Windaroo Valley
STATE HIGH SCHOOL
CREATING BETTER FUTURES

SENIOR SUBJECT HANDBOOK

2027 to 2029

Building an academic learning culture where students achieve success

Contents

Updated July 2026 - correct at time of publication but subject to change

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 in or aptitude for that will therefore 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.

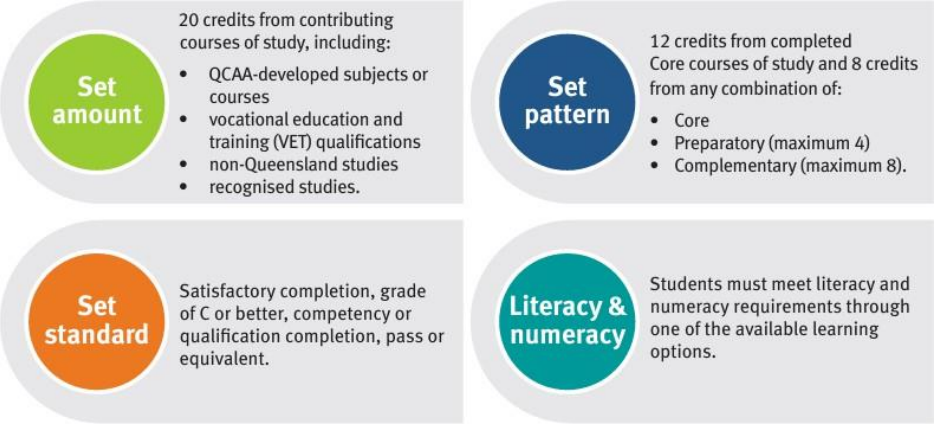
Kylie Gurney
Principal

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** (2027 to 2029). 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 a Queensland Certificate of Education (QCE).

What is 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.



Year 11 and 12 work together towards achievement of the QCE. Completion of Vocational Education and Training (VET) in year 10 will also contribute to a student's QCE.

Examples of QCE

Example 1

Subject	Units studied			Category of learning	Credits*
	1**	2**	3 and 4		
English	S	S	B	Core	4*
Mathematical Methods	U	S	B	Core	3*
Chemistry	S	S	B	Core	4*
Physics	S	U	C	Core	3*
Biology	S	S	B	Core	4*
Certificate III in Aviation	100% Completed			Core	6*
Total credits					24

Set amount	Student has more than 20 credits from approved courses of study
Set pattern	Student has 12+12=24 credits from Core
Set standard	Student is awarded credits for completion of Certificate, grade of C or better for units 3 & 4, and Satisfactory completion for units 1 & 2.
Literacy & numeracy	Student meets the literacy and numeracy requirements

Example 2

Subject	Units studied			Category of learning	Credits*
	1**	2**	3 and 4		
Essential English	S	U	B	Core	3*
Essential Mathematics	U	S	B	Core	3*
Aquatic Practices	U	S	B	Core	3*
Sport and Recreation	S	S	C	Core	4*
Science in Practice	U	U	B	Core	2*
Certificate III in fitness	100% completed			Core	8*
Total credits					23*

Set amount	Student has more than 20 credits from approved courses of study
Set pattern	Student has 12+11=23 credits from Core
Set standard	Student is awarded credits for completion of Certificate, grade of C or better for units 3 & 4, and Satisfactory completion for units 1 & 2.
Literacy & numeracy	Student meets the literacy and numeracy requirements

Example 3 – Non Example

Subject	Units studied			Category of learning	Credits*
	1**	2**	3 and 4		
General Mathematics	U			Core	0
Essential Mathematics		S	C		3*
Essential English	U	S	C	Core	3*
Tourism	S	U	D	Core	1*
Science in Practice	S	S	C	Core	4*
Building and Construction	S	S	C	Core	4*
Certificate II in Skills for Work	100% completed			Core	4*
Total credits					19

	Student has less than 20 credits from approved courses of study
	Student has 12+7=19 credits from Core
Set standard	Student is awarded credits for completion of Certificate, grade of C or better for units 3 & 4, and Satisfactory completion for units 1 & 2.
Literacy & numeracy	Student meets the literacy and numeracy requirements

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

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.

Windaroo Valley Three-Year Senior Phase 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 2027. All students start by completing six subjects/courses across five days. Once students have **completed a course** in full and receive 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.

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.

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.

Senior School Pathways and Subjects

The senior subjects undertaken depend 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.

Pathway	ATAR Pathway	Options Pathway
Post School Pathway:	University Entrance using an ATAR	Work, Traineeship, Apprenticeship, Trades, Tafe, University entry without ATAR
Study Options:	• 6 General Subjects (Monday – Friday) • 5 General Subjects (Tuesday – Friday), + VET Course (Monday Flex Line) • 4 General Subjects + 1 Applied Subject (Tuesday – Friday) + VET Course (Monday Flex Line) **If student is aiming for a high ATAR they should select 6-5 General Subjects*	• 5 Applied Subjects (Tuesday – Friday), + VET Course (Monday Flex Line)
Commitment and Expectations:	• Must study and pass English (General), a Mathematics subject • 10-15 hours of study outside of classroom time, minimum • Meet prerequisites in all subjects • Maintain attendance • Completion of QCAA Academic Integrity Course (Year 11)	• Must study and pass Essential English, and Essential Mathematics • 5-10 hours of study outside of classroom time, minimum • Enrol and complete a VET qualification • Maintain attendance • Completion of QCAA Academic Integrity Course (Year 11)

*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.*

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 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.

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

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 (VET) Qualification (Certificate Courses)

VET Certificate Courses are nationally recognised qualifications that provide industry relevant skills and/or preparation for the workforce. Windaroo Valley SHS is a Registered Training Organisation (RTO) that delivers some Certificate Courses to students. External RTOs are providers for other courses offered to students at Windaroo Valley SHS. Depending on the course, there may be access to government funding: **VETiS funding** or require a **fee for service**.

Students can also complete/work towards a VET Qualification whilst undertaking a **School-based Traineeship/Apprenticeship (SAT).** Students participating in a SAT will combine school, paid employment, VET training, as well as QCE Credits. A SAT is a commitment of time and effort.

School-based Traineeship: Completion prior to the end of year 12 of a *non-trade area qualification* whilst studying at school.

School-based Apprenticeship: The commencement of a *trade qualification area* whilst at school and expected to transition to a full-time apprenticeship upon leaving school.

For more information about SATs, please discuss with:

Angela Ward (Industry Liaison Officer): award321@eq.edu.au

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 SET Plan for Year 11 and 12.

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 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 culminate in your child's subject selections.

Bookings for interviews are made online through Compass.

Subject offerings 2027 to 2029

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

DEPARTMENT	2027 YR 10	2028 YR 11	2029 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 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) 2yr course	
	Business Studies	Business Studies (A)	Business Studies (A)
	Tourism	Tourism (A)	Tourism (A)
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	2027 YR 10	2028 YR 11	2029 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)
	Certificate II in Financial Services (V) 6 months course		
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 Hospitality (V) 1yr course
	Cert II Cookery (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.

Students wishing to complete the Certificate II in Engineering cannot choose Engineering Skills.

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 Year 9 TWP is preferred. Must have demonstrated consistent adherence to WPHS policies and procedures.
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 Year 9 TWP is preferred. Must have demonstrated consistent adherence to WPHS policies and procedures.
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.
Specialist Maths	Minimum B in Year 9 Maths and English. Must also select Mathematical Methods
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

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)

Windaroo Valley State High School prioritises the implementation of Bring Your Own Device (BYOD) for students. All students will be expected to bring a laptop to school and have this connected to our school network.

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

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.

Minimum Device Specification

- **Platform** - PC or Mac laptop
- **Screen Size** - 11" Screen or above
- **Processor** - Min. Intel Pentium/i3 or AMD Ryzen 3
- **RAM** - 8GB or above
- **Hard Drive** - 128GB (SSD/EMMC) or above
- **Operating Systems** - Windows 11, Mac OSX Ventura or above. ***Unsupported*** - iOS, Linux, Android, Windows Surface Devices or Chromebook.
- **Wireless** - Wireless AC
- **Battery Life** - Minimum 5 hour+ and above
- **Hard Carry Case** - Suitable for laptop

For students studying in ICT intensive subjects (in Years 10-12) *the software used requires a higher specification device. The recommended requirements are: 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 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 into 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's Finance department on 3804 2333 if financial hardship exists, so that special arrangements 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
Aquatic practices excursions	$50(approx.)	$250(approx.)	$100(approx.)
Biology excursions	$50(approx.)	$50(approx.)	$50(approx.)
Building & Construction Skills *(steel cap leather boots, safety glasses, and a long sleeve industry work shirt to be purchased by the student)*			
Certificate II in Electrotechnology *(steel cap leather boots, safety glasses, and a long sleeve industry work shirt to be purchased by the student)*			
Certificate III in Fitness fee for service	$495(course) + $75 (First aid)		
Certificate II in Cookery (SIT20416) - *(includes hire 'Valley View' polo shirt, course materials and chef uniform package)*	$250	$250	$250
Diploma of Business fee for service	$899		
Engineering Skills *(steel cap leather boots, safety glasses, and a long sleeve industry work shirt to be purchased by the student)*			
Geography excursions	$30(approx.)	$30(approx.)	$30(approx.)
Inter-school Sport	Varies per sport	Varies per sport	Varies per sport
Modern History excursions	$10(approx.)	$10(approx.)	$10(approx.)
Physical Education	$50(approx.) (over two events – Golf)	$50(approx.)	
Physics excursions	$50(approx.)	$50(approx.)	$80 (approx.)
Science in Practice excursion		$50(approx.)	$80(approx.)
Sport and Recreation		$50(approx.)	$65(approx.)

Arts in Practice (Dance, Drama and Production)

Contact Person Jade Lindon - HOD The Arts
jlind137@eq.edu.au or 3804 2321

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 as well as music, media and visual arts.

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' artmaking. When making, students demonstrate knowledge and understanding of arts practices to communicate meaning. 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 • Art as Stimulus	• Issues • Celebration	• Clients • Showcase

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
• Task 1: Performing and Presenting, Creating and Making Task 2: Performing and Presenting, Exploring and Responding	50%	Formative internal assessment • B1 – Project B2 – Performance / Product	50%	Summative internal assessment 1: • C2 – Performance/ Product C1 – Project	50%
• Task 3: Performing, Presenting, Creating and Making • Exploring and Responding Task 4: Performing, Presenting, Creating and Making	50%	Formative internal assessment • A1 – Project A2 – Performance / Product	50%	Summative internal assessment: • D2 – Performance/ Product D1 – Project	50%

Prerequisites

There are no prerequisites for this subject.

Possible Careers

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

Contact Person Chris Taylor - HOD Health and Physical Education, Aquatics and Sport
ctayl74@eq.edu.au or 3804 2328

Rationale

Aquatic Practices is an engaging, hands-on subject designed for students who enjoy learning through real-world experiences. Students explore the diverse world of aquatics while developing practical skills, scientific understanding and problem-solving abilities through authentic investigations and field-based learning.

Through practical activities, students investigate aquatic environments, aquaculture, water safety and sustainable practices while building teamwork, communication and critical thinking skills. This subject provides opportunities to connect classroom learning with real-life applications, preparing students for further study, employment and careers within the growing aquatics, environmental and marine industries.

If you enjoy learning by doing, working outdoors and developing practical skills that make a real difference, Aquatic Practices is the subject for you.

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 snorkeling	**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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Summative internal assessment 1 (IA1 &2): • Practical Project Applied investigation	50%	Summative internal assessment 2 (IA1 & 2): • Practical Project • Applied investigation	50%	Summative internal assessment 2 (IA1& 2): • Practical Project • Applied investigation	50%
Summative internal assessment 2 (IA3 & 4): • Practical Project • Applied investigation	50%	Summative internal assessment 2 (IA3 & 4): • Practical Project Applied investigation	50%	Summative internal assessment 2 (IA3 & 4): • Practical Project Applied investigation	50%

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 100m swim and treading water for 60 seconds in our Aquatics Safe Session held at the local pool, run by Aquatics teaching staff.

*Course applicants must be prepared to commit to a 4-night long camp and other off-campus activities to be able to achieve a successful result in the subject.

Minimum C in Year 9 Science is preferred.

Additional Costs (approx.)
Year 10 Excursions $50 + personal snorkeling gear
Year 11 Excursions $250 camp
Year 12 Excursions $50 day events

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 show.

Biology

Contact Person Anneliese Rauchle - Head of Department Science
arauc6@eq.edu.au or 3804 2329

Rationale

At the core of all science endeavours is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, 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.

Biology is the science of life or living matter in all 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 in 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.

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 & Continuity of Life

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative internal assessment 1 (FA1): • Examination — combination response	25%	Formative internal assessment (FA1): • Student experiment	25%	Summative internal assessment 1 (IA1): • Data Test	10%
Formative internal assessment 2 (FA2): • Research investigation	25%	Formative internal assessment (FA2): • Examination — combination response	25%	Summative internal assessment 2 (IA2): • Student Experiment	20%
Formative internal assessment 3 (FA3) • Student experiment	25%	Formative internal assessment (FA3): • Research investigation	25%	Summative internal assessment 3 (IA3): • Research Investigation	20%
Formative internal assessment 4 (FA4): • Examination — combination response	25%	Formative internal assessment (FA4): • Examination — combination response	25%	Summative external assessment (EA): • Examination - combination response	50%

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, A4 workbook, A4 display book.

Additional Costs (approx.)

There are excursion costs of $50 per year.

Subject Specific Advice

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

Contact Person Scott McDonald – HOD Industrial Technology and Design, Information Technology and STEM
smcdo248@eq.edu.au or 38042318

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 organise 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

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Assessment 1 (IA1): • Multimodal Project — Pinball Machine Design	Assessment 1 (FIA1): • Multimodal Practical Demonstration — • Plastering and Painting	Assessment 1 (IA1): • Multimodal Practical Demonstration — • Scale Wall Frame
Assessment 2 (IA2): • Multimodal Project — • Pinball Machine Build	Assessment 2 (FIA2): • Multimodal Project— Tiling	Assessment 2 (IA2): • Multimodal Project — Cubby House
Assessment 3 (IA3): • Multimodal Project — Timber Sawhorse	Assessment 3 (FIA3): • Multimodal Practical Demonstration— Excavating, setting out and levelling	Assessment 3 (IA3): • Multimodal Project — Cladding and Roofing
Assessment 4 (IA4): • Multimodal Project — Concrete Float	Assessment 4 (FIA4): • Multimodal Project --- Concrete paver	Assessment 4 (IA4): • Multimodal Practical Demonstration — Bricklaying

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 (AS/NZS 1337.1:2010) and long sleeve drill cotton industry standard work wear shirts to protect themselves and their school uniform from potential damage.

Subject Specific Advice
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 are 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

Contact Person Leia Maher - HOD Food and Textile Design, Business
lmahe23@eq.edu.au or 3804 2357

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 which results in improved economic, consumer and financial literacy.

Students develop their business knowledge and understanding through applying business practices and business functions by analysing business information and proposing and implementing outcomes and solutions in business contexts. The study of business allows students to develop effective decision-making skills while learning to plan, implement and evaluate business outcomes.

Areas of Study

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

Assessment

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Assessment 1: Extended Response • Written - up to 800 words **Assessment 2: Project** • Personal Finance Report • 600 - 800 words	**Unit 1: Entrepreneurship** **FIA 1 Extended Response** • Written - up to 1000 words **FIA2 Project** • Action Plan, Multimodal up to 7mins or 12 ppt slides; voiced over • Evaluation, Written - up to 400 words	**Unit 3: Working with customers** **IA1 Extended Response** • Written - up to 1000 words **IA2 Project** • Action Plan, Written - up to 600 words; • Evaluation, Written - up to 400 words
Assessment 3: Project Marketing • Multimodal up to 7mins or 12 ppt slides; voiced over **Assessment 4: Project** • Christmas Market Stall • Action Plan, Written - up to 600 words; • Evaluation, Written - up to 400 words	**Unit 2: Working in Finance** **FIA3 Extended Response** • Written - up to 1000 words **FIA4 Project** • Action Plan, Written - up to 600 words; • Evaluation, Written - up to 400 words	**Unit 4: Working in marketing** **IA3 Extended Response** • Written - up to 1000 words **IA4 Project** • Action Plan, Written - up to 600 words; • Evaluation, Written - up to 400 words

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

Contact Person Josh Kennedy – Deputy Principal
jkenn170@eq.edu.au or 3804 2333

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.

Program Delivery

This course is delivered by Australian Trade Training College **RTO # 31399** onsite at their Meadowbrook Campus each Monday and is 12 months in length.

- 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

VET Units of Competency

Type	Unit code	Unit title
Core	AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
Core	AURAFA103	Communicate effectively in an automotive workplace
Core	AURAFA104	Resolve routine problems in an automotive workplace
Core	AURASA102	Follow safe working practices in an automotive workplace
Core	AURETR103	Identify automotive electrical systems and components
Core	AURLTA101	Identify automotive mechanical systems and components
Core	AURTTK102	Use and maintain tools and equipment in an automotive workplace
Elective	AURAMA001	Work effectively with others in an automotive workplace
Elective	AURETK003	Operate electrical test equipment
Elective	AURETR006	Solder electrical wiring and circuits
Elective	AURPTA103	Service and repair rotary cutting systems
Elective	AURTTA001	Remove and tag steering, suspension and braking system components
Elective	AURTTA002	Assist with automotive workplace activities
Elective	AURTTA104	Carry out servicing operations
Elective	AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives
Elective	AURTTE003	Remove and tag engine system components
Elective	AURTTE008	Dismantle and assemble multi-cylinder four-stroke petrol engines
Elective	AURTTJ003	Remove and replace wheel and tyre assemblies
Elective	AURTTK001	Use and maintain measuring equipment in an automotive workplace

Assessment

Students will need to demonstrate competency in all units. 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.

Additional Costs

This course uses students' VETiS funding. Fee for service is available for this course at approximately $2950.

Subject Specific Advice

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

Possible Careers

- Vehicle Service Assistant
- Automotive Apprentice
- Marine Service Assistant

Certificate II in Cookery

Contact Person Leia Maher - HOD Food and Textile Design, Business
lmahe23@eq.edu.au or 3804 2357

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

Certificate Number: 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 'Valley View' restaurant in the Trade Training Centre and other venues in the school.

Program Delivery
This course will be delivered in six hours of training each week over one year. This will usually be on a Monday. Mondays can also start and finish early or late to accommodate bookings for breakfasts and evening events. Families are responsible for ensuring student transport is available for early or late functions.

Students must complete a minimum of 220 nominal hours and twelve industry equivalent service periods to achieve the qualification.

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

Assessment
Students will need to demonstrate competency in all units. Evidence will be gathered throughout repeated projects 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
This course carries a subject levy of $250 - includes *hire* of 'Valley View' polo shirt, course materials and a chef uniform package (students own to keep). Students will not be required to supply ingredients. To maintain enrolment in the program students must have a chef uniform ordered and have paid/ be on a payment plan for subject levies and SRS.

Subject Specific Advice
The school will place an order for chef uniforms at the beginning of the school year. 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 heavier style work shoes. 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 their 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.

All students will be required to follow industry best practice procedures by wearing their TTC uniform. They also need to 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*.

Possible Careers
Students will have comprehensive grounding in hospitality, working back of house. They may choose to continue with a higher certificate qualification (outside of WVSHS), an apprenticeship, Diploma of Hospitality Management or seek employment to work in commercial cookery organizations. For example in; 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

Contact Person Josh Kennedy – Deputy Principal
jkenn170@eq.edu.au or 3804 2333

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.

Program Delivery
This course is delivered by TAFE QLD RTO # 0275 onsite at Windaroo Valley SHS each Monday and is 12 months in length.

VET Units of Competency

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.

Assessment

Students will need to demonstrate competency in all units. 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.

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.

Prerequisites

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.**

Additional Costs

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

Subject Specific Advice

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

Possible Careers

- Electrician
- Trades Assistant

Certificate II in Engineering Pathways

Contact Person Josh Kennedy – Deputy Principal
jkenn170@eq.edu.au or 3804 2333

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.

Program Delivery

This course is delivered by Australian Trade Training College **RTO # 31399** onsite at their Meadowbrook Campus each Monday and is 12 months in length.

- 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

VET Units of Competency

Type	Unit code	Unit title
Core	MEM13015	Work safely and effectively in manufacturing and engineering
Core	MEMPE005	Develop a career plan for the engineering and manufacturing industries
Core	MEMPE006	Undertake a basic engineering project
Core	MSMENV272	Participate in environmentally sustainable work practices
Elective	MEM11011	Undertake manual handling
Elective	MEM16006	Organise and communicate information
Elective	MEM16008	Interact with computing technology
Elective	MEM18001	Use hand tools
Elective	MEM18002	Use power tools/handheld operations
Elective	MEMPE001	Use engineering workshop machines
Elective	MEMPE002	Use electric welding machines
Elective	MEMPE004	Use fabrication equipment
Elective	MSMSUP106	Work in a team

Assessment

Students will need to demonstrate competency in all units. 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.

Additional Costs

This course uses students' VETiS funding. Fee for service is available for this course at approximately $2950.

Subject Specific Advice

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

Possible Careers

- Engineering Apprentice

Certificate II in Financial Services

Contact Person Josh Kennedy – Deputy Principal
jkenn170@eq.edu.au or 3804 2333

Certificate number: FNS20120

Rationale
This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry.

This course is delivered by Windaroo Valley SHS RTO #30480

Program Delivery
This course is delivered by Windaroo Valley SHS each Monday and is 6 months in length.

VET Units of Competency

Unit code	Unit Title
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use savings plans
BSBTEC302	Design and produce spreadsheets
FNSACC323	Perform financial calculations
BSBCMM211	Apply communication skills
FNSINC311	Work together in the financial services industry
BSBWHS211	Contribute to health and safety of self and others
BSBTEC201	Use business software applications

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; 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.

Prerequisites: Nil

Possible Careers
Students will gain foundational financial literacy skills and development of workplace skills involving software such as spreadsheeting.

Certificate III in Fitness

Contact Person Chris Taylor - HOD Health and Physical Education, Aquatics and Sport
ctayl74@eq.edu.au or 3804 2328

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'.

Program Delivery
This course is delivered by Windaroo Valley SHS each Monday and is 2 years in length.

VET Units of Competency

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 logbook 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.

Additional Costs
This course is fee for service. Total cost for the course is $570 which includes $495 for the Certificate III and $75 for the first aid certificate. Course fees are required to be paid up front by the end of February of the current year.

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 enroll 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

Contact Person Josh Kennedy – Deputy Principal
jkenn170@eq.edu.au or 3804 2333

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.

Program Delivery

This course is delivered by STRATEGIX RTO #31418 onsite at Windaroo Valley SHS each Monday and is 6 months in length.

VET Units of Competency

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

Assessment

Students will need to demonstrate competency in all units. 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.

Additional Costs

This course uses students' VETiS funding.

Possible Careers

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

Certificate II in Hospitality

Contact Person Leia Maher - HOD Food and Textile Design, Business
lmahe23@eq.edu.au or 3804 2357

SIT20322 Certificate II in Hospitality

(Training Direct Australia: RTO Code 32355)

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

Program Delivery
This course will be delivered in six (6) hours of face to face training each week provided by **Training Direct Australia** (RTO 32355). This will usually be on a Monday. Monday's can also start and finish early or late to accommodate bookings for breakfasts and evening events. Families are responsible for ensuring student transport is available for early or late functions.

Weekly attendance is required so that training and practical assessment can occur.

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.

To achieve SIT20322 Certificate II in Hospitality 12 units of competency must be completed.

VET Units of Competency

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
SITXFSA005	Use hygienic practices for food safety
SITXFSA006	Participate in safe food handling practices
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHFAB027	Serve food and beverage

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.

Additional Costs
For eligible applicants, the Queensland Department of Trade, Employment and Training can fund this training. 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.

Students who are not eligible for the Queensland Government VET Investment funding, can participate in the program for a fee available from Training Direct Australia.

Subject Specific Advice
As per school specifications, a BYOD device is required for completion of online theory component of units.

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.

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. Students may be asked to remove their jumper during service periods.

All students will be required to follow industry best practice procedures by wearing their TTC uniform. They need to 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*.

Possible Careers
This Certificate provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Certificate II in Plumbing

Contact Person Josh Kennedy – Deputy Principal
jkenn170@eq.edu.au or 3804 2333

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.

Program Delivery

This course is delivered by Australian Trade Training College **RTO # 31399** onsite at their Meadowbrook Campus each Monday and is 18 months in length.

- 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 The Australian Trade Training

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

VET Units of Competency

Type	Unit code	Unit title
Core	ASBAWA201	Practice asbestos awareness in the construction industry
Core	CPCCCM2008	Erect and dismantle restricted height scaffolding
Core	CPCCCM2012	Work safely at heights
Core	CPCCOM1012	Work effectively and sustainably in the construction industry
Core	CPCCOM1013	Plan and organise work
Core	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
Core	CPCPCM2039	Carry out interactive workplace communication
Core	CPCPCM2041	Work effectively in the plumbing services sector
Core	CPCPCM2043	Carry out WHS requirements
Core	CPCPCM2045	Handle and store plumbing materials
Core	CPCPCM2046	Use plumbing hand and power tools
Core	CPCPCM2047	Carry out levelling
Core	CPCPCM2048	Cut and join sheet metal
Core	CPCPCM2055	Work safely on roofs
Core	CPCWHS1001	Prepare to work safely in the construction industry
Elective	HLTAID011	Provide First Aid
Elective	CPCCOM1015	Carry out measurements and calculations
Elective	CPCPCM2052	Weld mild steel using oxy-acetylene equipment
Elective	CPCPCM2054	Carry out simple concreting and rendering

Additional Costs

This course uses students' VETiS funding. Fee for service is available for this course at approximately $4500.

Subject Specific Advice

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

Possible Careers

- Apprentice Plumber
- Apprentice Roof Plumber

Certificate II in Sampling and Measurement

Contact Person Josh Kennedy – Deputy Principal
jkenn170@eq.edu.au or 3804 2333

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 ensure 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.

Program Delivery
This course is delivered by Windaroo Valley SHS each Monday and is 6 months in length.

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

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

Assessment
Students will need to demonstrate competency in all units. 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.

Prerequisites: Nil

Possible Careers
Medicine, Agriculture, Engineering, Construction Science, Allied Health, Pathology, Health Science, Food Science

Certificate II in Skills for Work and Vocational Pathways

Contact Person Shawtima Rakovsky – HOD Senior Schooling
smclo18@eq.edu.au or 3804 2333

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.

Program Delivery
This course is delivered by Windaroo Valley SHS each Monday and is 6 months in length.

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.

Possible Careers
Students will gain foundation skills that can be transferred to future vocational training and or to the workplace.

Chemistry

Contact Person Anneliese Rauchle - Head of Department Science
arauc6@eq.edu.au or 3804 2329

Rationale

At the core of all science endeavours is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, 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

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative internal assessment 1 (FA1): • Research investigation	25%	Formative internal assessment (FA1): • Research Investigation	25%	Summative internal assessment 1 (IA1): • Data Test	10%
Formative internal assessment 2 (FA2): • Examination — combination response	25%	Formative internal assessment (FA2): • Examination — combination response	25%	Summative internal assessment 2 (IA2): • Student Experiment	20%
Formative internal assessment 3 (FA3) • Student experiment	25%	Formative internal assessment (FA3): • Student Experiment	25%	Summative internal assessment 3 (IA3): • Research Investigation	20%
Formative internal assessment 4 (FA4): • Examination — combination response	25%	Formative internal assessment (FA4): • Examination — combination response	25%	Summative external assessment (EA): • Examination - combination response	50%

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.

Specialist Equipment

Students enrolled in this subject are expected to have a **BYOD laptop** and will need a calculator, USB Flash drive, A4 workbook, and A4 display book.

Subject Specific Advice

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

Contact Person Scott McDonald – HOD Industrial Technology and Design, Information Technology and STEM
smcdo248@eq.edu.au or
38042318

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 practiced 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)
• Design thinking (product design) • Engineering design (Co2 racecars) • Architectural design • Design Processes (Design Challenge)	• Designing for others • Commercial design influences	• Human-centred design • Sustainable design influences

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Assessment 1 (IA1): • Project	25%	Formative Internal assessment 1 (FIA1): • Exam- Extended response	20%	Summative internal assessment 1 (IA1): • Exam- Extended response	20%
Assessment 2 (IA2): • Project + Prototype	25%	Formative Internal assessment 2 (FIA2): • Project	30%	Summative internal assessment 2 (IA2): • Project	30%
Assessment 3 (IA3): • Project + Prototype	25%	Formative Internal assessment 3 (FIA3): • Project	25%	Summative internal assessment 3 (IA3): • Project	25%
Assessment 4 (IA4): • Examination — Extended response	25%	Formative Internal assessment 4 (FIA4): • Examination — Extended response	25%	Summative external assessment (EA): • Examination — Extended response	25%

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

Subject specific advice
As this is a general subject it is required that all students have a **BYOD laptop, sketching pencils, highlighters, coloured markers, and Sketch books (A4 & A3).**

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.

Diploma of Business

BSB50120 Diploma of Business (Business Development)

Contact Person Leia Maher - HOD Food and Textile Design, Business
lmahe23@eq.edu.au or 3804 2357

Rationale
This nationally recognised qualification is delivered under a third-party arrangement between Windaroo Valley State High School and Get Set Education (RTO Code 45252).

Successful completion of the Diploma provides a maximum of 8 credits towards the QCE and may be considered by universities when assessing tertiary entry pathways.

Learn more at www.getset.edu.au/uni-pathways.

The Diploma of Business specialises in Business Development and focuses on how businesses plan, promote, and improve what they do. It covers practical business skills that are used across many industries, including:

- Business planning and operations (setting goals, organising work, improving processes).
- Marketing and promotion (how organisations communicate and reach customers).
- Communication in the workplace (writing emails, reports, and presenting ideas clearly).
- Project and teamwork skills (planning tasks, meeting deadlines, working with others).
- Problem-solving and decision-making (using information to make sound choices).

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.
- Communicate concepts and ideas for delivering products and services to customers.
- Apply strategies to manage finances and resources and control risks within a business.
- Identify and evaluate marketing opportunities and develop a social media plan.

Program Delivery
This course is delivered by Windaroo Valley SHS each Monday and is 2 years in length.
The delivery is a blended learning approach with both face-to-face teaching and online learning.
Student attendance is monitored to meet the minimum face-to-face delivery hours required for the course of study and additional study expectations are in line with other senior school subjects.

VET Units of Competency
The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency (5 Core units and 7 Elective units):

Type	Unit code	Unit title
Core	BSBXCM501	Lead communication in the workplace
Core	BSBCRT511	Develop critical thinking in others
Core	BSBFIN501	Manage budgets and financial plans
Core	BSBOPS501	Manage business resources
Core	BSBSUS511	Develop workplace policies and procedures for sustainability
Elective	BSBMKG546	Develop social media engagement plans
Elective	SIRXMKT006	Develop a social media strategy
Elective	BSBMKG541	Identify and evaluate marketing opportunities
Elective	BSBOPS601	Develop and implement business plans

Elective	SIRXMGT005	Lead the development of business opportunities
Elective	BSBOPS505	Manage organisational customer service
Elective	BSBOPS504	Manage business risk

Assessment

Course delivery takes place through a blended model—combining classroom-based learning and support from school staff, with online modules, activities and assessments provided by Get Set Education. Assessments have been written specifically with High School students in mind and students will complete both theoretical and practical assessments throughout the course. Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio

Prerequisites

School Requirement: For successful completion, students should have achieved a minimum B grade in Year 9 English and Maths. An average effort grade of B across all subjects.

All applicants are required to:

- Complete an interview with Head of Faculty (or other nominated contact) to discuss goals, reasons for choosing this course, and their interest in business. Subject results and learning behaviours will be reviewed to determine suitability. Students should understand the commitment required to successfully complete a Diploma-level qualification.
- Complete a Language, Literacy, Numeracy and Digital (LLND) assessment prior to enrolment acceptance. Minimum LLND skills requirements apply.
- Obtain permission from parent/guardian if under 18 years of age.

Additional Costs

Tuition fee: $899.00

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

Upfront Payment

An invoice for $850.00 will be emailed, with payment due within 14 days. Payment can be made via direct bank transfer.

Debit Success Payment Plan Over 12 months

If the payment plan is selected, students and parents/guardians will receive a link via email to set up a direct debit through Debit Success. Please note: this option includes additional charges payable by and to Debit Success. All payment plan terms and conditions and fees will be provided by Debit Success on setting up your account.

Please note: if direct debit payments are not up to date, access to the learning management system may be affected.

Subject Specific Advice

Vocational Education and Training (VET) students complete a significant amount of online theory and assessment tasks. To support their learning, students must have access to a device that meets the school's Bring Your Own Device (BYOD) policy, available to them both at school and at home, along with a reliable internet connection.

- Portable laptop running Windows 10+ (or macOS 11+).
- Headset capable (for e-Learning tutorial videos).
- Current web browser (Chrome recommended).
- Microsoft Office (Word, Excel, PowerPoint) or compatible software, advised by your school.
- Reliable internet at home to access learning content and submit assessments.

Possible Careers
The skills in this Diploma are relevant for students who are considering roles in areas like:

- Frontline management/team leadership
- Business development management
- Marketing support
- Customer service
- Running a small business

The Diploma can also support further studies, Apprenticeships/Traineeships and University.

More detailed information on areas including:

- Qualification and Course Provider
- Entry Requirements and Support Arrangements
- Delivery and Assessment Arrangements
- Fees, Payment Options and Inclusions is provided in the BSB50120 Diploma of Business Course Information available on our website www.getset.edu.au/resources

Engineering Skills

Contact Person Scott McDonald – HOD Industrial Technology and Design, Information Technology and STEM
smcdo248@eq.edu.au or 38042318

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 organise 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 • Fitting and machining	• Welding and machine fabrication • Production in the manufacturing industry

Assessment

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Assessment 1 (IA1): • Multimodal Project - Drill Gauge	Assessment 1 (FIA1): • Multimodal Project - Sheet Metal Esky	Assessment 1 (IA1): • Multimodal Practical Demonstration - Welded Dice
Assessment 2 (IA2): • Multimodal Project - Sheet Metal Carry All	Assessment 2 (FIA2): • Multimodal Practical Demonstration - Sliding Bevel	Assessment 2 (IA2): • Multimodal Project - Offroad Buggy Parts
Assessment 3 (IA3): • Multimodal Project – Folding Shovel	Assessment 3 (FIA3): • Multimodal Project - Machined Meat Mallet	Assessment 3 (IA3): • Multimodal Project - BBQ
Assessment 4 (IA4): • Multimodal Project - Metal Picture Frame		Assessment 4 (IA4): • Multimodal Practical Demonstration - Fire Pit

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.

Subject Specific Advice
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

Contact Person Megan Strandquist - HOD English
mtrus14@eq.edu.au or 3804 2346

Rationale

Essential English is an applied subject that focuses on building practical literacy, communication and 21st Century skills that students can use in everyday life, the workplace, future study or training pathways. Students develop confidence in reading, writing, speaking and listening through engaging and relevant learning experiences connected to real-world contexts. The subject explores a variety of texts including films, media, advertisements, workplace documents, digital texts and popular culture. It develops important skills for employment, vocational training, further education and active participation in everyday life and the wider community.

Areas of Study

Prep Units (Year 10)	Units 1 and 2	Units 3 and 4
• Contentious Social Issues • Representation in Advertising • Identity and Belonging • Exploring Human Experiences	• Language that works • Texts and human experiences	• Language that influences • Representations and popular culture texts

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Semester One: • Social Issues – Persuasive spoken response • Representation in Advertising Exam	25% 25%	Formative assessment 1 (FIA1) Unit 1, Topic 1 • Spoken Multimodal – Language that works. Formative assessment 2 (FIA2) Unit 1, Topic 2 • Response to stimulus examination.	25% 25%	Summative internal assessment 1 (IA1) Unit 3, Topic 1 • Spoken Multimodal – Language that influences. Summative Common Internal Assessment (IA2) Unit 3, Topic 2 • CIA Exam set by QCAA.	25% 25%
Semester Two: • Film Review – Spoken multimodal • Creative response – Short Story	25% 25%	Formative assessment 3 (FIA3) Unit 2, Topic 1 • Spoken Multimodal – Texts and Human Experiences. Formative assessment 4 (FIA4) Unit 2, Topic 2 • Creative Written Response – Novel Study.	25% 25%	Summative internal assessment 3 (IA3) Unit 4, Topic 1 • Spoken Multimodal – Representations and Pop Culture Texts. Summative internal assessment 4 (IA4) Unit 4, Topic 2 • Creative Written Response – Novel Study.	25% 25%

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 Careers

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

Essential Mathematics

Contact Person Nicole Monaghan - HOD Mathematics
nmona11@eq.edu.au or 3804 2307

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)
Unit 1 • Statistics and representing data • Probability **Unit 2** • Measurement • Trigonometry **Unit 3** • Number • Algebra	**Unit 1** • Number • Representing data • Managing money **Unit 2** • Time and motion • Data collection • Graphs	**Unit 3** • Measurement • Scales, plans and models • Probability and relative frequencies **Unit 4** • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

Prep Units (Year 10)	Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Unit 1 Internal assessment 1: • PSMT Internal assessment 2: Exam	Formative assessment 1 (FIA1): • PSMT – Written report Formative assessment 2 (FIA2): • Exam	25% 25%	Summative internal assessment 1 (IA1): • PSMT – Written report Common internal assessment 1: (CIA1/IA2) • Exam	25% 25%
Unit 2 Internal assessment 1: • PSMT Internal assessment 2: • Exam	Formative assessment 3 (FIA3): • Exam Formative assessment 4 (FIA4): PSMT – Written report	25% 25%	Summative internal assessment 3 (IA3): • PSMT – Written report Summative internal assessment 4 (IA4): • Exam	25% 25%
Unit 3 Internal assessment 1: • Competency based tasks Internal assessment 2: Exam				
***N.B. All assessment pieces are equally weighted across the year**				

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 assessments, complete regular homework and come to class with all equipment needed including BYOD Laptop.

Possible Careers
A course 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

Contact Person Jade Lindon - HOD The Arts
jlind137@eq.edu.au or 3804 2321

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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Unit 1 Directors Take: • Critique • Design • Production	50%	Unit 1 Formative assessment: • FA1: Investigation — Case Study • FA2: Project – (FA2)	25% 25%	Unit 3 Summative internal assessment: • IA1: Investigation — Case Study • IA2: Multiplatform Project	15% 25%
Unit 2 Music Videos: • Case Study • Design • Production	50%	Unit 2 Formative assessment: • FA3: Genre Project • FA4: Examination — Extended Response	25% 25%	Unit 4 Summative assessment: • IA3: Stylistic Project • External Examination — Extended response	35% 25%

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

Special Subject Advice
Students enrolled in this subject require a USB, headphones and a 32GB 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

Contact Person Megan Strandquist - HOD English
mtrus14@eq.edu.au or 3804 2346

Rationale

General English helps students build confidence in reading, writing, speaking and communicating in a variety of real-world situations. Students study a wide range of texts including novels, films, poetry, drama, media texts and digital texts, while developing skills in analysis, creativity and communication. Throughout the course, students learn how language can shape meaning, influence audiences and represent different ideas, perspectives and experiences.

Students explore both contemporary and classic texts, including Australian texts and works by Aboriginal and Torres Strait Islander authors and creators. These texts encourage students to think about different viewpoints, cultures and experiences, while making connections to the world around them and issues relevant to young people today.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Creative Writing – Short Story • Persuasive Speech – Lord of the Flies • Analytical Essay – To Kill a Mockingbird • Film Analysis – Hidden Figures	• Perspectives and Texts • Texts and Culture	• Textual Connections • Close study of literary texts

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Semester One • Short Story Exam – Response to stimulus • Persuasive Multimodal Oral – Lord of the Flies	25% 25%	Formative assessment 1 (FIA1) Unit 1 • Persuasive Spoken Response Unit 1 Formative assessment 2 (FIA2) • Extended Written Response to Novel and Film	25% 25%	Summative internal assessment 1 (IA1) Unit 3 • Persuasive Spoken Response Summative internal assessment 2 (IA2) Unit 3 • Extended Written Response to Novel and Film	25% 25%
Semester Two • Analytical Essay – To Kill a Mockingbird • Film Analysis in Exam conditions – Hidden Figures	25% 25%	Formative assessment 3 (FIA3) Unit 2 • Examination: Short Story response to stimulus Formative assessment 4 (FIA4) Unit 4 • Analytical Essay Exam on Shakespeare	25% 25%	Summative internal assessment 3 (IA3) Unit 4 • Examination: Short Story response to stimulus Summative external assessment (EA) Unit 4 • Analytical Essay Exam on Shakespear	25% 25%

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

Contact Person Nicole Monaghan - HOD Mathematics
nmona11@eq.edu.au or 3804 2307

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)
Statistics and Probability • Statistics and representing data • Chance experiments and probability **Measurement and Geometry** • Measurement of 2D and 3D shapes • Trigonometry **Algebra** • Linear and quadratic equations **Financial Mathematics** • Simple and compound Interest	**Unit 1** • Money • Measurement • Algebra • Linear Equation **Unit 2** • Applications of linear equations and 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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative assessment 1: • PSMT – Written report	20%	Formative assessment 1 (FIA1): • PSMT – Written report	20%	Summative internal assessment 1 (IA1): • PSMT – Written report	20%
Formative assessment 2: • Examination	20%	Formative assessment 2 (FIA2): • Examination	15%	Summative internal assessment 2 (IA2): • Examination	15%
Formative internal assessment 3: • Examination	20%	Formative assessment 3 (FIA3): • Examination	15%	Summative internal assessment 3 (IA3): • Examination	15%
		Formative assessment 4 (FIA4): • Examination	50%	Summative external assessment (EA/IA4): • Examination - combination response	50%
Formative internal assessment 4: • Examination	20%				
Formative internal assessment 5: • PSMT – Written report	20%				

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.

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

Contact Person Sean Harmer – HOD Humanities and Languages
sharm9@eq.edu.au or 3804 2359

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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative internal assessment 1 (IA1): • Examination — combination response	25%	Formative internal assessment 3 (IA3): • Investigation — data report	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Formative internal assessment 2 (IA2): • Investigation — field report	25%	Formative external assessment (EA): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

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

Additional Costs (approx.)
There are excursion costs of approx. $30 per year.

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

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.

Hospitality Practices

Contact Person Leia Maher - HOD Food and Textile Design, Business
lmahe23@eq.edu.au or 3804 2357

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 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 Foundations and Culinary Trends • Hospitality Events and Beverage Innovation	• Bar and Barista Basics • Guest Services	• Casual Dining • In House Dining

Assessment

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Assessment 1: • Investigation — The hospitality industry • Written: up to 1000 words **Assessment 2:** Project • Practical demonstration event – Easy Valley Eats • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Assessment 3:** Project • Practical demonstration event – Appreciation Lunch • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	**Unit 1: Bar and Barista Basics** **FIA1: Practical Demonstration** • Practical Demonstration – Signature Mocktail • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **FIA2: Project** • Practical demonstration event - Picnic on the Green • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	**Unit 3: Casual Dining** **IA1: Practical Demonstration** • Practical demonstration – Bistro menu item • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **IA2: Project** • Practical demonstration event – Casual Dining Lunch • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Assessment 4: • Practical Demonstration – Cold Beverages • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media		**Unit 2:** **Guest Services** **FIA3: Investigation** • Investigation — Guest Services • Written: up to 1000 words **FIA4: Project** • Practical demonstration event – Spring Racing • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media		**Unit 4:** **In House Dining** **IA3: Practical Demonstration** • Practical demonstration – Room Service Tray • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **IA4: Project** • Practical demonstration event – Reheatable meal sale • Planning & Evaluation - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.	

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

Additional Costs
Students will wear **hospitality uniforms provided by the school SRS** when working in the TTC for part of the course and during hospitality functions when needed.

It is a requirement that **students 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).

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.

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.

Information & Communication Technologies

Contact Person Scott McDonald – HOD Industrial Technology and Design, Information Technology and STEM
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Rationale
Technology shapes the way we live, work and connect with the world. As digital technologies continue to transform society, the ability to understand, use and create technology has become an essential skill for future success.

Information Technology provides students with the opportunity to develop practical digital skills and industry-relevant knowledge that are highly valued across a wide range of careers. Through authentic, hands-on learning experiences, students explore current industry practices and processes while applying their skills to real-world challenges. Students learn to interpret client needs, work with a variety of hardware and software tools, and design, develop and evaluate digital solutions. Through project-based learning and prototyping tasks, they build problem-solving, collaboration and communication skills that are transferable across many industries.

This subject prepares students to become adaptable, creative and confident users of technology, while opening pathways to further study, vocational training and employment in the rapidly growing Information and Communication Technology (ICT) sector.

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 • Robotics and App Development	• App Development • Layout and Publishing	• Web Development • Robotics

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Multimodal Tasks	50%	Formative internal assessment 1 and 2: • Multimodal tasks	50%	Summative internal assessment 5 and 6: • Multimodal tasks	50%
Multimodal Tasks	50%	Formative external assessment 3 and 4: Multimodal tasks	50%	Summative internal assessment 7 and 8: Multimodal tasks	50%

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

Contact Person Sean Harmer – HOD Humanities and Languages
sharm9@eq.edu.au or 3804 2359

Rationale

Japanese provides students in Years 10–12 with opportunities to deepen their understanding of the language and the diverse communities that use it, while developing the ability to communicate effectively across cultures. Students engage with a range of spoken, written and visual texts that allow them to exchange meaning, interpret perspectives, and respond to ideas in increasingly sophisticated ways. Through these experiences, they build intercultural understanding, reflecting on both Japanese and Australian contexts.

As students progress, they develop greater linguistic accuracy and fluency, enabling them to express ideas about contemporary issues, relationships, culture, and future aspirations. Japanese also supports the development of critical and creative thinking as students analyse texts, compare cultural practices, and reflect on their own values and identity in a globalised world. Through active participation in communication, students become confident and reflective language users who can navigate intercultural interactions with sensitivity and purpose.

Areas of Study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Unit 1: Fast Food and Shopping in Japan and Australia • Fast food Japan vs Australia • Menu items & chains comparison • Shopping in Japan • Department stores & culture • Food/shopping similarities & differences • Everyday intercultural understanding **Unit 2: Leisure Activities, Theme Parks and School Trips** • Leisure in Japan and Australia • Theme parks and school trips • Teen and family free time • School excursions and travel in Japan **Unit 3: Part time work, Spending money, Careers and Future Aspirations** • Part-time jobs in Japan • Teen money: earning & spending • Future careers in Japan & overseas • Japanese working overseas • Aspirations: Japan vs Australia • Everyday life & future pathways **Unit 4: Home Stay** • Daily life in Australia and Japan • School and home comparisons • Similarities and differences in routines and experiences • Cultural sensitivity with Japanese visitors • Intercultural communication skills	**Unit 1: 私のくらし ― My world** **Topic 1: Family / Carers** • Daily life in Japan vs own community • Family structure and roles • Extended family relationships **Topic 2: Peers** • Friendship and socialising • Making and maintaining friends • Relationships in texts **Topic 3: Education** • School life: Japan vs Australia • Benefits and challenges of study **Unit 2: 私達の世界をたんけんする ― Exploring our world** **Topic 1: Travel & Exploration** • Travel experiences and booking arrangements • Tourist destinations and features of places • Benefits and evaluation of travel **Topic 2: Social Customs** • Cultural customs and conventions • Food, festivals, and belonging • Rites of passage and cultural values **Topic 3: Japanese influences around the world** • How Japanese culture is maintained • Japanese cultural influence globally	**Unit 3: 私達の社会、文化とアイデンティティ ― Our society; culture and identity** **Topic 1: Lifestyles and Leisure** • Language and culture shaping lifestyle • Science and technology in daily life • Leisure in Japan vs Australia **Topic 2: The Arts, Entertainment and Sport** • Key Japanese figures in arts/entertainment/sport • Youth culture (TV, music, comedy) • Cultural messages in entertainment **Topic 3: Groups in Society** • Youth identity and peer groups • Opinions about different social groups • Cultural influence on group identity **Unit 4: 私の現在と将来 ― My present; my future** **Topic 1: The Present** • Graduation and end-of-school experiences • Youth role in shaping the future • Social/global issues of interest • Volunteering benefits and challenges **Topic 2: Future Choices** • Careers and language opportunities • Post-school pathways and independence • Role of Japanese in future plans • Global citizenship and future identity

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative Assessment 1 (FA1): • Examination — Short Response	25%	Formative Assessment 1 (FA1): • Examination — Short Response	20%	Summative Internal Assessment 1 (IA1): • Examination — Short Response	20%
Formative Assessment 2 (FA2): • Session 1: Examination – Extended Response • Session 2: Conversation	25%	Formative Assessment 2 (FA2): • Session 1: Examination – Extended Response • Session 2: Conversation	25%	Summative Internal Assessment 2 (IA2): • Session 1: Examination – Extended Response • Session 2: Conversation	25%
Formative Assessment 3 (FA3): • Multimodal Presentation and Interview	25%	Formative Assessment 3 (FA3): • Multimodal Presentation and Interview	30%	Summative Internal Assessment 3 (IA3): • Multimodal Presentation and Interview	30%
Formative Assessment 4 (FA4): • Examination — Combination Response	25%	Formative Assessment 4 (FA4): • Examination — Combination Response	25%	Summative External Assessment 4 (EA): • Examination — Combination Response	25%

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

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

Possible Careers
Students who are successful in this subject will have a range of career pathways including: international business and trade, diplomacy and foreign affairs, law, education and teaching, translation and interpreting, tourism and travel industries, aviation and hospitality, technology and software localisation, marketing and media, journalism, game design and entertainment, sport management, theme parks and global entertainment industries, defense and intelligence services, and study or work opportunities in Japan or other international contexts.

Legal Studies

Contact Person Leia Maher - HOD Food and Textile Design, Business
lmahe23@eq.edu.au or 3804 2357

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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Assessment 1: Exam • Combination Response • (1 hour, 5 minutes planning time) **Assessment 2: Analytical Essay** • (up to 1000 words)	25%	**Unit 1:** Legal Foundations **FIA1: Examination** • Combination Response • (2 hours, 15 minutes planning time) **FIA2: Inquiry report** • (1500-2000 words)	25%	**Unit 3:** Governance in Australia and Law Reform **IA1: Examination** • Combination Response • (2 hours, 15 minutes planning time) **IA2: Inquiry report** • (1500-2000 words) **Unit 4:** Human Rights and International Law **IA3: Analytical essay** • (1500 – 2000 words)	25% 25% 25%
Assessment 3: Inquiry Report • (up to 1500 words) **Assessment 4: Exam** • Combination Response • (90mins, 10 minutes planning time)	25%	**Unit 2**: Civil and Contractual Law **FIA3: Analytical Essay** • (1500 – 2000 words) **FIA 4: Examination** • Combination response • (2 hours, 15 minutes planning time)	25%	Summative external assessment: **IA4: External examination** • Combination response (2 hours, 15 minutes planning time)	25%

Prerequisites
Legal Studies is a rigorous academic subject. Students wishing to study this subject must have achieved at least a "B" in Year 9 English and achieve at least a B in effort and behaviour across all subjects. Studying BML in year 9 is also advantageous to student success.

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

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.

Mathematical Methods

Contact Person Nicole Monaghan - HOD Mathematics
nmona11@eq.edu.au or 3804 2307

Rationale

Mathematical Methods enable 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 Probability • Statistics and representing data • Chance events **Measurement and Geometry** • Measurement of 2D and 3D shapes • Trigonometry **Number and Algebra** • Linear and quadratic equations **Graphing and Trigonometry (II)** • Graphing quadratics • Trigonometry functions	**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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Internal assessment 1: • PSMT – Written report	20%	Formative assessment 1 (FIA1): • PSMT – Written report	20%	Summative internal assessment 1 (IA1): • PSMT – Written Report	20%
Internal assessment 2: • Examination	20%	Formative assessment 2 (FIA2): • Examination	15%	Summative internal assessment 2 (IA2): • Examination	15%
Internal assessment 3: • Examination	20%	Formative assessment 3: • Examination Formative assessment 4: • Examination	15% 50%	Summative internal assessment 3 (IA3): • Examination Summative external assessment (EA): • Examination - combination response	15% 50%
Internal assessment 4: • Examination	20%				
Internal assessment 5: • Examination	20%				

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

Special Subject requirements
Students will need a TI-Nspire CX II-T 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.

Possible Careers
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

Contact Person Jade Lindon - HOD The Arts
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Rationale

Media arts refers to art-making and artworks designed and composed through photographic 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.

Students demonstrate knowledge and understanding of media arts practices through manual photography to communicate meaning. They gain an appreciation of how photographs connect ideas and purposes with an audience. Students develop competency in digital photography techniques and processes as they make design products and media artworks.

Areas of study

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
• Introduction to Photography • Introduction to digital enhancements • Portrait Photography • Magazine Cover Lab	• Personal Viewpoints • Representations	• Community • Persuasion

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Task 1 – Photography Folio and evaluation Task 2 – Little Person Big World (Digital Enhancements)	50%	• **A1:** Personal Viewpoints: Subculture Evaluation and Design Task **A2:** Personal viewpoints: Subculture Photographic Folio	50%	• **C1:** Community: Photojournalism Design Task • **C2:** Community Photojournalism Folio	50%
Task 3 – Portrait Folio and evaluation Task 4 – Magazine cover design	50%	• **B1:** Representations: Superhero Evaluation and Design • **B2:** Representations: Superhero Photographic Folio	50%	• **D1:** Persuasion: Advertisement Design • **D2:** Persuasion Photojournalism Folio	50%

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

Contact Person Sean Harmer – HOD Humanities and Languages
sharm9@eq.edu.au or 3804 2359

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)
• 20th Century Turning Points • Migration Experiences • Rights and Freedoms • The Modern World	**Ideas In the Modern World:** • French Revolution • Russian 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 **International Experiences in the Modern World:** • Australian engagement with Asia since 1945 (Vietnam) • The End of The Cold War

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative assessment 1 (FA1) Formative assessment 2 (FA2)	25% 25%	Summative internal assessment 1 (IA1): **Examination** - essay in response to historical sources	25%	Summative internal assessment 3 (IA3): **Investigation** - historical essay based on research	75%
Formative assessment 3 (FA3) Formative assessment 4 (FA4)	25% 25%	Summative internal assessment 2 (IA2): **Investigation** - 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.

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

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

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

Music

Contact Person Jade Lindon - HOD The Arts
jlind137@eq.edu.au or 3804 2321

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)
• **Foundations** – How did musicians before the 1950's create the foundations of music history through their treatment and combination of musical elements in composition and performance to communicate meaning? In year 10, we take a deep dive on how music of the past was created, in order to shape what we listen to, and love today! **Perspectives** – How do musicians and musical elements, concepts, and practices to explore and communicate political and social identities? In what ways can performance, composition, and critical listening express ideas about culture, community, or social issues? How does music become a powerful tool for challenging dominant perspectives and engaging deeply with identity and society?	• **Designs**: In this unit, students explore how musical elements, concepts, and structures are purposefully designed to shape meaning in music. The focus is on repertoire composed before 1950, allowing students to examine how composers of earlier periods crafted music through form, texture, harmony, and stylistic conventions. Through analysis, performance, and composition, students deepen their understanding of the foundational designs that continue to influence music today. **Identities**: This unit investigates how music communicates political and social identities across different cultures and contexts. Students examine how artists use musical elements and practices to express messages about society, belonging, power, and change. Through performance, composition, and critical listening, students engage deeply with how music reflects and challenges social and political perspective.	• **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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Task 1 – Performance Task 2 – Composition	50%	Formative internal assessment • **FA1**: Designs Performance • **FA2:** Designs Composition & Statement of intent	20% 20%	Summative internal assessment • **IA1**: Innovations Performance • **IA2:** Innovations Composition & Statement of intent	20% 20%

Task 3 – Project Task 4 – Exam	50%	Formative internal assessment • **FA3**: Identities Project • **FA4:** Exam	35% 25%	Summative internal assessment • **IA3**: Narratives Project • **EA**: External Exam: Extended Response	35% 25%

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

Contact Person Laura Newton – Deputy Principal (HOSES)
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Rationale

The **Queensland Certificate of Individual Achievement (QCIA)** is designed to recognise and celebrate the individual learning achievements of students who have diverse learning needs and are not undertaking the Queensland Certificate of Education (QCE). The QCIA provides a formal record of a student's skills and knowledge in a range of learning areas that support their transition to adult life.

Areas of Study

Communication and technologies (QCT)	Personal and living dimensions (QCP)	Vocational and transition activities (QCV)
Students will help develop their skills in literacy and digital technologies.	Students develop their ability to use numeracy skills in everyday situations.	Students develop knowledge, understanding and skills linked to life after school, including work placement and community involvement.

Students will also be engaging in other electives to meet individual goals within the focus areas of Leisure and Recreations and, Community, Citizenship and the Environment.

Assessment
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 a QCIA pathway is only recommended for students who have a history of completing an individual learning program throughout their secondary schooling.

Possible Careers
This course looks to build and establish skills for students to be successful in life after school.

Physical Education

Contact Person Chris Taylor - HOD Health and Physical Education, Aquatics and Sport
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Rationale

Physical Education is an exciting and dynamic subject that challenges students to develop both academically and athletically. Through a combination of practical performance and contemporary sport science, students explore how the body moves, performs and adapts to physical activity while developing the knowledge and skills needed to maximise performance.

Throughout the course, students participate in a wide range of physical activities while using 21st century technologies such as heart rate monitors, fitness tracking devices and performance analysis software to collect and interpret data. Students investigate the physical, psychological and tactical factors that influence performance, apply scientific principles to improve movement, and develop critical thinking and decision-making skills.

Physical Education is ideal for students who enjoy being active, are curious about how the body works, and want to use evidence and technology to enhance their own performance and support lifelong health and wellbeing.

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 in sport • Ethics and Integrity integrated with various games • Energy, Fitness and Training integrated with sport

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative assessment 1 (IA1 &2): • Project Folio • Report	50%	Formative assessment 3 (IA3): • Project Folio • Examination	50%	Summative internal assessment 3 (IA1, IA2 &IA3): • Report • Project Folio • Project folio	75%
Formative internal assessment 2 (IA3 &4): • Project folio • Project folio	50%	Formative assessment (IA3 & 4): • Project Folio • Report	50%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisites

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

Additional Costs (approx.):

- Due to the practical nature of the subject, there are excursions to enhance curriculum development.
- **Year 10:** $50 over two events (Golf)
- **Year 11:** $50

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.

Possible Careers

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

Contact Person Anneliese Rauchle - Head of Department Science
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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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative internal assessment 1 (FA1): • Data Test	25%	Formative internal assessment (FA1): • Research Investigation	25%	Summative internal assessment 1 (IA1): • Data Test	10%
Formative internal assessment 2 (FA2): • Student Experiment	25%	Formative internal assessment (FA2): • Examination — combination response	25%	Summative internal assessment 2 (IA2): • Student Experiment	20%
Formative internal assessment 3 (FA3) • Research Investigation	25%	Formative internal assessment (FA3): • Student Experiment	25%	Summative internal assessment 3 (IA3): • Research Investigation	20%
Formative internal assessment 4 (FA4): • Examination — combination response	25%	Formative internal assessment (FA4): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	50%

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 (Approx.)
Excursions: year 10 - $50, year 11 - $50, year 12 - $80.

Subject Specific Advice
Students enrolled in this subject are strongly expected to have a **BYOD laptop** and will need a scientific or graphic calculator, USB Flash drive, A4 workbook.

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.

Science in Practice

Contact Person Anneliese Rauchle - Head of Department Science
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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:** • Forensics • Ecology	**Core Topics:** • Sustainability • Disease

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative assessment 1 (FA1): • Student Experiment	25%	Formative assessment 1 (FA1): • Applied Investigation	25%	Summative internal assessment 1 (IA1): • Applied Investigation	25%
Formative internal assessment 2 (FA2): • Practical Project	25%	Formative assessment 2 (FA2): • Practical Project	25%	Summative internal assessment (IA2): • Practical Project	25%
Formative internal assessment 3 (FA3): • Practical Project	25%	Formative assessment 3 (FA3): • Practical Project	25%	Summative internal assessment (IA3): • Applied Investigation	25%
Formative internal assessment 4 (FA4): • Student Experiment	25%	Formative assessment 4 (FA4): • Applied Investigation	25%	Summative internal assessment (IA4): • Practical Project	25%

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

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

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

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 students with a variety of backgrounds, interests and career aspirations. It can lead to many fields including animal welfare, environmental science, health and nutritional science, food technology, forensics, the pharmaceutical industry, sustainability, recreation and tourism, research, and the resources sector.

Social and Community Studies

Contact Person Sean Harmer – HOD Humanities and Languages
sharm9@eq.edu.au or 3804 2359

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 • Arts & Identity • Relationships • World of Work	• Australia as a global citizen • Recreation and Leisure • Food and Nutrition • Contemporary society	• Law Matters • Digital technology and wellbeing • Contemporary Lifestyle • Money Management

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
U1- Investigation	25%	FA1- Project	25%	IA1- Project	25%
U2- Project	25%	FA2- Investigation	25%	IA2- Extended Response	25%
U3- Extended Response	25%	FA3- Extended Response	25%	IA3- Project	25%
U4- Project	25%	FA4- Project	25%	IA4- Investigation	25%

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.

Specialist Mathematics

Contact Person Nicole Monaghan - HOD Mathematics
nmona11@eq.edu.au or 3804 2307

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 practicing essential mathematical routines to developing procedural fluency, through 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** • Trigonometry • Deductive proofs • Propositions **Matrices, Vectors and Complex Number** • Matrices • Vectors • Complex Numbers **Probability** • Chance experiments • Binomial probability • Permutations • Combinations	**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

Prep Units (Year 10)	Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Internal assessment 1: • Examination	Formative assessment 1 (FIA1): • PSMT – Written report Formative assessment 2 (FIA2): • Examination	20% 15%	Summative internal assessment 1 (IA1): • PSMT – Written Report Summative internal assessment 2 (IA2): • Examination	20% 15%
Internal assessment 2: • PSMT – Written Report Internal assessment 3: • Examination	Formative assessment 3: • Examination Formative assessment 4: • Examination	15% 50%	Summative internal assessment 3 (IA3): • Examination Summative external assessment (EA/IA4): • Examination - combination response	15% 50%

Internal assessment 4: • Examination Internal assessment 5: • Examination				
Internal assessment 6: • Examination				
***N.B. All assessment pieces are equally weighted across the year**				

Prerequisites

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

Special Subject requirements

Students will need a TI-Nspire CX II-T 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.

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

Contact Person Chris Taylor - HOD Health and Physical Education, Aquatics and Sport
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Rationale
Sport and Recreation is a hands-on, practical subject that provides students with the opportunity to develop real-world, work-ready skills through active participation in sport and recreation. Students build confidence, communication, leadership, organisation and teamwork skills while exploring how sport and recreation contribute to healthy individuals and thriving communities.

Learning is centred around practical experiences where students plan, organise and participate in a variety of sporting and recreational activities. Along the way, they develop valuable transferable skills that prepare them for employment, further training and lifelong participation in physical activity.

With the sport and recreation industry continuing to grow both in Australia and internationally, this subject provides an excellent foundation for students interested in careers in coaching, fitness, sport development, event management, outdoor recreation and community sport. If you enjoy learning by doing, working with others and being active, Sport and Recreation is the subject for you.

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, • Modified versions of traditional sports	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

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Formative assessment (IA1 &2): • Performance • Project	50%	Summative assessment (IA1&2): • Performance • Project	50%	Summative internal assessment (IA1&2): • Performance • Project	50%
Formative internal assessment (IA3&4): • Performance • Examination	50%	Summative assessment (IA3&4): • Performance • Project	50%	Summative external assessment (IA3&4) • Project	50%

Prerequisites
Students must be prepared to participate in and deliver physical activities and sessions.

Additional Costs (approx.):
Year 10: $50 (excursions)
Year 11: $65 (excursions)

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 field of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Tourism

Contact Person Leia Maher - HOD Food and Textile Design, Business
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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)
• Domestic tourism in Australia • Transportation in tourism • First Nation tourism • Pop Culture tourism	• Tourism industry and careers • Tourism and travel	• Tourism Marketing • Tourism Trends and Patterns

Assessment

Prep Units (Year 10)	Units 1 and 2 (Year 11)	Units 3 and 4 (Year 12)
Assessment 1: Investigation – On the road again travel Itinerary • Written response • Up to 600 words **Assessment 2:** Project – Transportation for Tourists • Multimodal 2 – 3 A4 pages or equivalent digital media. • Written Evaluation - up to 500 words **Assessment 3:** Investigation – Creating Impact for First Nation Tourism • Written response • Up to 600 words **Assessment 4:** Project – Travel through stories and scenes • Multimodal up to 6 A4 pages or equivalent digital media. • Written Evaluation - up to 500 words	**Unit 1: Tourism Industry and Careers** **FIA1: Investigation** • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media **FIA2: Project** Promotional 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 based upon evaluation of project	**Unit 3: Tourism Marketing** **IA1: Investigation** 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 **IA2: Project** Tourism Promotion 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 based upon evaluation of project

		<u>Unit 2:</u> Tourism and Travel **FIA3: Investigation** 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 **FIA4: Project** Traveller Information Package 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 based upon evaluation of project		**<u>Unit 4</u>: Tourism Trends and Patterns** **IA3: Investigation** 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 **IA4: Project** Tourism Guide 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 based upon evaluation of project	

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 business, hospitality and tourism industries. Possible areas include 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 sectors.

Visual Arts in Practice

Contact Person Jade Lindon - HOD The Arts
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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' artmaking. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with an 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)
Unit 1: Dreams & Memories Unit 2: Architecture of the body	Unit A: Looking Inwards (Self) Unit B: Looking Outwards (Others)	Unit C: Clients Unit D: Transform and extend

Assessment

Prep Units (Year 10)		Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)	
Task 1: Project - Experimental Folio – Dreams & Memories Task 2: Resolved Folio – Dreams & Memories	50%	Formative assessment • **A1:** Project — Looking inwards (self) **A2:** Resolved artwork — Looking inwards (self)	50%	Summative assessment • **C1:** Project — Clients • **C2:** Resolved artwork - Clients	50%
Task 3: Resolved Folio – Architecture of the Body Task 4: Resolved artwork - Client – Architecture of the Body	50%	Formative assessment • **B1:** Project — Looking outwards (others) **B2:** Resolved artwork — Looking outwards (others)	50%	Summative assessment • **D1:** Project — Transform & extend • **D2:** Resolved artwork — Transform & extend	50%

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.