



KANGAROO INN AREA SCHOOL



Secondary School Prospectus 2023





Kangaroo Inn Area School

Shared Pedagogical Agreement

Building powerful learners through

Making sense of the world through exploring, testing and evaluating using student directed Inquiry learning to create a differentiated curriculum and build intellectual stretch to enable all students to achieve their highest potential.

What are our educators passionate about?

Feedback from Staff 2020

At Kangaroo Inn Area School, our educators are passionate about ...

- Providing individual learning opportunities which engage students enthusiastically and ensure success
- Developing resilient and confident learners
- Building positive relationships to support wellbeing

What are families / caregivers passionate about?

Feedback from 2020 GC survey

Families / caregivers are passionate about ...

- Developing life skills and a willingness to try new things and to step out of their comfort zone
- Involvement in real life learning to develop future skills eg sustainability
- Understanding how to learn and having a good basis in literacy and numeracy
- Developing awareness of others and how to be valued contributors to their community

What are students passionate about?

Feedback from Multi-age groups 2020

Future skills students are most passionate about ...

Communication
Respect

Self - Management
Problem solving

Collaboration
STEM Skills

Implications for the Kangaroo Inn Area School Learning program

Innovation through ...

Inquiry	Community	Wellbeing
Encouraging curiosity, creativity, purpose and wondering <ul style="list-style-type: none"> • Viewing students as capable and competent by challenging them and giving them opportunities to explore their wondering through Inquiry and problem solving • Encouraging innovation through idea generation, testing and reflection 	<ul style="list-style-type: none"> • Cross age opportunities for students to work together with each other and other groups on building relationships, social awareness, collaborative skills and respect • Providing broad, tailored and authentic inquiry-based learning opportunities which are strongly linked to student, community and industry needs • Understanding social awareness as global citizens to incorporate ethical decision making, respect and compassion 	<ul style="list-style-type: none"> • Building growth mindsets and positive dispositions for learning by creating safe learning environments and positive relationships • Developing resilience, confidence and happiness through real world experiences • Access to appropriate services to support wellbeing including counselling, Cybersafety • Establishing, building and maintaining positive relationships with others through transparency, respect and authentic communication

KIAS - Strive for Life

SCHOOL CONTACT NUMBERS

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KANGAROO INN AREA SCHOOL - GOVERNING COUNCIL

Chairperson: Ingrid Kellock
Vice Chairperson: Peter Andre
Secretary: Nat Sims
Treasurer: Fersh Pizarro
Members: Peter Andre Ester Prange
Jo Murray Annie Matthews
Bob Ballantyne Sam Uotila

Staff Representative: Amy Williams

The Kangaroo Inn Area School Governing Council comprises of members of the school community who work collaboratively to support the needs of the students and to enhance learning outcomes.

The Annual General Meeting of the KIAS Governing Council is held in Term 1 each year. Information can be found in the Newsletter.

New members are very welcome!

KANGAROO INN AREA SCHOOL – AN OVERVIEW

Kangaroo Inn Area School is located at the intersection of the Penola-Beachport / Robe-Penola Road approximately 30 km from Beachport and 55 km from Robe.

Opened in 1963 to meet the educational requirements of the local communities, Kangaroo Inn Area School has a proud history of educational success and innovative learning.

The school is set amongst picturesque grounds with well cared for playing fields and agricultural facilities including a 25-hectare farm adjacent to the school.

Kangaroo Inn Area School offers an exciting learning environment for students from Preschool to Year 12. Kangaroo Inn is also associated with Child Care on Wheels (CCOWS) who provide childcare one day a week.

The school is an important social centre and meeting place for the local community with sporting and fundraising events occurring regularly.

Parents, students and staff are proud of their school. Achievement and participation is encouraged and success is acknowledged by the whole community.



THE SECONDARY CURRICULUM

Kangaroo Inn Area School offers a comprehensive curriculum for students in Years 7 to 12 based on the Australian Curriculum (AC) and the South Australian Certificate of Education (SACE).

In Years 7, 8 and 9 all students study a foundation curriculum where a broad range of experiences are offered and taught through inquiry based, interdisciplinary studies.

This ensures the content is linked across subject areas with a central theme and staff are able to plan collaboratively to construct high quality student learning.

The core subjects are -

English

Mathematics

Health and Physical Education

Humanities & Social Studies (HASS)

Science & Agriculture

Home Economics

Design and Technologies

Visual Art



KIAS - Strive for Life

Kangaroo Inn Area School is a ***caring, family orientated environment*** where ***each child's needs are catered for individually.***

We are ***committed to meeting for the educational and social needs*** of rural students.

We offer:

- An ***inquiry based approach*** to learning for all ages
- ***Agriculture programs and facilities*** to support a broad range of experiences for students from Preschool to Year 12
- ***Comprehensive ICT facilities*** enabling computer access to all students
- Well-equipped ***Science, Design and Technology and Home Economics,*** facilities utilised by all students
- An expansive ***Library***
- ***Piano and Guitar tuition***
- An enthusiastic and active ***Student Representative Council.***
- ***Excellent staff to student ratios***
- ***The ability for students to achieve success in a wide range of subject options in senior secondary*** which incorporate TAFE, WREN and SACE Stage 1 & 2
- ***Exciting curriculum-based camps and excursions***

UNIFORM POLICY

Parents / Caregivers and students are encouraged to follow the Uniform Policy which is reviewed regularly with input from the whole school community.

BUS TRAVEL

The majority of students travel on school buses from local towns, communities and nearby farms.

Please contact the school for up-to-date information on bus routes and times.

TRANSITION PROGRAMME

A formal Primary to Secondary Transition Programme is negotiated with local Primary Schools.

The program incorporates

- School Tour and Secondary Information Session
- Transition sessions with feeder schools and by negotiation with other sites and families

In Term 4, enrolled students are encouraged to join the current Year 6 students at Kangaroo Inn for activities designed to familiarise the students with their new school, their peers and the staff.

Parents / Caregivers and students are welcome to tour the Kangaroo Inn Area School campus at any time by appointment.

You are welcome to contact the school if you have any questions or if you would like a tour of the school and / or a meeting with the Principal.



Kangaroo Inn Area School Values

*The **KIAS Values** fit alongside our **MISSION STATEMENT – STRIVE FOR LIFE** and were created in collaboration with the school community. These values will be embedded in all of our actions and built into our behaviour education as part of the curriculum.*



Our school is a safe, supportive environment where everyone is encouraged to try new things, take risks and persist.



Our school is inclusive of all and embraces diversity.



Our learners are respectful of themselves, others and the environment.



Ours is a place of productive collaboration.



Our learners think deeply to develop innovative ideas

TIME ALLOCATION IN YEARS 7, 8 and 9

The **school day** is divided into **8 lessons** of forty minutes (blocks of 80 minutes) .

ENGLISH	6 lessons/ week for the whole year
MATHEMATICS	6 lessons/ week for the whole year
SCIENCE	6 lessons/ week for the whole year
HASS	6 lessons/ week for the whole year
AGRICULTURE	6 lessons/ week for 1 semester
DESIGN AND TECHNOLOGIES	6 lessons/ week for 1 semester
ARTS	6 lessons/ week for 1 semester
HOME ECONOMICS	3 lessons/ week for the whole year
PHYSICAL EDUCATION	3 lessons/ week for the whole year
PASTORAL CARE / CLASS MEETING	1 lesson / week for the whole year

1 SEMESTER = 2 TERMS



LANGUAGES

French, German, Chinese, Indonesian, and Spanish are offered through the Open Access College (OAC). If a student chooses to undertake one of these languages, time from another subject area will be reduced to allow for lessons to occur, or students may wish to take these lessons at home with time at school allowed for support.

TIME ALLOCATION IN YEAR 10

Core Subjects

ENGLISH _____	6 lessons/ week for whole year
MATHEMATICS _____	6 lessons/ week for whole year
SCIENCE _____	6 lessons/ week for whole year
WORKPLACE PRACTICES STAGE 1 _____	3 lessons/week for whole year
HUMANITIES _____	6 lessons/ week for 1 semester
PERSONAL LEARNING PLAN STAGE 1 _____	6 lessons/ week for 1 semester

Choice Subjects

Students need to choose 4 subjects from the following list. Each of these is 6 lessons per week for a semester

- ***Design and Technologies*** - Metalwork/ Woodwork
- ***Food & Hospitality*** – Stage 1
- ***Physical Education***
- ***Art & Design***
- ***Ag Studies*** – Stage 1
- ***Health*** – Stage 1

YEAR 10 PERSONAL LEARNING PLAN AND WORK PLACE PRACTICES

The ***Personal Learning Plan together with WPP*** are subjects designed to help students make informed decisions about their personal development, education, training and future pathways. PLP and WPP assist students to

- identify appropriate future options, for study and work.
- choose appropriate subjects and courses for their SACE.
- review their strengths and areas for development in literacy, numeracy and technology.
- identify goals and to plan for the successful achievement of those goals.
- Explore career pathways and industry options through practical activities.
- Reflect on their skills and those of others and how they relate to future success.

CLASS MEETING PROGRAMME - YEARS 7 -10

Class meeting time is used to develop a range of skills.

THE SKILLS DEVELOPED THROUGH THE PROGRAMME:

- Building self-discipline, responsibility and self-confidence.
- Communicating effectively and cooperating with others.
- Managing attitudes and emotions.
- Mental and Emotional Health
- Resisting negative peer pressure and drug use.
- Thinking critically.
- Setting goals and following them through.
- Providing service to others.
- Recognising personal and learning strengths
- IT Skills



YEAR 7 – 10 ENGLISH

Students undertake a balanced programme incorporating a wide range of oral, listening, reading, viewing and writing tasks.

They study literature and through discussions and reflection, identify features such as plot, characters and themes. Independent reading is actively encouraged and students are given strategies for writing constructive reviews as informed critics.

Students continue to work with teachers on improving the basic skills of spelling, grammar and punctuation as well as developing the ability to edit their own work. They have the opportunity to use word processing and present work in varying forms to suit different purposes.

Teachers encourage students to write creatively and to increase the length and depth of their responses e.g. a short story may be drafted through to a publishable form.

Prose writing exercises are given to encourage students to reflect and write about their own personal experiences and memories.

Poetry writing using a variety of forms and topics is introduced with exercises that support students to respond to different works found in a wide range of contemporary anthologies. Students are given the opportunity to compile their own 'Anthologies' and practise writing and presenting different forms and topics.

Students are given the opportunities to perform oral presentations, to role play 'characters' and use improvisations, and this in turn helps them develop confidence in their own ability and when performing in front of an audience.

The Australian English Curriculum

Rationale

The study of English is central to the learning and development of all our students. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps our students develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. The Australian English Curriculum also helps our students to engage imaginatively and critically with literature to expand the scope of their experience.

Aims

The Australian Curriculum: English aims to ensure that our students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

YEAR 7 – 10 MATHEMATICS

Mathematics is a core subject and is studied by all students.

Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves. Mathematics is an integral part of a general education. It enhances our understanding of the world and the quality of our participation in society. It is valuable to people individually and collectively, providing important tools which can be used at the personal, civic and vocational levels.

Units of work are studied within the areas of Data, Measurement, Number, Patterns and Space.

Within these units students:

- learn through activities which are challenging and build upon previous experience and knowledge.
- are encouraged to communicate in appropriate mathematical language.
- are provided with feedback from their peers & teachers to assist in clarifying concepts.
- are given opportunities to develop research skills.

Assessment may include tests, investigations, projects or collaborative work.

The use of technology (calculators and computers) is integrated into many of the units and these tools are used for both computational and instructional support. Students are required to have their personal scientific calculator for all Mathematics lessons.

The Australian Mathematical Curriculum

Rationale

Learning mathematics creates opportunities for and enriches the lives of all our students. The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Aims

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

YEAR 7 – 10 SCIENCE

Science provides a rational way of understanding the physical world that enables young students to be inquisitive, reflective and critical thinkers. Science can be used by young people to explore and explain the phenomena of the universe.

Science education enables students to develop the abilities and aptitudes which make them inquire about nature through observations and experimentation. It enhances their understanding of phenomena of the natural world, nurtures a rich desire to respect and love nature, live as part of it and take steps to sustain it. It assists students to gain self-confidence and become empowered to invent, shape, and influence their future.

Where possible, learning in Science has an emphasis on practical or research learning so that the student “discovers” the knowledge first hand. The course continues skills and knowledge development from the Primary Years in the areas of Science Inquiry Skills, Science as a Human Endeavour and Scientific Understanding. Scientific understanding is divided into the areas of Biology, Chemistry, Physics and Geology/Space Sciences.

Assessment may include tests, investigations, projects or collaborative work.

The Australian Science Curriculum

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Aims

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

YEAR 7-10 Humanities and Social Science (HASS)

Learning through the Humanities involves developing knowledge, skills and understanding of people, societies and environments locally and throughout the world. Middle Years students are encouraged to develop their own sense of place within their social and cultural worlds, by questioning their beliefs systems and those of others. They recognise the influence of themselves, the media, popular culture and their peers. Through research, organisation and communication students learn about values and decisions that enable them to participate in a range of ways to become ethical, active and informed citizens within our society.

Units of work are studied within the stands of

- History
- Geography
- Civics and Citizenship
- Economics and Business

Assessment may include tests, investigations, written and oral reports, practical projects and collab work.

The Australian History Curriculum

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures, which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Aims

The Australian Curriculum: Humanities and Social Science - History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The Australian Geography Curriculum

Rationale

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Aims

The Australian Curriculum: Humanities and Social Science - Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.



YEAR 7- 9 AGRICULTURAL STUDIES

This course is based on participation in Agricultural and Horticultural practices with an emphasis on chickens, vegetables, sheep, goats and steers, using the facilities of the school's 20 ha farm and the Centre for Sustainable Living.

This course provides students with the skills, knowledge and experiences to enable them to:

- develop a theoretical knowledge based on past, present and future Agricultural practices.
- understand the possible Agricultural pathways.
- use science to explain and problem solve everyday agricultural phenomena.
- further the development of their communication and cooperation skills.
- promote community involvement in and interactions between the natural environment, agricultural environments and humans.
- develop useful vocational knowledge and skills.
- understand the many areas of Agriculture.

Extra-curricular participation in the Adelaide Show Team at lunchtimes is encouraged. Students prepare the goats and steers for the Royal Adelaide Show and other local competitions.



YEAR 7-9 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education includes Home Economics / Health and Physical Education.

Students will gain skills in:

- making informed decisions about physical activity, fitness, effective relationships and the safety and health of individuals and groups.
- making informed decisions on nutritional and dietary practices.
- being involved as a participant in a wide range of sports, outdoor, leisure and recreation activities.
- accepting themselves and others.

Units of work are studied within the following Australian Curriculum strands.

1. Movement and Physical Activity
2. Personal, Social and Community Health



YEAR 7- 9 DESIGN AND TECHNOLOGIES

The Australian Curriculum: Design and Technologies curriculum is based around 2 main inter-related strands of learning:

1. Knowledge and Understanding
2. Processes and Production Skills

These strands capture the fundamental Design and Technologies concepts – Knowing, Understanding and Doing.

Through active engagement in practical woodwork, metalwork and plastics students develop the skills required to design, make and critique products.

Technology Studies provides opportunity to develop critical thinking skills; knowledge and understanding of materials, tools and techniques in creating products, processes and systems.

Years 7, 8 and 9 Technology area of the curriculum largely focuses on Technical Studies and Computing since many of the other areas overlap.

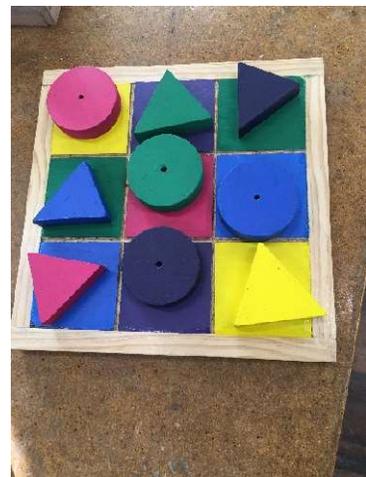
In Year 7 and 8 the emphasis is on skill building using the traditional materials of wood, sheet metal and thermo plastics. Workshop safety, the correct use of hand tools, appropriate and economical material use and technical drawing techniques are the main features of this course.

In Year 9 practical skills are further developed and a greater emphasis is placed on the use of machine tools including:

Woodwork – the drill press, disc sander, wood lathe, scroll saw and band saw

Metalwork – basic training in the use of oxy welding equipment and the metal lathe

Electronics – soldering and an introduction to electronic components and circuits



YEAR 7 - 9 VISUAL ART

This course introduces students to the variety of visual art practices available at the school. Students will develop an understanding of the value of the Visual Art in our community by working as an artist, and developing knowledge that can be applied to critically observing art and design works.

At the completion of this subject students should be able to:

- Express ideas through visual art works
- Work with a variety of media in a safe manner
- Observe and analyse works of art using appropriate terminology
- Understand the cultural significance of activity in the Visual Art

The practical component of Visual Art provides opportunities for students to develop skills in drawing, painting, printmaking, photography, sculpture and design. There is an emphasis on developing technical skills and exploring issues and ideas through artworks.

The theoretical component of Visual Art provides opportunities for students to participate in the study of contemporary and historical art and design practice, researching movements, reviewing exhibitions and analysing art and design works completed by themselves and others using appropriate terminology.



Senior School Subjects

The subjects studied in years 11 and 12 (SACE Stage 1 and Stage 2) will depend on individual students' interests and aspirations.

The counselling process which occurs each year during term 3 will design a course of study for each student.

Some of the possible pathways are shown on the flow charts which follow.

Further information about senior school subjects is available from the Secondary Coordinator at Kangaroo Inn Area School or from the SACE website. www.sace.sa.edu.au

Personal Learning Plan

Stage 1

Credits 10

The Personal Learning Plan (PLP) is a compulsory 10-credit subject (minimum C grade required). The PLP helps students plan for their future by:

- making informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- identifying possible career choices and ideas for community service
- considering how best to prepare for their career options and other goals.

At KIAS students complete the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or above to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Research Project

Stage 2

Credits 10

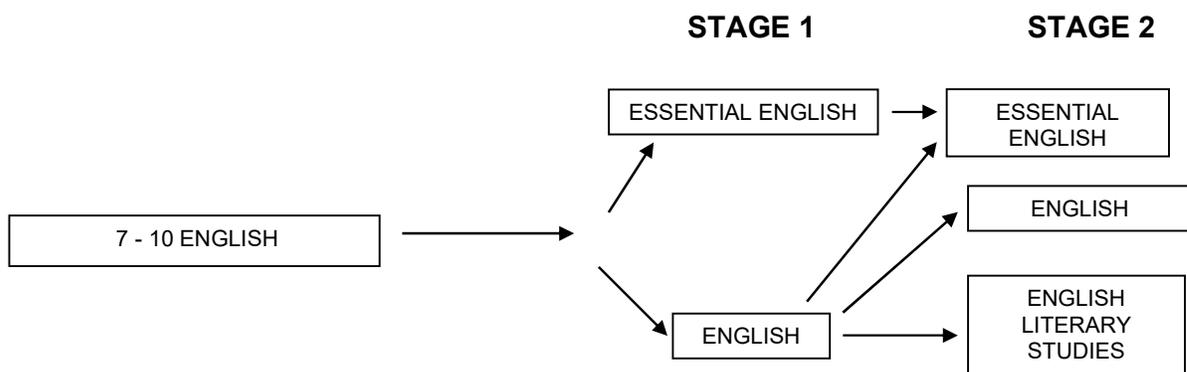
The Research Project is a 10 credit compulsory (minimum C grade required) stage 2 subject that gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Students will:

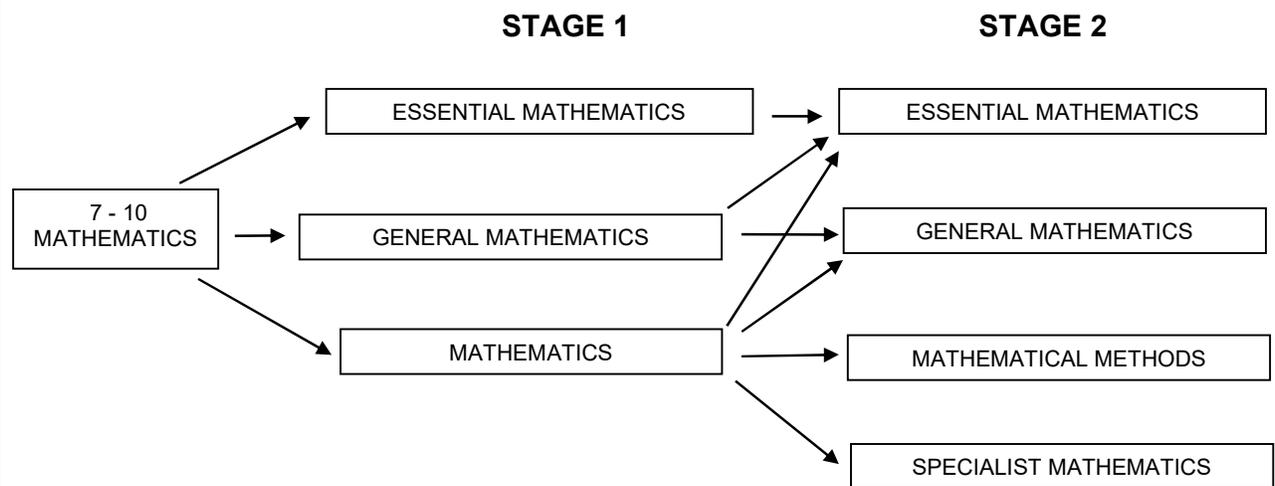
- choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context.
- learn and apply research processes and the knowledge and skills specific to their research topic.
- record their research and evaluate what they have learnt.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

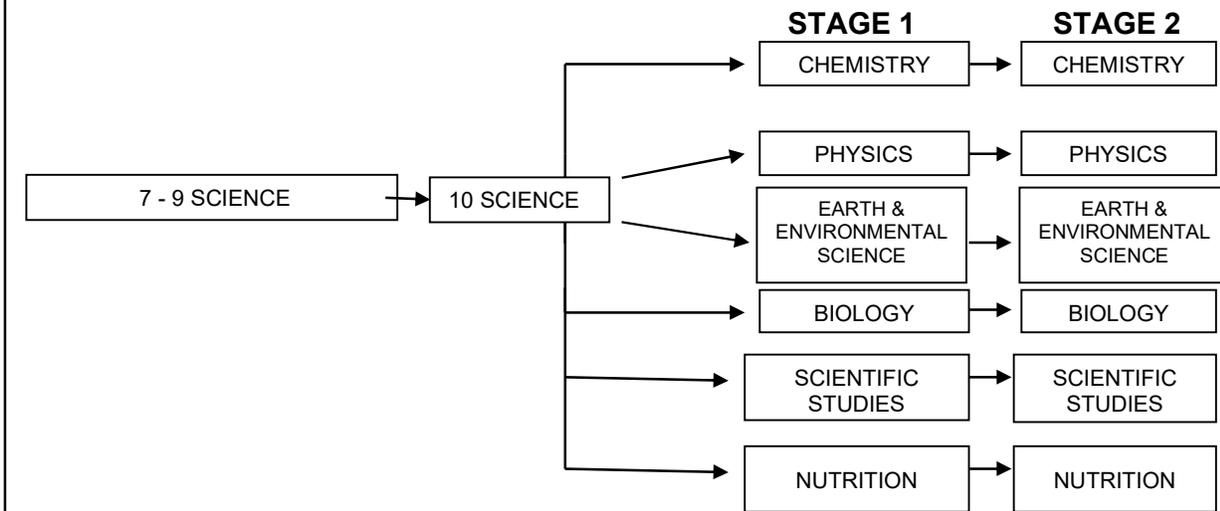
ENGLISH



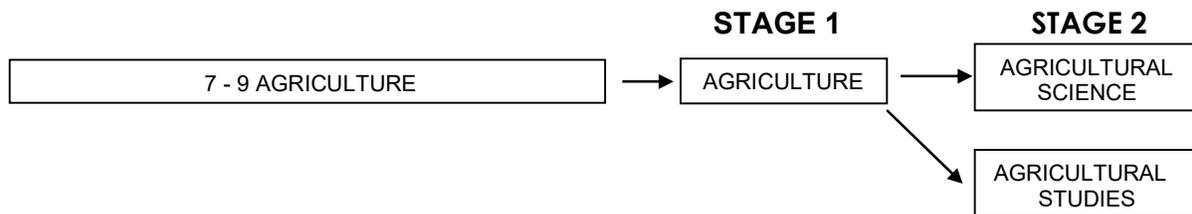
MATHEMATICS



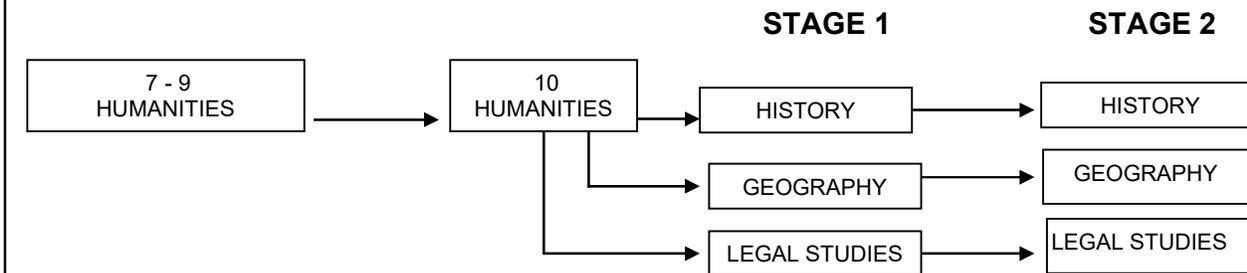
SCIENCE



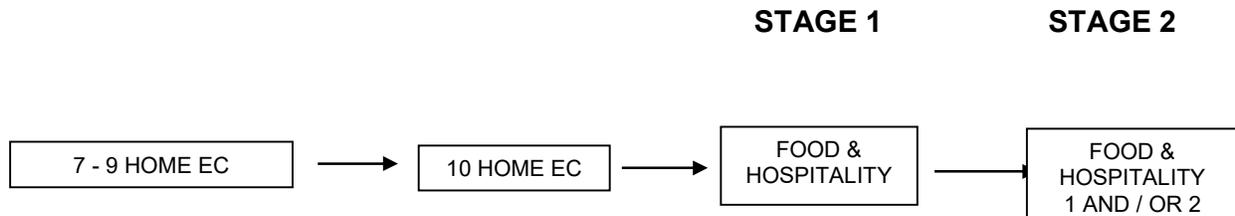
AGRICULTURAL SCIENCE



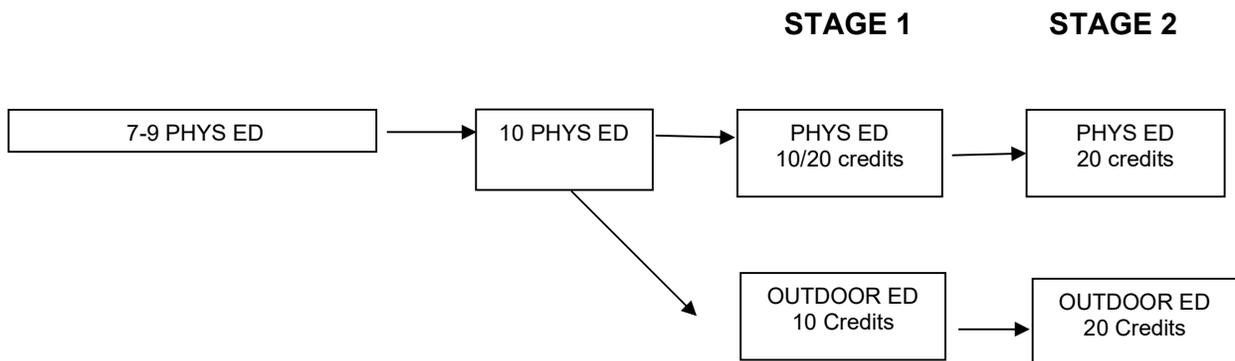
HUMANITIES



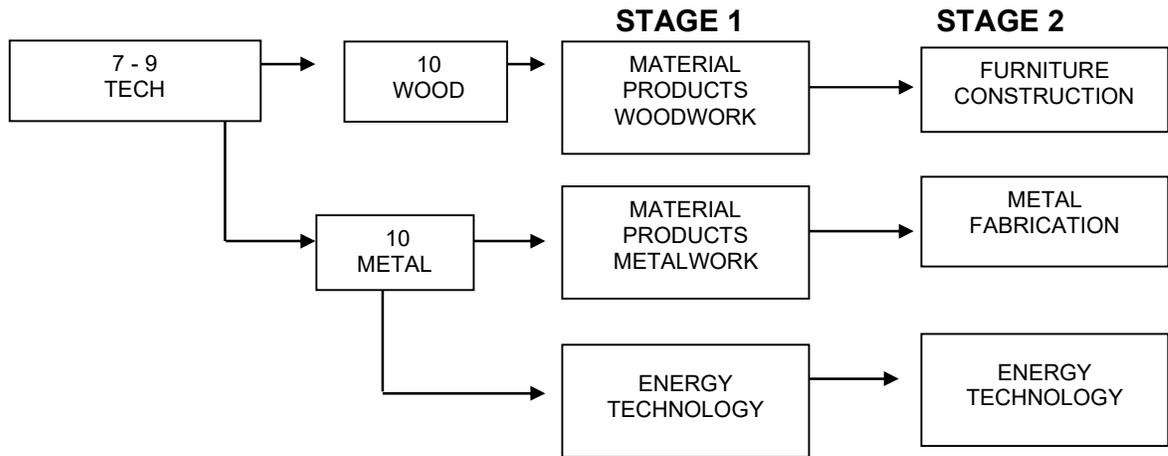
HOME ECONOMICS



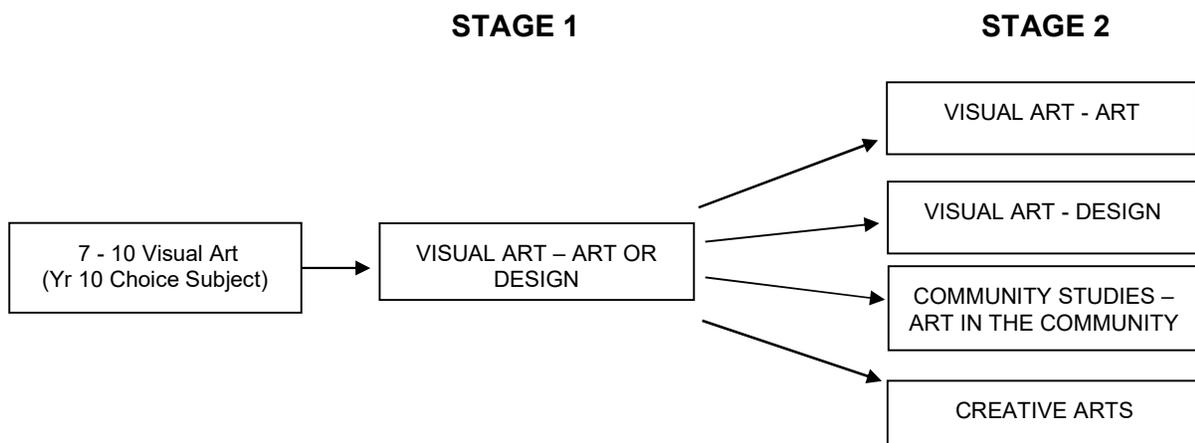
PHYSICAL EDUCATION



TECHNOLOGY STUDIES



VISUAL ART



YEAR 10 PHYSICAL EDUCATION

This course aims to give students exposure to an increased range and diversity of sports. Individual skills will be further developed and applied to game/pressure situations, with team games used to develop leadership, tactical play and codes of behaviour in sport.

A 30% component will be devoted to theoretical aspects, with students expected to apply these theories to practical lessons, to gain a deeper understanding of sport with society.

A list of possible Practical and Theoretical Units includes:

PRACTICAL

THEORY

OUTDOOR

- | | | |
|------------------------|-------------------------|------------------------|
| * Aquatics (odd years) | * Hockey | * Sports Coaching |
| * Athletics | * Tennis | * Nutrition in sport |
| * Bushwalking | * Soccer | * Sport & the Media |
| * Lacrosse | * Touch football | * Drugs in Sport |
| * Base/softball | * Golf | * Anatomy & Physiology |
| * Cricket | * Surfing/body boarding | * Fitness |

INDOOR

- | | |
|--------------|-------------------------------|
| * Badminton | * Table Tennis |
| * Basketball | * Individual Fitness Programs |
| * Netball | * Indoor Soccer |
| * Volleyball | * Dance |



Choice Subject

Hospitality

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

In Food and Hospitality, students focus on the nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally.



Choice Subject

YEAR 10 AGRICULTURAL STUDIES

This course aims to:

- further the development of communication and cooperation skills.
- develop useful vocational knowledge and skills.
- develop a theoretical knowledge based on past, present and future agricultural practices.
- use science to explain and problem solve everyday agricultural problems.
- promote community involvement in and interactions between the natural environment, agricultural environments and humans.
- expose students to many areas of agriculture.

Students may be invited to complete a Stage 1 course in conjunction with Year 11 students. Topics of interest are chosen with a focus on showing and preparing steers.

- Animal Handling
- Alternative Farming Enterprises
- Cropping and Pastures
- Sheep/Cattle Management
- Fencing design



Choice Subject

YEAR 10 WOODWORK / METALWORK

In this course students develop skills and understanding in the areas of: Project Design and Technical Drawing; Knowledge of Materials and Processes, Framing Joint Construction, Face plate Turning and Timber Finishing Techniques. Students in metalwork will develop advanced skills in: sheet-metalwork processes; fusion and Braze Welding of mild steel, Manual Arc Welding and Metal Turning techniques – reading a micrometer, turning to within tolerances, facing, parallel turning and machine polishing.



Choice Subject

YEAR 10 VISUAL ART

This course provides students with further opportunities to develop their practical and theoretical skills in visual art.

The practical component of Visual Art provides opportunities for students to complete works in drawing, painting, printmaking, photography, sculpture and design. Students further develop their technical skills and increasingly express their own ideas through their artwork.

Students participate in the study of contemporary and historical art and design practice, researching movements, reviewing exhibitions and analysing the art works by themselves and others using appropriate terminology.



SACE: SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

The SACE is awarded to students who successfully complete their secondary education.

Students studying their SACE must complete 200 credits by the end of their final year in order to complete the requirements of the SACE. Senior school students will choose their course of study during a series of meetings with the counseling team during terms 3 and 4.

Parents, teachers and students will confer to ensure that the subjects selected will satisfy the students chosen pathway and the relevant SACE pattern.

ENTRY TO HIGHER EDUCATION in 2022

The SACE is the basic requirement for entry to higher education. The higher education institutions use a “University Aggregate” (score/result) and an “Australian Tertiary Admissions Rank” (ATAR), derived from SACE studies, to rank students for selection to particular courses. To be eligible for an ATAR, students must complete 80 credits of Stage 2 (Year 12) subjects.

It is advisable to check higher education entry requirements in the handbook of each institution. Some courses have prerequisite subjects and most university courses require the completion of four 20 credit SACE subjects with at least 3 of these being Tertiary Admission Subjects (TAS).

TAS subjects are listed in the SATAC guide and will be available from the school.

A list of university approved subjects will be published and distributed to schools once the universities have agreed on the subjects.



STAGE 1

Subject Descriptors

Core Subjects

STAGE 1 - ENGLISH / LITERACY

20 Credits

Students are required to complete a minimum of 20 credits of English with a grade of “C” or above. The courses available to students are Essential English and English. Any of these courses can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 Essential English

Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English and may also lead to other Stage 2 English subjects.

Stage 1 English

Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Stage 1 English articulates with the Stage 2 English subjects.

STAGE 1 - MATHEMATICS

20 Credits

Students are required to complete a minimum of 20 credits of Mathematics with a grade of “C” or above. The courses available to students are Mathematics, General Mathematics and Essential Mathematics. Any of these courses can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 Mathematics

Stage 1 Mathematics provides the foundation for further study in Mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 1 General Mathematics

General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

Stage 1 Essential Mathematics

Stage 1 Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.

Choice Subject

STAGE 1 - VISUAL ART

10 or 20 Credits

In Visual Art, students choose to specialise in either Art or Design. Students participate in the development and presentation of Visual Art works, in areas such as sculpture, drawing, photography, painting, printmaking, graphic design and environmental design. They also study Visual Art in context, investigating historical and contemporary artists, methods and movements.

There are three assessment types in this subject -

1. 30% Folio (development work)
2. 30% Practical (presentation of art works)
3. 40% Visual Study (visual art in context)



Choice Subject

STAGE 1 - BIOLOGY

10 or 20 Credits

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into four topics.

Through the study of these topics, students extend their understanding of the nature of living things, as well as the interactions of those living things with members of the same species, members of other species, and the environment.

CONTENT

The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 1 Biology are:

- Topic 1: Cells and Micro-organisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics

Students will undertake one collaborative project/problem based learning task per semester in an area such as – aquaculture, environmental science, viticulture or biology in the garden etc.

For a 10-credit subject, students study a selection of concepts from at least two of these topics. For a 20-credit subject, students study a selection of concepts from all four topics.



Choice Subject

STAGE 1 - AGRICULTURE

10 Credits

There is a strong emphasis on practical skill development. The students will be required to demonstrate skills and knowledge through practicals, experiments, research tasks as well as tests.

The aims of this course are:

1. To increase students interests and awareness of agriculture and the interdependence of human and natural systems within it
2. To develop an understanding of the principles and practices of agriculture and the interdependence of scientific, economic, resource, political and social factors in the management of agricultural systems
3. To develop a range of practical and problem solving skills, management techniques and sound working practices
4. To encourage an evaluation of methods of agricultural production and become involved in decision making
5. To develop an awareness of career opportunities in agriculture and enable students to make decisions on appropriate future vocations
6. To develop attitudes consistent with ecological, economic and social sustainability of agriculture.

According to student interest and school farm priorities, topics to be covered may include:

1. Farm safety, chemical safety including use of chemicals (stock medicines & herbicides) and exercises on reading label instructions
2. Farm Technology - planning the whole farm, windbreaks, fence and building construction, and may involve students in practical fence construction and planning a hypothetical farm
3. Animal Production - cattle:- anatomy, reproduction, nutrition, production, health, management practices, marketing, and involvement in the feeding and training of led steers and evaluation of various beef breeds.



Choice Subject

STAGE 1 - CHEMISTRY

10 or 20 Credits

Students intending to undertake Stage 2 Chemistry are encouraged to study 20-credits at stage 1.

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into six topics.

In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

CONTENT

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 1 Chemistry are:

- Topic 1: Materials and Their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions

Students will undertake one collaborative project/problem based learning task per semester in an area such as – aquaculture, environmental science, viticulture or water management etc.

For a 10-credit subject, students study a selection of concepts from at least three of these topics.

For a 20-credit subject, students study a selection of concepts from all six topics.

Choice Subject

STAGE - 1 PHYSICS

10 or 20 Credits

Students intending to undertake Stage 2 Physics are encouraged to study 20-credits at stage 1.

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in Physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying Physics, students understand how new evidence can lead to the refinement of existing models and theories, and to the development of different, more complex ideas, technologies, and innovations.

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

By exploring Science as a Human Endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understandings and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, Medical Science, scientific research, and the exploration of the universe.

Content

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 1 Physics are:

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity.

For a 10-credit subject, students study a selection of concepts from at least three of these topics. For a 20-credit subject, students study a selection of concepts from all six topics.

Choice Subject

Stage 1 - Design, Technology & Engineering

10 or 20 Credits

1. Material Solutions – Woodwork

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials.

- This course will encompass work including traditional woodwork, with emphasis on hand and machine skills and safety.
- Students develop skills such as joining, intricate shaping, working to accurate tolerances and fine finishing.

2. Material Solutions – Metalwork

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials.

- This course entails Fitting and Machining and Welding and Fabricating
- Students develop skills such as metal turning, thread cutting, internal boring, arc, oxy and M.I.G welding

3. Industry and Entrepreneurial Solutions

This context involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as computer aided design, to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes and materials appropriate for the prototype and final solution.

Examples of contexts for Industry or entrepreneurial design solutions include:

- architecture
- construction
- transport (e.g. automotive)
- agricultural equipment
- health and aged care equipment
- maritime equipment
- aerospace

Choice Subject

STAGE 1 - PHYSICAL EDUCATION

10 Credits

Each One Unit course is designed to build upon students interests and previous experiences in Physical Education. Practical units will be negotiated in the first week of the course.

The course is designed to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity and lifestyles.

Students will also be offered the opportunity to use their acquired skills and knowledge in practical situations.

This course is based along SACE guidelines for Physical Education where 60% of lessons will be devoted to practical work and 40% devoted to theory topics.



Choice Subject

STAGE 1 - HISTORY

10 Credits

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

History builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. Students have the opportunity to explore social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

The study of history provides students with an opportunity to question accepted historical narratives by researching and reviewing sources within a framework of inquiry and critical analysis.

The current program offers a depth study of human struggles in the 20th Century; focusing on the Russian Revolution, the Civil Rights movement in Australia and then on to an independent study of contemporary Human Rights issues.



Choice Subject

STAGE 1 - NUTRITION

10 Credits

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition. This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

Using the literature on nutrition, students critically examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues related to the study of nutrition. The exploration of short-term and long-term strategies to address these issues should allow students to become more discriminating and informed as consumers who are aware of their rights and responsibilities.

The following list is presented as a guide to the scope of topics considered appropriate at Stage 1.

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water



STAGE 1 – OUTDOOR EDUCATION

10 Credits

Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities.

They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians' perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.



STAGE 2

Subject Descriptors

STAGE 2

Stage 2 - Agricultural Science

Agricultural Science covers the major principles and practices of agriculture. Through integrated studies of plant, animal and soil, sciences, sociology and economics, students make informed decisions and communicate ideas clearly. They solve problems, work with others, have laboratory, field, and industry experience and write assignments.

Stage 2 - Agricultural Studies

Based around the operations of the school farm. Students will demonstrate their knowledge, understandings and analysis of farm processes, practices and management. They will complete practicals, experiments, research and community based tasks, as well as an externally assessed investigation worth 30% of their total marks.

Stage 2 - Visual Art or Design

Visual Art Studies requires students to plan, solve problems, experiment, and apply technical skills in a range of visual media. This can occur in the field of either art or design. The research and analysis aspect of the subject involves perceiving visual art in historical and contemporary contexts, developing skills in critical thinking and writing about Visual Art.

Stage 2 - Creative Arts

Creative Arts provides opportunities for students to investigate, develop, produce and reflect on creative arts products. A creative arts product can be, for example, a work of art or design, a publication, a performance, a film or DVD, an event, or a combination of these. Students develop creative arts techniques and investigate artists relevant to their chosen area of study.

Stage 2 - Biology

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Stage 2 - Chemistry

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Stage 2 - History

In the study of Modern History, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Stage 2 - English Literary Studies

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Stage 2 - English

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Stage 2 - Essential English

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Stage 2 - Research Project

The Research Project is a 10 credit compulsory stage 2 subject that gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work

Stage 2 - Mathematical Methods

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Stage 2 - General Mathematics

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 2 - Essential Mathematics

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 2 - Nutrition

In this subject students develop positive attitudes towards good nutritional habits, and an interest in, and commitment to, acquiring knowledge about good nutrition and health. Students gain an appreciation of the dynamic nature of knowledge about nutrition; reflect on local, national, Indigenous, and global concerns and issues related to nutrition; and analyse factors, from food production to food choices that impede good nutrition.

Stage 2 – Physics

A subject that requires interpretation of physical phenomena through a study of mechanics, electric and magnetic fields, waves and photons, and the atom and its nucleus. Students develop skills of logical thinking, numerical problem-solving, and effective scientific communication. They record, tabulate, assess, and interpret data and evidence from appropriately designed experiments.

Stage 2 - Food and Hospitality

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Stage 2 - Physical Education

A study of physical performance, including exercise physiology, principles of training, skill learning, and biomechanics. The course involves both theory and practical skills that develop the theory component, and the sports to study can be selected by the group of students. The tasks can range anywhere from individual sports (eg golf or surfing) to small team sports (eg badminton) or to larger team sports (basketball).

Stage 2 - Outdoor Education

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. By participating in outdoor activities, students develop navigational knowledge, learn to adequately prepare for an expedition, and consolidate bush survival skills. Upon completion of their journey, students reflect on their personal, group, and social application. They gain an understanding of Natural Science through the interconnectedness of ecology, the assets of biodiversity, environmental sustainability, cultural perspectives (emphasising local Indigenous Australians' perspectives to country), and physical and emotional well-being.

Stage 2 - Design, Technology and Engineering — Material Solutions (Wood/Metalwork)

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals and wood.

Other subject options can be accessed via

- Open Access
- Wattle Range Education Network (WREN)
- Courses through TAFE and other providers, for example, Cert 3.Plumbing, Auto, Childcare, Beauty, Electro-tech.