

**KINGSCLIFF
HIGH SCHOOL**



ACHIEVEMENT THROUGH ENDEAVOUR

**STAGE 5
ELECTIVES HANDBOOK 2026**

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YEARS 9 AND 10 (STAGE 5) - YOUR STUDY PATTERN AT KINGSCLIFF HIGH SCHOOL

The courses which you have been studying in Stage 4 (Years 7 and 8) form the basis of your general education at high school. In Stage 4, you have had learning experiences in English, Mathematics, Science, History, Geography, Music, Art, Design and Technology, Japanese, Drama, Dance, Personal Development Health and Physical Education, Commerce and Information and Communication Technologies (ICT).

In Stage 5 (Years 9 and 10), the NSW Education Standards Authority (NESA), and the NSW Department of Education rules require you to:

1. Continue your studies in:
 - English
 - Mathematics
 - Science
 - History and Geography
 - Personal Development Health and Physical Education (PDHPE)
2. Participate in Sport, which is **compulsory**, and
3. On top of this, students at Kingscliff High School are able to broaden their curriculum and study pathway
 - 200 and 100 hour Board Developed Courses will appear on the Record of School Achievement (RoSA)
 - NSW Department of Education approved elective courses (DAEC) may be selected however will not appear on a RoSA.

DEFINITION OF TERMS:

Stage

A student's six years of education at high school are divided into three stages:

- Stage 4 Years 7 and 8
- Stage 5 Years 9 and 10
- Stage 6 Years 11 and 12

Semester

A period of time equal to half a school year – ie. two (2) terms

Pre-Requisites

The pre-requisites are the conditions that have to be met before you can select a course. For example, successful completion of Year 9 Japanese is a pre-requisite for studying Japanese in Year 10.

Mathematics Pathways

The Stage 5 Mathematics syllabus is split into Core topics and Path topics. This is designed to accommodate all students who may be at different points in their mathematical journeys. We will have 3 Pathways: Advanced, Standard and Transition.

As Mathematics is compulsory in Stage 5, all students will be placed into a Mathematics class consistent with their knowledge and skills demonstrated in Stage 4.

READ THIS PAGE CAREFULLY!

CHOOSING YOUR ELECTIVES

You need to choose courses that are suited to your strengths and interests. You should also consider courses which may be useful to you in future years, not only for a job, but useful in all aspects of your life.

Year 9

- You need to study two (2) 200 hour courses that are continuous across Year 9 and 10, as well as one (1) 100 hour course studied across Year 9 only.

Year 10

- You need to continue the two (2) 200 hour courses in Year 10 which you have studied in Year 9.
- You will choose a NEW 100 hour course to study across Year 10 and drop the 100hour course you studied in Year 9.

Choose carefully, as it may not be possible for you to change courses during the year.

- No course changes are possible after Week 3 of any semester.
- Your Year Adviser, Stage 5 Coordinator and the Careers Adviser will be available to advise you about your course choices. You may also talk to teachers of the courses you are considering.

Please also note:

- Students may study up to a **maximum** of two courses in Industrial Technology eg IT Timber, IT Metal, IT Engineering or IT Multimedia.
- Our school's capacity to run some classes is limited by facilities available. For example, we have two kitchens, so only two Food Technology classes can run on any timetable line.
- Subject lines will be set up so that most students receive most of their choices. However, it is possible that some students' selected patterns of courses will not fit the subject lines, and reserve choices may have to be used. Should these also not fit the subject lines, students will be interviewed individually.

ELECTIVE COURSE FEES / MATERIALS CONTRIBUTIONS

- Elective Materials Contributions will apply for students taking subjects as indicated in the contributions/payments schedule in the Kingscliff High School Handbook.
- Course fees are indicated next to the subjects detailed in this booklet.
- Many elective courses require extra resources, such as ingredients for Food Technology and wood for Industrial Technology-Timber. Each course has had to justify the fees charged with the Principal and every effort is made to keep fees as low as possible. Elective course fees are determined in consultation with the school community as part of the school budget process
- Students and their families should carefully consider the elective fees attached to some of our elective courses before making final choices. These fees cover the cost of resources for specific electives and their curriculum requirements. Any concerns about elective fees should be addressed to the school before making any final elective choices.

**CHOOSE CAREFULLY AND RETURN YOUR CHOICE SHEET BY:
FRIDAY 29 AUGUST 2025**

YOU MAY NOT HAVE THE OPPORTUNITY TO CHANGE AT A LATER DATE

READ CAREFULLY – INFORMATION RE SUBJECT SELECTION

Year 9

You need to study two (2) 200 hour courses that are continuous across Year 9 and 10, as well as one (1) 100 hour course studied across Year 9 only.

Year 10

You need to continue the two (2) 200 hour courses in Year 10 which you have studied in Year 9. You will choose a NEW 100 hour course to study across Year 10 and drop the 100 hour course you studied in Year 9.

CHOOSE FROM THE FOLLOWING ELECTIVE COURSES

<p><u>YEAR 9</u></p> <p>Choose two (2) 200-hour courses that are continuous across Year 9 and 10</p> <p>Choose one (1) 100-hour course studied in Year 9 only</p>	<p><u>YEAR 10</u></p> <p>Continue the two (2) 200-hour courses in Year 10 which you have studied in Year 9.</p> <p>Choose a NEW 100-hour course to study across Year 10 and drop the 100-hour course you studied in Year 9.</p>
<p><u>YEAR 9</u></p> <p><u>BOARD DEVELOPED ELECTIVES (Appear on RoSA)</u></p> <p>Agricultural Technology [AGR] Child Studies [CST] Commerce [COM] Cultural Studies [CUS] Dance 100hr [DAN] Drama [DRA] Elective History [HIS] Food Technology [FOO] Global Studies [GLO] Computing Technology [CT] Industrial Technology – Engineering [ENG] Industrial Technology – Metal [MET] Industrial Technology – Multimedia [MMT] Industrial Technology – Timber [TTT] Japanese [JAP] Marine and Aquaculture Technology [MAR] Music [MUS] Photographic and Digital Media [PHO] Physical Activity and Sports Studies (PASS) [PAS] Year 9 PASS – Rugby League Development Elective [PASR] PASS – Sports Excellence [PASS] Textiles Technology [TAD] Visual Arts [ART] Visual Design [VDN]</p> <p><u>NSW DEPARTMENT OF EDUCATION APPROVED ELECTIVES</u> <u>(DO NOT appear on RoSA)</u></p> <p>Journalism [JOU] iSTEM [STM] Smart Thinking: Unlocking Your Potential (Critical Thinking) [HPG1]</p>	<p><u>YEAR 10</u></p> <p><u>BOARD DEVELOPED ELECTIVES (Appear on RoSA)</u></p> <p>Agricultural Technology [AGR] Child Studies [CST] Commerce [COM] Cultural Studies [CUS] Dance 100hr [DAN] Drama [DRA] Food Technology [FOO] Global Studies [GST] Computing Technology [CT] Industrial Technology – Engineering [ENG] Industrial Technology – Metal [MET] Industrial Technology – Multimedia [MMT] Industrial Technology – Timber [TTT] Japanese [JAP] Marine and Aquaculture Technology [MAR] Music [MUS] Photographic and Digital Media [PHO] Physical Activity and Sports Studies [PAS] PASS – Sports Excellence [PASS] Textiles Technology [TAD] Visual Arts [ART] Visual Design [VDN]</p> <p><u>NSW DEPARTMENT OF EDUCATION APPROVED ELECTIVES</u> <u>(DO NOT appear on RoSA)</u></p> <p>Certificate III in Assistant Dance Teaching Journalism [JOU] iSTEM [STM] Smart Thinking: Unlocking Your Potential (Critical Thinking) [HPG1]</p>

BOARD DEVELOPED COURSES (APPEAR ON ROSA)

CREATIVE AND PERFORMING ARTS (CAPA)

Dance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10>

DANCE 100 hour course

Contribution: \$20 course fee

This course will give students the opportunity of studying dance in much greater depth than was possible in Years 7 and 8, through a range of different styles.

The study of Dance will allow students to:

- Perform movement with technique
- Compose movement that is original
- Appreciate different dance styles and dance works
- Perform for school productions

No prior experience in dance is necessary

Drama

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus>

DRAMA 100 hour course

Contribution: \$20 course fee

DRAMA 200 hour course

Contribution: \$40 course fee

Drama is an artform with a discrete body of knowledge including conventions, history, skills and methods of working. Drama fosters an understanding of continuity and change and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

The study of Drama encourages a cooperative approach to exploring the world through enactment and the creative process of sharing, developing, and expressing emotions and ideas. Learning experiences in Drama involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works. Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and philosophical considerations.

The study of Drama will allow students to:

- Participate in the practices of making, performing and appreciating drama
- Develop and explore situations in both dramatic and theatrical environments using improvisation and playbuilding
- Actively engage in acting and performing drama and theatre for different audiences
- Respond to, inquire into, investigate and critically study a range of drama and theatre experiences

Music

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

MUSIC 100 hour course

Contribution: \$30 course fee

MUSIC 200 hour course

Contribution: \$60 course fee

This course will give students the opportunity of studying music in much greater depth than was possible in Years 7 and 8.

The study of Music will allow students to:

- Perform music and develop both soloist and ensemble skills in a variety of genres
- Listen to and learn about a wide variety of different musical styles
- Compose music in a variety of styles using technology

Photographic and Digital Media

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-and-digital-media-7-10>

PHOTOGRAPHIC AND DIGITAL MEDIA 100 hour course

Contribution: \$40 course fee

PHOTOGRAPHIC AND DIGITAL MEDIA 200 hour course

Contribution: \$80 course fee

This course is relevant for students who are interested in the new advances in Photographic and Digital Media, or who wish to use them in the workplace.

The study of Photographic and Digital Media will allow students to:

- Produce many works using a digital camera and other photographic forms and techniques, which would be suitable for commercial job application
- Use a range of hand and computer altered and generated photographic and printed forms
- Investigate the work of a range of artists such as photographers, designers, filmmakers, videographers, digital artists and animators

Visual Arts

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

VISUAL ARTS 100 hour course

Contribution: \$80 course fee

VISUAL ARTS 200 hour course

Contribution: \$160 course fee

The Visual Arts Year 9-10 course offers students an exciting opportunity to continue experiencing and mastering a wide variety of art forms from painting to digital, sculpture to film. Visual Arts develops a student's creativity, intellectual and practical autonomy, reflective action, empathy, critical judgement and understanding. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings. It is vital for students to develop a sensory awareness, powers of visual expression and communication, an understanding of visual traditions and the potential to think and act creatively. Visual Arts provides a valuable background for all students contemplating any career where acute observation, critical analysis, brain-hand-eye co-ordination/dexterity and creative problem-solving are necessary.

The skills and knowledge taught and the values formed in Visual Arts will benefit those seeking a future in art and design-related industries and will also prepare students for vocational fields such as journalism, sociology, law, medicine and dentistry, by providing opportunities to develop their social and cultural awareness, observation skills and empathy and mental/manual dexterity. Students with a background in Visual Arts may have an advantage in other curriculum areas such as History and English.

There are three components to the Visual Arts course: practical, historical and critical. Art Study incorporates Historical Traditions, Theory of Practice and Critical Study. Practical activities are integrated with historical (encouraging an understanding of the social cultural significance) and critical study (which develops the student's ability to respond to and appreciate works of art.)

Students will have the opportunity in Art Practice to explore:

Digital imaging, painting, printmaking, drawing, sculpture, applied design, ceramics, cartooning, animation, installation, film, site-specific art, studio photography.

Requirements:

Visual Arts Process Diary, pencils and own protective clothing

Visual Design

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-design-7-10>

VISUAL DESIGN 100 hour course

Contribution: \$60 course fee

VISUAL DESIGN 200 hour course

Contribution: \$120 course fee

The focus of this course is on making functional pottery and the function of advertising. The study of Visual Design will allow students to:

- Study a range of commercial practices of designing objects in the visual arts in different times and places, they will look at the power of publications (magazines and newspapers)
- Understand how art can represent ideas and issues related to what is happening in the world
- Construct a functional clay object for a set function
- Interpret and explain the practice of designers who make objects for mass and individual appeal (like Billabong)
- Design and make a range of identity designs and promotional material such as logos, symbols, brochures, font designs, posters, and a print publication/magazine by using layout, text and image
- Use computer generated images to create magazine covers and posters

Requirements:

Display folder, pencils and own protective clothing

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

Commerce

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019>

COMMERCE 1: 100 hour course

Contribution: \$nil course fee

Commerce 1 is a one semester course which helps students understand and participate in our ever changing commercial world.

The study of Commerce 1 will allow students to:

- Cover employment; finding a job, rights at work and working conditions
- Cover travel; preparing your travel adventure
- Cover 'You and the Law'

Computer applications and fieldwork will be part of your Commerce experience. The study of Commerce in Years 9 and 10 provides a useful foundation for senior courses such as Economics, Business Studies, Legal Studies, Aboriginal Studies and Society and Culture.

COMMERCE 2: 200 hour course

Contribution: \$nil course fee

The study of Commerce 2 will allow students to:

- Cover buying wisely
- Cover getting a loan
- Cover advertising and you
- Cover saving for the future
- Move out: renting, bonds and buying a car
- Have your say: you in our democracy
- Understand - you as a volunteer
- Understand how our economy work

Cultural Studies

CULTURAL STUDIES 100 hour course

Contribution: \$nil course fee

CULTURAL STUDIES 200 hour course

Contribution: \$nil course fee

The study of Cultural Studies will allow students to:

- Look closely at the interesting aspects of the lives of people in other countries, and comparing these to how we live in Australia
- Have the opportunity to learn about how people in different parts of the world celebrate their special days, the sports they play, the types of food they eat, their family lives and the things that are important to them
- Learn via practical and interactive activities, excursions, individual and group research projects and film studies

Elective History (Year 9 only)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019>

ELECTIVE HISTORY (Year 9 only) 100 hour course

Contribution: \$nil course fee

Elective History covers Ancient, Medieval and Modern History and allows students to explore the various stories of the past. Studying Elective History provides the opportunity for students to explore the actions, motives and lifestyles of people over time. Students are encouraged to appreciate the differing perspectives of the past.

The course aims to stimulate curiosity and develop empathetic understanding, problem-solving, research and critical thinking skills. Students learn to critically analyse and use sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence. There is an opportunity to engage in research involving ICT.

Optional topics include:

Topic 1: History, Heritage and Archaeology

- Archaeological sites
- Family history
- Film as history
- History websites/online environments
- Local history

Topic 2: Ancient, Medieval and Modern Societies

- Africa
- The Americas
- Asia
- Australia
- Europe
- The Middle East
- The Pacific

Topic 3: Thematic Studies

- Children in history
- Crime and punishment
- Gender in the past
- Heroes and villains
- Music through history
- Power and political unrest
- Religious and spiritual beliefs/practices
- Slavery
- Sport and recreation in history
- War and peace
- World myths and legends

Global Studies (Elective Geography)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-elective-7-10-2019>

GLOBAL STUDIES (ELECTIVE GEORGRAPHY) – 100 hour course

Contribution: \$nil course fee

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

Topics studied include:

- oceanography
- global citizenship
- political geography

The practical applications of this course will provide for both vocational and general life experience

LANGUAGES

Japanese

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017>

JAPANESE 100 hour course

Contribution: \$25 course fee (one year)

JAPANESE 200 hour course

Contribution: \$50 course fee (two years)

The study of Japanese will allow students to:

- Learn to speak Japanese, understand spoken Japanese and read and write Japanese script, focusing on using Japanese in Australia and when travelling in Japan
- Learn about Japanese people, their country and customs
- Have extra opportunities to practice using your Japanese available through video link ups, with Japanese visitors and exchange opportunities. (Once every two years a study tour to Japan normally occurs for Year 10/11 students who are studying Japanese - dependent on numbers)
- Cook different types of Japanese food
- Take part in various cross curricular activities, such as polymer clay models and design and technology projects.

NOTE: If you study for 100 hours you **will not** be eligible to continue your studies in Year 11 (you will not have completed the level required for the Japanese Continuers course and you would have studied too many hours to be eligible for the Japanese Beginners course).

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Physical Activity and Sports Studies (PASS)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/course-descriptions>

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Contribution: 100 hour course: \$10 course fee (one year)

Contribution: 200 hour course: \$20 course fee (two years)

The study of PASS will allow students to:

- Develop an appreciation of movement, as well as the development of physical skills and a willingness to collaboratively and creatively work as part of a number of teams to participate in and promote regular physical activity.

Topics that we study in Year 9 include:

- Participate in Badminton, Oztag, Sofcrosse, Fundamental Movement Skills and Traditional Indigenous Games and Fitness testing, Indoor/Outdoor games
- Create a game and conduct it with their class.
- Select a Traditional Indigenous game, then plan and conduct it with their class and to Year 4 students of our local feeder primary schools (the Coastal Learning Community (CLC) group of schools – Kingscliff, Bogangar, Pottsville, Cudgen and the Combined Small Schools) during NAIDOC week celebrations.

Topics that we study in Year 10 include:

- Participate in Indoor games, Fitness Testing, AFL, Quad games, Badminton, Ultimate Frisbee/Vortex, School Gym
- Plan and conduct an in class athletics event.
- Plan and conduct an Athletics Carnival for one of the local feeder CLC primary schools (Kingscliff, Bogangar, Pottsville, Cudgen and the Combined Small Schools), whilst assisting at all 4 remaining CLC Athletics Carnivals. The best performing students will also be invited to officiate at the Tweed District, Far North Coast and North Coast PSSA Carnivals and the Far North Coast and North Coast High Schools Athletics Carnivals where applicable.
- Plan and conduct an in class sporting competition.
- Participate in a possible lifestyle and recreation excursion.

Year 9 Physical Activity and Sport Studies (PASS) – Rugby League Development Elective

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/course-descriptions>

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) – RUGBY LEAGUE DEVELOPMENT ELECTIVE

Stage 5 (Year 9) 200 Hour

Contribution: \$60 course fee (one year)

Rugby League: Performance, Identity and Pathways

Course Description

This is a Stage 5 PASS elective which gives students a deeper insight into Rugby League as both a physical activity and a cultural phenomenon.

Students selecting this elective must be playing or intending to play tackle Rugby League for Kingscliff High School.

Units

1. Physical Fitness in Rugby League

Components of fitness relevant to Rugby League (speed, muscular endurance, power)

Fitness testing protocols (beep test, vertical jump, agility test)

Designing position – specific fitness programs

Monitoring and evaluating fitness improvements

2. Strength and Conditioning

Introduction to resistance training (bodyweight, bands, light weights)

Core stability and injury prevention

Safe lifting techniques and gym etiquette

Periodisation: Pre-season, in-season, recovery

3. Nutrition for Performance

Macronutrients and their role in performance

Meal planning for training, game day and recovery

Hydration and energy balance

4. Australian Sporting Identity

Rugby League's history and cultural influence in Australia

Indigenous contributions to the game

The role of NRL in regional and metropolitan communities

Representation: inclusion and diversity in Rugby League

5. Opportunities in Rugby League

Pathways: Junior Reps, school competitions, community clubs, NRL

Careers: Player, coach, referee, trainer, analyst, administrator

Coaching accreditation and officiating roles

Volunteering and community development through sport.

Physical Activity and Sports Studies (PASS) – Sports Excellence

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/course-descriptions>

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) – SPORTS EXCELLENCE

Contribution: 100 hour course: \$100 course fee (one year)

This course is available to students as part of the Sports Excellence application process.

The study of PASS will allow students to:

- Develop an appreciation of movement, as well as the development of physical skills in a specific sport and a willingness to collaboratively and creatively work as part of a number of teams to participate in and promote regular physical activity.

Topics that we study include:

Sport specific games and Fitness testing.

- Create a game and conduct it with their class.
- Select a Traditional Indigenous game, then plan and conduct it with their class and to Year 4 students of our local feeder primary schools (the Coastal Learning Community (CLC) group of schools – Kingscliff, Bogangar, Pottsville, Cudgen and the Combined Small Schools) during NAIDOC week celebrations.
- Participate in American Football, Indoor Hockey, AFL, European Handball, Badminton and Ultimate
- Plan and conduct an Athletics Carnival for one of the local feeder CLC primary schools (Kingscliff, Bogangar, Pottsville, Cudgen and the Combined Small Schools), whilst assisting at all 4 remaining CLC Athletics Carnivals. The best performing students will also be invited to officiate at the Tweed District, Far North Coast and North Coast PSSA Carnivals and the Far North Coast and North Coast High Schools Athletics Carnivals where applicable.
- Plan and conduct an in class sporting competition.
- Participate in a possible lifestyle and recreation excursion.

Child Studies

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/course-descriptions/#child-studies-2019>

CHILD STUDIES: 100 hour course

Contribution: \$10 course fee (one year)

CHILD STUDIES: 200 hour course

Contribution: \$20 course fee (two years)

Equipment needed:

- iPad and pen

The study of Child Studies will allow students to:

- Develop an understanding of child development from preconception through to and including the early years (0-8 years).

The content includes the following:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

SCIENCE

Agricultural Technology

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/agricultural-technology-2019>

AGRICULTURAL TECHNOLOGY 100 hour course

Contribution: \$40 course fee (one year)

AGRICULTURAL TECHNOLOGY 200 hour course

Contribution: \$80 course fee (two years)

Equipment needed:

- sturdy enclosed shoes (students can supply their own work shoes to keep at school for the duration of the course)
- hat, water
- exercise book

The study of Agricultural Technology will allow students to:

- develop knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other products
- explore the local and global interactions of agriculture with Australia's economy, culture and society
- gain knowledge of and skills in the effective and responsible production and marketing of agricultural animal and plant products
- develop an understanding of sustainable and ethical practices that support productive and profitable agriculture
- gain skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- develop knowledge and skills in implementing collaborative and safe work practices in agricultural contexts
- appreciate the dynamic nature of agricultural enterprises and how they are used to develop solutions to personal, social and global issues
- value the development of skills and gain satisfaction from their use to solve problems and create quality products

Marine and Aquaculture Technology

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/marine-and-aquaculture-technology-2019>

MARINE AND AQUACULTURE TECHNOLOGY 100 hour course

Contribution: \$50 course fee (one year)

MARINE AND AQUACULTURE TECHNOLOGY 200 hour course

Contribution: \$100 course fee (two years)

Equipment needed:

- red rash shirt or red t-shirt
- own snorkel, mask and fins
- pool fee for pool sessions as required
- exercise book

The study of Marine and Aquaculture Technology will allow students to:

- develop knowledge and skills in water safety and First Aid
- gain knowledge and understanding of marine and aquatic environments
- explore the role of sustainable aquaculture in the preservation of wild seafood stocks and the marine environment
- utilise knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment
- develop knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities
- gain knowledge and understanding of the industries and organisations using, managing and regulating aquaculture and the marine environment
- develop knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts
- appreciate the finite nature of marine and aquaculture resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to develop solutions to personal, social and global issues

TECHNOLOGICAL AND APPLIED STUDIES (TAS)

Food Technology

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/food-technology-2019>

FOOD TECHNOLOGY 100 hour course

Contribution: \$120 course fee (one year)

FOOD TECHNOLOGY 200 hour course

Contribution: \$240 course fee (two years)

Equipment needed:

- White Apron – can be purchased from the Front Office
- Sturdy enclosed shoes
- Container as required for practical lessons

The study of Food Technology will allow students to:

- Gain a knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- Examine and explore the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures
- Gain experience in food service and catering ventures. Learn about their ethical operations across a variety of settings and investigate employment opportunities
- Explore the processes in food product development and develop, produce and evaluate a food product.
- Gain knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition
- Develop skills in designing, producing and evaluating solutions for specific food purposes
- Explore a range of special occasions including social, cultural, religious, historical and family
- Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

Textiles Technology

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/textiles-technology-2019>

TEXTILES TECHNOLOGY 100 hour course

Contribution: \$50 (1 year) plus cost of own materials for projects

TEXTILES TECHNOLOGY 200 hour course

Contribution: \$100 (2 year) plus cost of own materials for projects

The study of Textiles Technology will allow students to:

- Learn how to select projects, patterns and fabrics to meet personal needs
- Display creativity whilst developing a range of practical skills relating to textiles
- Conduct research into fibres, yarns and fabrics
- Experiment with and apply design using the elements and principles
- Use computerised sewing machines in the construction of two (2) projects per semester
- Submit a portfolio to accompany project work

The practical applications of this course will provide for both vocational and general life experience.

TECHNOLOGICAL AND APPLIED STUDIES – INDUSTRIAL ARTS (TAS-IA)

CHOOSING YOUR ELECTIVES:

You need to choose courses that are suited to your strengths and interests. You should also consider courses which may be useful to you in future years, not only for a job, but useful in all aspects of your life.

Please note: You are only allowed to select TWO Industrial Technology electives in Year 9 and 10 from the subjects below.

Industrial Technology strands:

- Engineering
- Multimedia
- Metal
- Timber

The following subjects are NOT Industrial Technology subjects and may be chosen as additional subjects:

- iSTEM
- Computing Technology

Industrial Technology – Engineering

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019>

INDUSTRIAL TECHNOLOGY - ENGINEERING 100 hour course

Contribution: \$80 course fee (one year)

INDUSTRIAL TECHNOLOGY - ENGINEERING 200 hour course

Contribution: \$180 course fee (two years)

Equipment needed:

- Blue Aprons are supplied in classrooms to loan. Students are encouraged to purchase their own Apron to protect clothing in the workshop. Blue Aprons can be purchased from the Front Office.
- Sturdy enclosed shoes
- Pencils, Eraser, Sharpener
- Hair Restraint

The study of Industrial Technology - Engineering will allow students to:

- study Core Module 1 - Structures and Mechanisms in Year 9 (eg Model Bridge Challenge, Trebuchet and Co2 Dragster).
- study two specialised modules in Year 10: Alternative Energy, Control Systems, School Developed Engineering Module and Transport
- develop knowledge, understanding and skills in relation to the engineering and associated industries
- develop skills and confidence in the use of a range of equipment, tools, processes and technologies to produce quality practical projects
- identify, apply and manage the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- apply design principles in the modification, development and production of projects
- select, justify and use a range of relevant and associated materials for specific applications
- select, interpret and apply a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- describe, analyse and use a range of current, new and emerging technologies such as computer aided design, 3D printing and laser cutting
- describe, analyse and evaluate the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Metal

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019>

INDUSTRIAL TECHNOLOGY - METAL 100 hour course

Contribution: \$80 course fee (one year)

INDUSTRIAL TECHNOLOGY - METAL 200 hour course

Contribution: \$160 course fee (two years)

Equipment needed:

- Blue Aprons are supplied in classrooms to loan. Students are encouraged to purchase their own Apron to protect clothing in the workshop. Blue Aprons can be purchased from the Front Office.
- Sturdy enclosed shoes
- Pencils, Eraser, Sharpener
- Hair Restraint

The study of Industrial Technology - Metal will allow students to:

- build skills in Core Module, Metal 1 in Year 9. Undertake two specialised modules in Year 10 in metal fabrication or machining.
- develop knowledge, understanding and skills in relation to the metal industries
- develop skills and confidence in the use of a range of equipment, tools, processes and technologies to produce quality practical projects
- identify, apply and manage the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- apply design principles in the modification, development and production of projects
- select, justify and use a range of relevant and associated materials for specific applications
- select, interpret and apply a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- describe, analyse and use a range of current, new and emerging technologies such as computer aided design and laser cutting
- describe, analyse and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Multimedia

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019>

INDUSTRIAL TECHNOLOGY - MULTIMEDIA 100 hour course

Contribution: \$25 course fee (one year)

INDUSTRIAL TECHNOLOGY - MULTIMEDIA 200 hour course

Contribution: \$50 course fee (two years)

Equipment needed:

- Students will be required to keep an electronic design folio.

The study of Industrial Technology - Multimedia will allow students to:

- build skills in web design and video production in Core Module 1, Year 9. Design apps, interactive games and simulations in the specialised module, Multimedia 2 in Year 10.
- develop knowledge, understanding and skills in relation to the multimedia industries.
- develop skills and confidence in the use of a range of hardware and software. Use digital cameras video and animation hardware.
- identify, apply and manage the risks and WHS issues associated with hardware, materials, processes and technologies.
- apply design principles in the modification, development and production of projects.
- select, justify and use a range of relevant and associated software for specific applications.
- select, interpret and apply a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- describe, analyse and use a range of current, new and emerging technologies such as app design software, 3d printing and virtual reality.
- describe, analyse and evaluate the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Timber

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019>

INDUSTRIAL TECHNOLOGY - TIMBER 100 hour course

Contribution: \$80 course fee (one year)

INDUSTRIAL TECHNOLOGY - TIMBER 200 hour course

Contribution: \$180 course fee (two years)

Equipment needed:

- Blue Aprons are supplied in classrooms to loan. Students are encouraged to purchase their own Apron to protect clothing in the workshop. Blue Aprons can be purchased from the Front Office.
- Sturdy enclosed shoes
- Pencils, Eraser, Sharpener
- Hair Restraint

The study of Industrial Technology - Timber will allow students to:

- develop knowledge, understanding and skills in relation to the timber and associated industries
- engage in timber projects to promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course (Core Module 1 – Year 9, Specialised Module – Timber 2 – Year 10)
- develop skills and confidence in the use of a range of equipment, tools, processes and technologies to produce quality practical projects
- identify, apply and manage the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- apply design principles in the modification, development and production of projects
- select, justify and use a range of relevant and associated materials for specific applications
- select, interpret and apply a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- describe, analyse and use a range of current, new and emerging technologies such as computer aided design and laser cutting
- describe, analyse and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Computing Technology

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019>

COMPUTING TECHNOLOGY 100 hour course

Contribution: \$25 course fee (one year)

COMPUTING TECHNOLOGY 200 hour course

Contribution: \$50 course fee (two years)

Equipment needed:

- Students will be required to keep an electronic portfolio of practical and classwork completed

The study of Computing Technology will allow students to:

- participate in a range of practical activities to build knowledge and understanding of a range of computer software and hardware.
- study Enterprise Information Systems (Modelling networks and social connections; design for user experience; and, analysing data)
- study Software Development (Building mechatronics and automated systems; games and simulations; developing apps and web software)
- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.
- investigate legal, ethical, social and industrial issues.

****END OF BOARD DEVELOPED ELECTIVES****

NSW DEPARTMENT OF EDUCATION APPROVED ELECTIVES

DO NOT appear on RoSA

iSTEM

iSTEM 100 hour course

Contribution: \$80 course fee (one year)

iSTEM 200 hour course

Contribution: \$160 course fee (two years)

Equipment needed:

- Blue Aprons are supplied in classrooms to loan. Students are encouraged to purchase their own Apron to protect clothing in the workshop. Blue Aprons can be purchased from the Front Office.
- Sturdy enclosed shoes
- Pencils, Eraser, Sharpener
- Hair Restraint

Note: This is a Department of Education approved elective as of 2022. It does not appear on the RoSA.

The study of iSTEM will allow students to:

- study a new subject that was developed in collaboration with industry, business, government and universities
- participate in activities involving the latest technologies including CNC Machinery, additive manufacturing (3D printing), laser cutting, robotics and automation systems
- study core topics in STEM fundamentals and project-based learning. Study elective modules in computer aided design (CAD), critical thinking and project-based learning
- Study specialised modules in a range of fields including; advanced manufacturing; aeronautical engineering; mechatronics and robotics; and design for space
- apply engineering design processes to address real-world STEM-based problems
- select and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
- work independently and collaboratively to produce practical solutions to real-world scenarios

Journalism

JOURNALISM 100 hour course

Overview:

Kingscliff High School Annual Magazine

In this semester Stage 5 elective students will learn the skills to collaboratively create photographic and written texts for a school newspaper publication. Students will learn the roles of media production - photographer, editor, sub-editor, journalist, production (layout and design) and will acquire the skills of how the world can be represented through the visual and written word for an identified audience.

Students will learn how to work collaboratively to publish a newspaper: including how to write newspaper articles, conduct interviews, write and edit copy, write headlines, captions, bylines, use SLR cameras, gain insight through guest journalists (contacts to be acquired for Tweed News, The Koori Mail), and how to layout a newspaper on Adobe software/Quark for authentic publication of a school newspaper.

The skills students acquire in this elective link to opportunities to enter competitions such as <https://fronpage.online/about/>

Assessment:

Students will collate a portfolio of work and submit a newspaper article and photograph to a newspaper for publication.

Cross curricular:

Photographic and Digital Media, English, ICT

Long-term:

HPGE Kingscliff High School newspaper (to replace the Kingscliff High School newsletter); students acquire skills for Journalism cadetship/internship/work experience through Kingscliff High School relationship with local newspapers.

Smart Thinking: Unlocking Your Potential (Critical Thinking)

Smart Thinking: Unlocking Your Potential (100 hour course) (Critical Thinking)

Aims to:

- engage and encourage students to develop their critical thinking skills and recognise the key aspects of a critical thinking mind.
- develop the essential skills to evaluate the vast and diverse amount of information you encounter in your daily lives. This will help face future challenges in a continually evolving world.

Through engaging in project-based tasks, you will have the chance to practice critical thinking, foster creativity, and write with a specific audience in mind.

Course Outline

2 core units – introduce you to the key features of critical thinking – the process of argumentation and applying it to evaluate claims.

Core units:

Core 1: Critical thinking in action

Core 2: Research skills to support the critical mind

Options

- students will do at least 2 of these
- various areas of interest to reinforce the skills learnt from the core units
- allows you to delve deeper into specific scenarios of interest and challenge perceptions of the world around you.
- Options include:
 - Option 1 – Strategies used in business and war
 - Option 2 – Predicting the future: How certain can we be?
 - Option 3 – Conspiracy theories: Where are the facts?
 - Option 4 – Strategies and innovations in sports: The path to victory
 - Option 5 – Advertising: Have they got your attention?
 - Option 6 – Solving problems of today and tomorrow
 - Option 7 – Recreating the human mind: The future of artificial intelligence (AI)
 - Option 8 – Blind justice: You've been selected for jury duty

Expected Outcome of the course

- After completing this elective, you will be able to apply critical thinking processes to analyse the strength and validity of information and claims.
- **skills that are valuable for learning in Stage 6**
- Critical and creative thinking is a **general capability in most Stage 6 courses**.

Please note:

- the course will not be listed on the RoSA
- this does not affect your achievement of Stage 5 recognition of learning
- does not impact on you moving onto your Stage 6 courses

Please see Mrs O'Keeffe if you would like more information about this course.

****END OF NSW BOARD DEPARTMENT OF EDUCATION APPROVED ELECTIVES ****

VET Course Information 2026

NSW Department of Education RTO 90333 Vocational Education and Training

School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain a HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

NSW Department of Education RTO is accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them for the workplace. Students are either deemed "competent" or "not competent" by the teacher. Students who achieve competency will possess the skills and knowledge to perform workplace activities across various situations and environments, meeting industry standards

Assessment materials are designed to give each learner the opportunity to meet the qualification outcomes. Students will receive documentation that lists all competencies they have achieved.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses>

Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here:

<https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

Students are encouraged to speak with the VET Coordinator, VET Teacher, Year Adviser, or Careers Adviser before selecting a course. This will ensure they understand the requirements and that the course aligns with their individual needs, knowledge, and skills.

VET COURSE INFORMATION 2026 – FREQUENTLY ASKED QUESTIONS

What does VET mean?

VET means Vocational Education and Training. VET courses are available at Stage 5 and at Stage 6 - Higher School Certificate (HSC) for students which allows the student to gain an HSC and an AQF credential at the same time. School, TAFE and other private providers deliver VET courses.

What is the difference between VET courses and other HSC courses?

- VET courses can deliver dual accreditation, meaning a VET course can give an Australian Qualification Framework (AQF) qualification in addition to units of study counting towards the HSC.
- Learning and assessment focuses on skills and is *competency based*.
- In some VET courses work placement is compulsory.

What is reported on the HSC?

All VET courses are recorded on the HSC. As well, an HSC student receives either an Australian Qualification Framework (AQF) credential or a Statement of Attainment towards an AQF credential with a transcript of the units of competency achieved. Units of competencies are reported to the NSW Education Standards Authority (NESA).

What are competencies?

A student is assessed for competency against standards set by industry for skill performance. Being assessed as competent means a student has reached a pre-defined minimum level of work performance in an industry skill area.

Do VET courses count towards the Australian Tertiary Admissions Rank (ATAR)?

VET courses can be included in the HSC pattern of study. All VET Industry Curriculum Framework Courses (ICF), are Category B. Only one Category B course can be used in the calculation of the ATAR. In order for a VET course to count towards a ATAR, a student must study a 240 hour course and must sit a written exam for the HSC.

What is the Australian Quality Framework (AQF)?

The AQF broadly refers to national principles, standards for delivery and qualifications in VET. VET is delivered by Registered Training Organisations. Tamworth 90162 is currently delivering Vocational Education and Training in 118 schools.

What are Australian Qualification Framework (AQF) qualifications?

VET qualifications are expressed as AQF levels. They are recognised Australia wide. Students may gain an AQF credential at either Certificate I or II and in some instances either part or all of Certificate III depending on the VET course they study and the units of competency they achieve.

What are Industry Curriculum Frameworks?

NSW Education Standards Authority (NESA) has packaged VET courses from national Training Packages into courses and units of study for the Higher School Certificate. A student may do a 120-hour course, 240-hour course, and may elect to do a 60 or 120-hour specialisation course. ICF courses have a mandatory work placement component and an optional HSC exam that may contribute to the ATAR.

What is the difference between an Industry Curriculum Framework (ICF) course and a VET Board Endorsed Course (VET BEC)?

A VET BEC course may have a mandatory work placement but does not have a HSC exam. Both ICF and BEC VET courses contribute to a student's HSC pattern of study.

However a Board Endorsed Course (VET BEC) does not contribute to the ATAR

What are Specialisation Courses?

Specialisation courses are 1 unit or 2 unit extensions added to the 240 hour (2 unit x two years) course. Specialisation courses build upon the normal ICF course and deliver more training towards AVQ levels. They may be selected during the HSC year. These units do not count towards the ATAR but do count towards the HSC.

Why is work placement compulsory in some VET courses?

Industry says workplace learning greatly enhances classroom training. Work placement in a 240-hour course is 70 hours (usually done as two one-week blocks, one week during the Year 11 course and one week during the HSC course). Part-time work may be used to claim Recognition of Prior Learning (RPL) credit. Specialisation courses also have work placement requirements.

Who delivers VET to students?

VET courses are delivered in schools by teachers who have undertaken additional training to become qualified to deliver a VET course.

What is RPL?

Recognition of Prior Learning (RPL) allows students to seek recognition of their skills and knowledge gained prior to beginning a VET course as a result of formal training, work experience, life experience and part-time work. The relevant VET Coordinator at your school holds application forms.

What is Credit Transfer?

Credit Transfer (CT) allows students to seek recognition of their skills and knowledge gained as a result of previous achievement of units of competency and/or a qualification. The relevant VET Coordinator at your school holds application forms.

How do foundation and employability skills relate to VET courses?

Foundation and employability skills feature in all units of competency; they are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions."

**STUDY IN A VET ICF COURSE MAY GIVE A STUDENT ACCESS TO THE HSC
AND AN AQF CREDENTIAL, WORKPLACE LEARNING AND AN ATAR**

By enrolling in a VET qualification in NSW Department of Education RTO 90333, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESA).

2026 Assistant Dance Teaching Description



NSW Department of Education RTO 90333

2026 Assistant Dance Teaching Course Descriptor CUA30320 Certificate III in Assistant Dance Teaching

This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.

Course: Assistant Dance Teaching
Board Endorsed Course (300 hour)
(3 units x 1 year and 2 units x 1 year)

HSC credit – 5 units
There is no Australian Tertiary Admission Rank (ATAR) for this course

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of CUA30320 Certificate III in Assistant Dance Teaching <https://training.gov.au/training/details/CUA30320>. You will be expected to complete all the requirements for the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course

- working within the dance industry involves customer (client) service
- demonstration of dance skills to younger students
- creativity
- critical thinking
- problem solving

Examples of occupations in the dance industry

- private studio teaching assistant
- choreographer
- warm up coordinator

VET requirements

Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

HSC requirements

Mandatory course requirements

You must complete 300 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.

External Assessment

There is no external assessment (optional HSC examination) for this course.

Consumable costs:

Year 10, Preliminary and HSC - \$20

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is not available in this course.

Exclusions: Students undertaking both this Assistant Dance Teaching course and another course based on the CUA Creative Arts and Culture Training Package should choose different units of competency to meet the requirements of each HSC course and qualification. Students can only undertake the Assistant Dance Teaching (120 indicative hours) course or the Assistant Dance Teaching (240 indicative hours) course or the Assistant Dance Teaching (300 indicative hours) course.

General information about NESA VET course exclusions can be found <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

STAGE 5 2026 ELECTIVES SUBJECT SELECTION – TIMELINE

Stage 5 Subject Selection Information session for parents Held at the school in the school Library at 6:30pm	Term 3 2025 Week 2 – Thursday 31 July 2025
Subject Selection Information Session for Year 8 Students Delivered at the Year 8 Assembly	Term 3 2025 Week 3 – Tuesday 5 August 2025
Homeroom Q&A sessions for students	Term 3 2025 Week 3 – <i>from</i> Monday 4 August 2025 and Week 4 – <i>from</i> Monday 11 August 2025
Year 8 2025 students receive an email with a web code and a link to the selection website	Term 3 2025 Week 5 – Tuesday 19 August 2025
Year 9 2025 students receive an email with a web code and a link to the Subject Selection website	Term 3 2025 Week 5 – Wednesday 20 August 2025
Online Subject Selection close date	Term 3 2025 Week 6 – Friday 29 August 2025

LAST PAGE

Speak to the following staff at your school for more information:

- Head Teachers in each Faculty
 - Year Adviser
 - Careers Adviser
- Stage 5 Coordinator