional science, food technology, forensics, the pharmaceutical industry, sustainability, recreation and tourism, research, and the resources sector.

Specialist Mathematics

Rationale
Specialist Mathematics is designed for students to develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. The major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

Note Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Number and Algebra • Linear and non-linear equations • Advanced algebra **Measurement & Geometry** • Complex numbers • Deductive proofs • Combinatorics • Permutations	**Unit 1** • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices **Unit 2** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Unit 3** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices **Unit 4** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment
Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students complete four summative assessments – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with a single piece of external assessment (50%) which will be developed and marked by the QCAA.

Prerequisites
Minimum B level of achievement in Year 9 Mathematics and English.

Special Subject requirements
Students will need a Casio CG50AU graphics calculator and a laptop with Microsoft Excel and Microsoft Word. There is an expectation of regular homework and that students will come to class with all equipment needed. A reminder that it is required that all students have a **BYOD laptop**.

Possible Careers
A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Sport and Recreation

Rationale
Sport and recreation activities are a growth industry in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Unit 1 Fitness for sport and recreation • Strength and Conditioning • Community Fitness Unit 2 Emerging trends in sport, fitness and recreation • Modified versions of traditional sports • Emerging recreational trends	Unit 1 Coaching & officiating • Coaching skills and session delivery • Officiating responsibilities Unit 2 Outdoor leadership • Leadership activities • Group dynamics and instructor	Unit 3 Event management • Tournament design • Tournament implementation Unit 4 Challenge in the Outdoors • Orienteering and navigation • Recreation based activities and engagement

Assessment
In Applied syllabuses, assessment is standards-based. The standards are described for a range of objectives across four dimensions – Investigate, plan, perform and evaluate. The standards describe the quality and characteristics of student work across five levels from A to E. Assessment techniques include; Performance (theory element included) and Projects.

One of the main purposes of assessment is to provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations.

Prerequisites
Students must be prepared to participate in physical activity.

Special subject advice
- Sports Uniform, including the sport shoes – suitable for physical activity
- Physical activities will vary depending on the availability of resources and students' strengths
- Engagement and participation in physical activities is a must for successful completion of the course
- Physical activities may include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Possible Careers

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Tourism

Rationale

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Tourism 101 (Semester 1) – knowledge and foundations of tourism. • Destination somewhere – your passport to the world.	• Tourism industry and careers • Tourism and travel	• Tourism Marketing • Tourism Trends and Patterns

Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

For Tourism, assessment from units 3 and 4 is used to determine the students' exit result, and consists of four instruments from at least three different assessment techniques, including: an examination, investigation, project and extended response.

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Project	Students develop a traveler information package for a tourism destination.	**Product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Written: up to 500 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Written: up to 500 words

Prerequisites

A minimum of a C in Year 9 English is preferred.

Possible Careers

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Visual Arts in Practice

Rationale

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Areas of study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Introduction to visual arts practices and communication of ideas. Introduction to Unit A and B.	Unit A: Looking Inwards (Self). Unit B: Looking Outwards (Others).	Unit C: Clients. Unit D: Transform and extend.

Assessment

Assessment in Visual Arts in Practice requires students to:

• **plan artworks** — planning may be presented as annotated images; design folios; graphic organisers; proposals; recorded conversations; sketches; or spoken, written or signed presentations

• **communicate ideas** — for example, students may make a 3D artwork to communicate representations of self for a school-based exhibition; contribute to a mural to provide social commentary on environmental concerns; respond to a client brief to make a series of branded items for a local market; or show an inspired way of working by referencing a chosen photographic artist in a digital portfolio

• **evaluate artworks** − written evaluations may be presented as annotations or labels, essays, graphic organisers, lists, reflective articles or reviews − spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings − multimodal evaluations may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

Prerequisites

There are no prerequisites for this subject.

Possible Careers

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies. Some possible employment opportunities may include an arts administrator, artist, art teacher, art critic, community arts officer, photographer, graphic artist, advertising and marketing, web design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

Prerequisites for Senior Subjects

Subject	To study this subject student must meet the following prerequisite
Aquatic Practices	Must be confident to participate in water activities and complete a trial including swimming 200 metres, treading water for 60 seconds and demonstration of other aquatic safety skills. Minimum C in Year 9 Science is preferred.
Biology	Minimum B in Year 9 English and Science.
Building and Construction Skills	Minimum C in a Year 9 Industrial Tech Studies and Design subject is preferred. Must have demonstrated consistent adherence to WPHS policies and procedures.
Business Studies	Minimum C in Year 9 English preferred
Certificate III in Aviation (Remote pilot)	Minimum of C in Year 9 English and Maths
Cert III in Fitness	Minimum C in Year 9 English and must be willing to take part in physical activity.
Cert II in Hospitality	Minimum C in Year 9 Hospitality / Food & Textile Design is preferred.
Cert II in Cookery	Minimum C in Year 9 Hospitality / Food & Textile Design is preferred.
Chemistry	Minimum B in Year 9 English, Science and Maths.
Diploma of Business	Minimum of a B for English and Maths and Satisfactory or higher for Effort
Design	Minimum B in Year 9 English and C in Year 9 Maths.
Engineering Skills	Minimum C in a Year 9 Industrial Tech Studies and Design subject is preferred. Must have demonstrated consistent adherence to WPHS policies and procedures.
General English	Minimum B in Year 9 English
Film, Television and New Media	Minimum B in Year 9 English.
General Maths	Minimum C in Year 9 Maths.
Geography	Minimum of a B in English and Year 9 Geography or History.
Hospitality Practices	Minimum C in Year 9 English and Hospitality / Food & Textile Design is preferred.
Japanese	Minimum C in Year 9 Japanese and a B in English.
Legal Studies	Minimum B in Year 9 English.
Mathematical Methods	Minimum B in Year 9 Maths and English
Modern History	Minimum of a B in English and Year 9 Geography or History.
Music	Minimum B in Year 9 English. Previous study in Instrumental Music, Classroom Music or Program Music recommended.
Physical Education	Minimum B in Year 9 English and HPE.
Physics	Minimum B in Year 9 Science, Maths and English.
Science in Practice	C in Year 9 English, Science and Maths is preferred.

Subject	To study this subject student must meet the following prerequisite
Specialist Maths	Minimum B in Year 9 Maths and English.
Sport and Recreation	Minimum C in Year 9 HPE & English preferred. Must be prepared to participate in a range of physical activities.
Tourism	Minimum C in Year 9 English preferred
Certificate II in Electrotechnology (Year 11 only)	Minimum C in English, Maths in Year 10 - good maths skills essential

Note: *Subjects not listed here do not have a prerequisite*