



**SENIOR FOUNDATION 2026**

# **SUBJECT SELECTION BOOKLET**

**LAMBTON HIGH SCHOOL**



## Foreword

The intention of this booklet is to provide information which will assist students, in consultation with parents/carers, to make informed subject selections for Senior Foundation elective courses to be undertaken in Year 10 2026.

Students will still be required to study a Core Curriculum and their X and Y elective courses commenced in Year 9. However, student will have additional elective courses to be studies on a semesterised rotation. These electives have been designed to assist students with the transition from Stage 5 to Stage 6 courses.

Please be aware that many elective courses, particularly in Technological and Applied Studies (TAS) and Creative and Performing Arts (CAPA) faculty areas, have course contributions attached. Materials for these subjects are bought from these course contributions. If students are not in a financial position to contribute or are opposed to paying for the materials required, another elective course should be chosen, unless you have made other arrangements with the Principal. All course contributions should be paid in full by the end of the first month of the school year. Reselection may be necessary otherwise.

This booklet will enable students and parents/carers to better understand the curriculum and to make an informed choice of subjects. Should students or parents require more information about specific elective course details, please contact the respective Faculty Head Teacher or the Head Teacher Secondary Studies.



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## Subject Selection Timeline

DATE	EVENT
<b>Term 3 Week 2</b>	<ul style="list-style-type: none"> <li>• Subject Selection Information Booklet – Senior Foundation 2026               <ul style="list-style-type: none"> <li>○ Student copy issued digitally via CANVAS</li> <li>○ Parent copy issued digitally via email</li> </ul> </li> </ul>
<b>Term 3 Week 3</b> Thursday 7 August	<ul style="list-style-type: none"> <li>• Parent/Carer Information Session               <ul style="list-style-type: none"> <li>○ Venue: Mini Hall</li> <li>○ Time: 6.00pm-6.30pm (Year 10 2026)</li> </ul> </li> </ul>
<b>Term 3 Week 3</b> Friday 8 August	<ul style="list-style-type: none"> <li>• Student Information &amp; Expo Session               <ul style="list-style-type: none"> <li>○ Venue: Mini Hall and Main Quad</li> <li>○ Period: 4</li> </ul> </li> </ul>
<b>Term 3 Week 3</b> Friday 8 August	<ul style="list-style-type: none"> <li>• WebChoices Portal open for online submission of elective course preferences.</li> </ul>
<b>Term 3 Week 4</b> Friday 15 August	<ul style="list-style-type: none"> <li>• WebChoices Portal closes for online submission of elective course preferences (3.05pm).</li> </ul>

## Year 10 Curriculum Overview

The pattern of subjects to be studied by all Year 10 students in 2026 follows on from the courses undertaken in Year 9.

In Year 10, all students will study the mandatory *Core Curriculum* subjects, *X-Elective* and *Y-Elective* courses for the whole year, and one *Senior Foundation (Z-Elective)* subject per semester.

CURRICULUM	SUBJECTS
<p><b>Core Subjects (Mandatory)</b></p>	<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• HSIE (History / Geography)</li> <li>• PDHPE</li> <li>• Sport</li> </ul>
<p><b>Elective Subjects</b></p>	<ul style="list-style-type: none"> <li>• X-elective course (commenced in Year 9)</li> <li>• Y-elective course (commenced in Year 9)</li> <li>• Senior Foundation Elective (Semester 1)</li> <li>• Senior Foundation Elective (Semester 2)</li> </ul>

# Year 10 Elective Course Information

## X-ELECTIVE AND Y-ELECTIVE COURSES

Students selected and commenced *two* elective courses as their X and Y electives in Year 9. These courses are studied for all of Stage 5 (Years 9 and 10). No further selections are required for these electives. Students will continue the X and Y electives they are currently studying in Year 9 into Year 10. These courses are not listed in this booklet. Where applicable, these courses will be credentialed on the Record of School Achievement.

## SENIOR FOUNDATION ELECTIVES

Senior Foundation electives are designed to teach skills needed for successful senior study. Details of Senior Foundation electives are contained in this booklet. These electives are one semester in duration. Students will study two different Senior Foundation electives in 2026 – one course in Semester One (Terms 1 and 2) and a different course in Semester Two (Terms 3 and 4).

Senior Foundation elective courses are not prerequisites for any courses in Stage 6. However, these courses are designed to provide Year 10 students with subject specific skills ahead of commencing Stage 6 courses. These elective courses are school developed and will not be credentialed on the Record of School Achievement.

Students will make their subject selections online, through the WebChoices selection portal. An email and password will be sent to students on Friday 8 August. It is important students prioritise their preferences in the order that courses are important to them. Students can change their preferences any number of times up until the closing date, with this having no impact on subject determinations. Students are asked to complete their selections, in consultation with their parents/carers, by Friday 15 August (3.05pm).

Every effort will be made to give students their first choice of elective courses, but this may not always be possible. Elective courses will be formed on student demand, but staffing, resource and timetabling constraints may mean that not every course offered will be able to run. Therefore, it is important students prioritise their reserve preferences in the instance that a higher preference selection does not run or is highly popular.

***Students who fail to submit subject selections by the specified deadline will be placed in courses based on availability.***



## Senior Foundation Courses – Overview

FACULTY	HSC FOUNDATION COURSE
CAPA	<ul style="list-style-type: none"> <li>• M.A.D for the Arts</li> </ul>
English	<ul style="list-style-type: none"> <li>• Let's Write</li> </ul>
HSIE	<ul style="list-style-type: none"> <li>• History on Trial</li> <li>• Our Social World... Changemaking and the Role of Research</li> </ul>
IT / LOTE	<ul style="list-style-type: none"> <li>• French Culture and Society</li> <li>• Ready for IT</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Become A Mathematical Thinker, Not A Calculator</li> </ul>
PDHPE	<ul style="list-style-type: none"> <li>• Beyond The Surface: Exploring People and Places</li> <li>• Games Application</li> <li>• Peak Performance: The Science of Fitness</li> <li>• Physical Performance and Health</li> <li>• The World of Work</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Medical Science</li> </ul>
TAS	<ul style="list-style-type: none"> <li>• Engineering Mechanics (Applied Mathematics) 101</li> <li>• Food and Society</li> <li>• Textiles and Design</li> <li>• The Hospitality World</li> <li>• The Retail Experience</li> <li>• Wood Machining 101</li> </ul>

# Senior Foundation Course Descriptors



# BECOME A MATHEMATICAL THINKER, NOT A CALCULATOR

**Course Contributions:** N/A (excursions only)

**Course Length:** Semester

**Related Stage 6 Courses:** Mathematics Advanced, Mathematics Standard

## Who is this subject intended for?

This subject is for any student:

- Wishing to gain skills to aide in their opportunity to be successful in Mathematics.
- Who has a desire to work in areas that require strong Mathematical skills.
- Who would like to develop study skills associated with Mathematics.

## Course Description

In this course students will:

- Be introduced to new skills and concepts that will assist them with their success in Mathematics.
- Learn skills through various teaching mediums including digital and group learning opportunities.
- Have opportunities to guide the learning and assessment process by creating and presenting an area of interest and choosing the way it will be assessed.
- Develop an understanding of how HSC questions are created and marked.
- Create study resources and skills, learning how to study in Mathematics.

Did you know:

- 94% of all workers use some sort of mathematics in their jobs.
- More than a third of skilled blue-collar workers such as carpenters and mechanics use algebra on the job.
- 5% of all workers use calculus; skilled trades, managers, and technical professionals use it the most.

## Main Topics

Students will undertake the study of the following areas:

- An introduction to new concepts and skills that will assist them in being successful in Mathematics.
- Breaking down complex examination questions.
- Create and mark examination questions and a marking rubric.
- Create and use study resources for Mathematics.

Some of the types of organisations that hire mathematics majors include: engineering firms, biomedical and health services companies, medical device manufacturers, airlines and other transportation service providers.

## Further Information

**Staff:** Mrs. Nolan

**Faculty:** Mathematics



## BEYOND THE SURFACE: EXPLORING PEOPLE & PLACES

**Course Contributions:** \$3.00

**Course Length:** Semester

**Related Stage 6 Courses:** Community & Family Studies

### Who is this subject intended for?

This course is for students with an interest in families, communities and the factors that influence wellbeing. It is ideal for those considering Community and Family Studies (CAFS) in Stage 6, and will provide a valuable introduction to key concepts, research skills, and social inquiry methods.

### Course Description

This course explores a range of factors that influence the wellbeing of individuals, families and communities. Students will engage in both theoretical and practical learning tasks, including case studies and social investigations, to develop their understanding of social structures, decision-making processes, and the diversity of family and community experiences. A strong emphasis is placed on research and inquiry-based learning, with a mini-Independent Research Project (IRP) providing students with an authentic opportunity to investigate an issue of personal relevance.

#### Core Future Focused Skills:

- 1) Critical Thinking
- 2) Creative Thinking
- 3) Collaboration
- 4) Communication
- 5) Independent Learning
- 6) Self Reflection

#### Subject Specific Skills:

- Demonstrate a foundational understanding of key CAFS concepts such as needs, wellbeing, resources, groups in society and research methods.
- Begin using CAFS terminology in structured written responses
- Analyse case studies and identify relevant CAFS course concepts
- Develop confidence in utilising paragraph-based responses using frameworks including TEEL and CUBE.

### Main Topics

Students will learn about:

- **Wellbeing and resilience:** Explore factors that promote mental health, stress management and resilience in individuals and families.
- **Specific needs:** Explore essential needs of individuals and how their importance varies.
- **Social research skills:** Learn to plan, conduct, and present a small-scale investigation through a mini-IRP.

### Further Information

**Staff:** Ms. Cohen

**Faculty:** PDHPE



# ENGINEERING MECHANICS (APPLIED MATHEMATICS) 101

**Course Contributions:** \$15.00

**Course Length:** Semester

**Related Stage 6 Courses:** Engineering Studies

## Who is this subject intended for?

This course is aimed at students who have an interest in engineering.

## Course Description

In this course students will be developing their knowledge of engineering mechanics and its application to engineering problems.

## Main Topics

In this course students will be developing their knowledge of engineering mechanics and its application to engineering problems.

- Forces and vectors
- Moments and torque
- Friction
- Hydraulics
- Simple machines
- Work, energy and power
- Flight mechanics
- Electricity & electronics

## Further Information

**Staff:** Mr. Papadopoulos

**Faculty:** TAS (Industrial Arts)



## FOOD & SOCIETY

**Course Contributions:** \$75.00

**Course Length:** Semester

**Related Stage 6 Courses:** Food Technology

### Who is this subject intended for?

This course is intended for those students who wish to develop knowledge and understanding about food and society.

### Course Description

This course will look at developing skills in preparation for senior study, as well as developing an understanding of food sustainability. Skills in planning and preparing food solutions will also be developed and integrated throughout the course.

### Main Topics

Students will learn about:

- Food Systems
- Ethical Food Production
- Food Trends
- Various practical learning experiences

### Work, Health and Safety Requirements:

- Students are required to wear a white apron and fully enclosed leather school shoes for practical lessons.

### Further Information

**Staff:** Mrs. Bertram

**Faculty:** TAS (Applied Technology)



## FRENCH CULTURE & SOCIETY

**Course Contributions:** N/A

**Course Length:** Semester

**Related Stage 6 Courses:** French Beginners

### Who is this subject intended for?

Students with an interest in France, French speaking countries/regions and their culture, history, and traditions and/or students who intend to begin or continue to study the French language.

Please note this is a cultural course, not a language course.

### Course Description

Students will gain an insight into the culture of French-speaking communities through the use and study of a range of resources. Students will explore the rich history of France, it's place in the world and cultural influences.

### Main Topics

Students will learn about:

- France and French in the world
- France; the country
- French history
- French culture and traditions
- Modern France
- Influential French people

### Further Information

**Staff:** Mr. Nash, Ms. Manitta

**Faculty:** IT/LOTE



## GAMES APPLICATION (GAME-SENSE AWARENESS)

**Course Contributions:** \$3.00

**Course Length:** Semester

**Related Stage 6 Courses:** Sport, Lifestyle & Recreation Studies

### Who is this subject intended for?

This course is for students who wish to develop an understanding of games tactics and strategies through a mainly practical format.

### Course Description

Game-sense is an approach to modified sport that engages children in minor and modified game strategies and concepts where there are opportunities to develop both skills and an understanding of the tactics of the game. Students will learn about the basics of game-sense and the application to the four main sport domains – Invasion, Net/Wall, Target, and Fielding and Striking. **Students will be assessed on their ability to create modified games from the four sport domains.**

Skills developed include:

- Researching (different games)
- Designing (lesson plans)
- Preparing (lessons)
- Planning (lessons)
- Teamwork
- Problem Solving

### Main Topics

**Invasion Games** – Students will develop the understanding of the tactics and strategies of sports such as netball, soccer, touch football and basketball. They will be taught the foundations of the games and will create a modified game based on the principles of invasion type games.

**Net/Wall Games** – Students will participate in games such as tennis, badminton, volleyball, and handball. These sports will use the game sense tactics and strategies to improve students' understanding on how to improve their performance.

**Target Games** – This unit uses the tactics and understanding of how to improve performance in games such as frisbee golf, bocce, archery, and dodgeball. Students will collaboratively create a modified game that uses the basics of Target games.

**Fielding/Striking Games** – Using their Game Sense understanding, students will be able to improve their performance in games such as cricket, softball, baseball and rounders. Students then will develop in groups, modified games that will represent the basics of these games.

### Further Information

**Staff:** Ms. Cohen, Mrs Smith

**Faculty:** PDHPE



# HISTORY ON TRIAL

**Course Contributions:** N/A

**Course Length:** Semester

**Related Stage 6 Courses:** Ancient History, Modern History

## Who is this subject intended for?

This course is intended for students with an interest in critically evaluating issues, individuals and events from both the Ancient and Modern world. It is well suited to students who learn through discussion with peers, analysis of evidence and formulating arguments from a range of sources.

## Course Description

This course provides students with opportunities to develop their ability to construct a solid argument grounded in evidence. The complexities of different perspectives will challenge students, as they consider the moral and ethical dimension involved in a study of History. Students will engage in the study of an individual to consider the complexities individuals face in a historical context. Through a study of the ownership and preservation of artefacts students will engage in analysis of the ethical dimension of a study of the past.

## Main Topics

This course comprises of two main sections:

- **Modern:** Contested features of modern warfare. Once the war is said and done, what is the resolution? How do we determine a solution to prevent further war? Why do we commemorate war? Who will face trial for war crimes and who will conduct these trials? Students will study a variety of modern war case studies to answer these questions.
- **Ancient:** Who owns the past? This ethical question has been raised recently in the historical community and raised great debate. Students will look at the Parthenon Marbles, Aboriginal History and Ancient Bodies to help answer this question.

## Further Information

**Staff:** Mrs. Tabor

**Faculty:** HSIE



## LET'S WRITE

**Course Contributions:** N/A

**Course Length:** Semester

**Related Stage 6 Courses:** English Advanced, English Standard

### Who is this subject intended for?

This course is intended for students who wish to develop their writing skills for English. It is for interested writers who wish to continue to develop their current writing skills. Students choosing this course should enjoy the writing process of drafting, editing and refining. As such, it is not a remedial writing course.

### Course Description

Through the development of a personal writing project, students will engage with a range of increasingly sophisticated writing styles and structures to refine their own personal responses.

### Main Topics

Students will learn about:

- Critical writing skills
  - Essays
- Creative writing skills
  - Narratives
  - Poetry
  - Online texts
  - Multimodal texts
- Publication processes and platforms

### Further Information

**Staff:** Mrs. Reay

**Faculty:** English



## M.A.D. FOR THE ARTS

**Course Contributions:** \$15.00

**Course Length:** Semester

**Related Stage 6 Courses:** Drama, Music, Visual Arts

### Who is this subject intended for?

This course is intended for:

- Students who are considering taking any of the Creative and Performing Arts subjects in Year 11 who have not undertaken Music, Visual Arts or Drama since Year 7/8.
- Students already participating in the Stage 5 Music, Drama and Visual Arts course who wish to explore their talent as a musician, artist or actor and learn how to play to their strengths in senior studies.

### Course Description

This course is designed to develop all students in their chosen Arts discipline. Focusing on Project-Based Learning and technological skills. The course topic is broad and allows students to explore the Creative and Performing Arts and personal interests within this subject. Students will engage in critical and creative thinking, as well as innovation strategies. The M.A.D for the Arts project requires students to use visual, verbal and musical arrangement to plan, develop and present ideas. Students will work both collaboratively and independently, and will learn about technology that can be utilised in CAPA subjects as well as other areas of senior study. All students will engage with Wellbeing activities to support mental health and prepare students for Stage 6 CAPA courses.

### Main Topics

Course topics comprise of: Community Engagement, Culture and Contemporary Issues, and Personal Identity.

DRAMA students will:

- Learn why is theatre created?
- Investigate how theatre is created and what it can be in response to.
- Determine how the audience responds to theatrical works.
- Investigate, create and develop engaging theatre.

MUSIC students will:

- Learn how to choose appropriate repertoire for formal and informal assessment.
- Determine how the *Concepts of Music* define senior Music courses.
- Investigate how technology such as digital music and music recording applications develop our skills as a musician.

VISUAL ARTS students will:

- Investigate, develop, resolve and refine skills and techniques in contemporary studio practice.
- Learn to investigate concepts by analysing other artists, designers, craftspeople.
- Document using both visual and verbal methods.
- Explore technology to enhance and develop artmaking and presentation of work.
- Learn about Art and Business.

### Further Information

**Staff:** Ms. Watt

**Faculty:** CAPA



## MEDICAL SCIENCE

**Course Contributions:** N/A

**Course Length:** Semester

**Related Stage 6 Courses:** Biology, Investigating Science

### Who is this subject intended for?

This course is for:

- Aspiring students of science who may be considering a career as a health professional such as: nursing, paramedic, medicine, dentistry, medical research, medical technology and medical engineering.
- Students with a genuine interest in science who would like the freedom of learning about interest areas outside of the current curriculum.
- Students who intend to study Biology in Year 11 and 12

### Course Description

Students will gain exposure to potential future health careers, providing insight into the relationships associated with the study of an array of science disciplines.

The course offers a series of introductory skill-based topics commonly used within the medical industry to develop essential skills for senior Science subjects. Following a competency-based demonstration of acquired skills students will be required to undertake further study as a project in an area of their interest.

### Main Topics

#### Section 1: Introduction to science in the world of work

- Medical Skills: Units of Measurement, Medication Dosages, Aseptic Techniques
- Biomedicine: Human Anatomy, Microbiology
- Medical Radiation: Diagnostic tools in the use and treatment in imaging

#### Section 2: Individual Major Interest Project

Students investigate and write about real world examples/applications and investigations of science which improves our lives. Examples include:

- The John Hunter Hospital
- Westpac Helicopter Service
- HMRI
- Breast Clinic Trials Group
- Community Health
- Midwifery

### Further Information

**Staff:** Mrs. Attenborough, Dr. Bailey

**Faculty:** Science



## OUR SOCIAL WORLD... CHANGEMAKING & THE ROLE OF RESEARCH

**Course Contributions:** N/A

**Course Length:** Semester

**Related Stage 6 Courses:** Society & Culture, Studies of Religion

### Who is this subject intended for?

This course is intended for students who are interested in understanding and analysing the social world. It is suited to students who learn through cooperative and thoughtful discussions about real world happenings and are wanting to explore our multicultural society. This course is for students who have a keen interest in ethics and social justice.

### Course Description

This course provides students with opportunities to conduct meaningful social research focusing on constructing methods/devices of data collection, recording and analysing the data, and then drawing conclusions that can be applied to the students' real worlds. This will build confidence in students as they begin to analyse the world around them as critical thinkers and not just passive receivers.

### Main Topics

This course will be focused on the study of sociology and social research. Students will be taught the academic skill of research methodology. They will be designing a project of their own choosing which could include topics such as:

- Education
- Culture and diversity
- Travel
- Community
- Belief
- Gender
- Media
- Performing art
- Film and literature
- Food
- Science/technology and change

Students will be given some input into topic choice.

### Further Information

**Staff:** Mrs. Tabor

**Faculty:** HSIE



## PEAK PERFORMANCE: THE SCIENCE OF FITNESS

**Course Contributions:** \$7.00

**Course Length:** Semester

**Related Stage 6 Courses:** Fitness (S-VET Certificate III)

### Who is this subject intended for?

This course is designed for students with an interest in health, movement and physical performance. It is ideal for those considering studies in VET Fitness, Sport, Lifestyle & Recreation, or Health and Movement Science in Stage 6. The course provides a valuable introduction to exercise science, training principles, anatomy and the skills required for effective fitness instruction.

### Course Description

This course explores the foundational principles of fitness, health and human movement. Students will engage in both theoretical and practical learning experiences to build an understanding of how the body responds to exercise, how to design effective training programs and how to support the performance of individuals. Topics include anatomy, physiology, biomechanics, nutrition, and training methods, with a strong focus on real-world application through movement-based practical sessions.

#### Core Future Focused Skills:

- 1) Critical Thinking
- 2) Creative Thinking
- 3) Collaboration
- 4) Communication
- 5) Independent Learning
- 6) Self Reflection

#### Subject Specific Skills:

- Demonstrate a foundational understanding of key fitness and exercise science concepts, including anatomy, energy systems, and training principles.
- Apply knowledge through practical sessions, program design tasks, and student-led instruction opportunities.

### Main Topics

Students will learn about:

- **Human Body Systems:** Develop an understanding of key body systems (muscular, skeletal, cardiovascular and respiratory) and their role in movement and performance.
- **Training Principles and Methods:** Learn about fitness principles and types of training and how to apply them in practical settings.
- **Exercise Science in Practice:** Apply knowledge of anatomy, physiology, and biomechanics during practical sessions, fitness testing and technique correction tasks.

### Further Information

**Staff:** Ms. Cohen

**Faculty:** PDHPE



# PHYSICAL PERFORMANCE & HEALTH

**Course Contributions:** \$3.00

**Course Length:** Semester

**Related Stage 6 Courses:** Health & Movement Science

## Who is this subject intended for?

This course is for students with an interest in health, physical activity and/or improving sports performance. The course is designed for those students considering choosing Health & Movement Science in Stage 6.

## Course Description

This course examines a range of areas that affect human sporting performance and health. Students can participate in practical learning tasks involving training methods used by athletes to improve performance, as well as the application of critical thinking skills. Students will also investigate the health of individuals with a particular focus on Aboriginal and Torres Strait Islander people. The students will be provided with the opportunity to also accomplish the following skills by the completion of two major projects:

### Core Future Focused Skills:

- 1) Critical Thinking
- 2) Creative Thinking
- 3) Collaboration
- 4) Communication
- 5) Independent Learning
- 6) Self Reflection

### Subject Specific Skills:

- Able to use TEEL paragraphing structures to explicitly outline or identify the link between real life physical training or theoretical training methods.
- Able to use critical thinking skills to analyse data from external sources to make findings, conclusions and recommendations in formal extended responses.

## Main Topics

Students will learn about:

- **Training methods:** Students will engage in practical workshops where they will learn how to train to improve aerobic capacity, strength, flexibility and anaerobic capacity. Students will also use sophisticated fitness testing equipment to monitor improvements in fitness components.
- **Skill Acquisition:** Students will engage in practical workshops where they will learn how to use technology to provide detailed and specific feedback in order to improve athletic performance.
- **Health of Individuals:** Students will engage in research to investigate the health status of various Australian population groups. There will be an emphasis placed on Aboriginal and Torres Strait Islander peoples.

## Further Information

**Staff:** Ms. Cohen, Mrs. Radnidge

**Faculty:** PDHPE



## READY FOR IT

**Course Contributions:** N/A

**Course Length:** Semester

**Related Stage 6 Courses:** Enterprise Computing

### Who is this subject intended for?

Students who have an interest in IT will benefit from studying this course. Students will develop expertise in the software packages used in IT-based senior subjects.

### Course Description

This course will give students a set of skills to create a variety of digital media and software products. They will create multimedia and software projects using state-of-the-art, industry-standard tools.

The course will be project-based in nature and will mostly involve practical work using design products such as Adobe Photoshop, Premiere, Dreamweaver and Audition and coding environments such as Visual Studio, Minecraft and AppInventor.

Students will be able to choose the purpose and focus of project-work to encourage creativity and individuality. Students will use a variety of hardware devices to capture assets (graphics, video, audio etc.) for their design and coding project work. The projects will assist students to keep pace with 21<sup>st</sup> century skills for learning and for the workforce.

### Main Topics

- Advanced presentation software
- Coding with Python
- Graphics with Illustrator
- Graphics with Photoshop
- Spreadsheets with Microsoft Excel
- Video using Premiere
- Web Design

Each topic will require study of core IT skills. For example: the ability to use Photoshop is required when any project involves graphics and Audition is required when projects involve sound.

### Further Information

**Staff:** Ms. Piercy

**Faculty:** Mathematics



## TEXTILES & DESIGN

**Course Contributions:** \$30.00

**Course Length:** Semester

**Related Stage 6 Courses:** Textiles and Design

### Who is this subject intended for?

This course is designed for students interested in gaining knowledge and practical skills related to the design process within the textile industry. Throughout the course, students will engage in the complete lifecycle of textile development — from concept and design to manufacturing and digital promotion of a textile prototype.

Students will receive hands-on training in specialist areas in the design studio, focusing on the development of technical skills. This includes the use of large-scale digital embroidery machines, specialised textile machinery, fabric printing techniques, and fabric manipulation processes.

### Course Description

This course aims to enable students to understand and appreciate the nature, significance, and impact of textiles. It fosters confidence and competence in the selection, design, manufacture, and application of textile products. Emphasis is placed on creative design thinking and the development of functional and innovative prototypes.

### Main Topics

Course content includes the following topics:

- Design manufacturing – understanding design construction and machinery
- Technical skill development – digital embroidery and fabric manipulation
- Fashion illustration
- Design principles
- Sustainability awareness

### Further Information

**Staff:** Miss. Loveday

**Faculty:** TAS (Applied Technology)



## THE HOSPITALITY WORLD

**Course Contributions:** \$85.00

**Course Length:** Semester

**Related Stage 6 Courses:** Hospitality (VET)

### Who is this subject intended for?

Students who are interested in working in the hospitality industry fulltime or casual, and/or interested in studying the Hospitality Certificate II qualification. Please note that no competencies will be delivered in this course.

### Course Description

In this course the students will develop their skills in food preparation such as knife handling, precision cuts, cookery methods, decorating and plating of various food items.

The course will also focus on the departments and sectors within the hospitality industry and the development of communication, teamwork and customer service skills.

### Main Topics

- Food Hygiene and Safety (HACCP & Food Act)
- WHS legislation
- Knife essentials
- Precision cuts
- Cookery methods
- Decorating and piping skills
- Food plating
- Department and sectors of the industry
- Communication skills
- Customer service skills
- Computer aided portfolio

### Work, Health and Safety Requirements

Students are required to wear a white apron and fully enclosed leather school shoes for practical lessons.

### Further Information

**Staff:** Mrs. Cossettini, Mrs. Bertram

**Faculty:** TAS (Applied Technology)



## THE RETAIL EXPERIENCE

**Course Contributions:** N/A

**Course Length:** Semester

**Related Stage 6 Courses:** Retail Services (VET)

### Who is this subject intended for?

This course is for students who are interested in and wish to develop knowledge about the various elements related to the retail industry.

### Course Description

This course will assist in the development of skills and understanding required for senior study, as well as developing practical skills associated with retail store operations within Renew: Second Hand Uniform Store. Industry skills will be developed in maintaining store operations, using technology to organise information, meeting organisational expectations, teamwork and problem-solving.

### Main Topics

Students will learn about:

- Retail store operations
- Merchandising and displays
- Point of sale
- Customer service

### Work, Health and Safety Requirements

Students are required to wear full school uniform. Renew staff shirts and name tags will be worn during periods of customer service (borrowed from Miss. Beacher).

### Further Information

**Staff:** Miss. Beacher

**Faculty:** TAS (Applied Technology)



## THE WORLD OF WORK

**Course Contributions:** \$3.00

**Course Length:** Semester

**Related Stage 6 Courses:** Skills For Work (S-VET)

### Who is this subject intended for?

This course is for students with an interest in developing their skills and abilities which will help them to enter the world of work. The course is designed for those students who will be looking at completing a course through TAFE or may be planning to leave school before the end of Year 11 to pursue work or an apprenticeship. Therefore, it is suitable for students who are:

- Thinking of leaving school at the end of Year 10 or before the end of Year 11.
- Looking at doing vocational training and want an employment plan.
- Looking for a pathway to employment or further training.
- Wanting to improve employability skills.

### Course Description

This course gives the students the opportunity to prepare themselves for work through the development of skills and abilities. The students will spend time individually researching career choices and pathways. They will also identify a Special Interest Project where they will design something which will have a positive impact on their community. Examples include organising a carwash and donate the profits to a charity or making up 'care kits' for the disadvantaged. Skills developed include researching, designing, preparing, planning, thinking and problem solving, managing and using technology and resources, work both individually and as part of a team.

### Main Topics

**My Career Pathways** – development of a career plan, what is the world of work, what type of people do particular jobs and why, where do we go to find a job, what are my pathway options.

**Employability Skills** – effective participation in the workplace, identifying personal skills and strengths, personality test, personal profiles, lifetime transitions and the skills that will help students to cope in the workforce.

**Workplace Rights And Responsibilities** – simulated training and/or workplace experiences, appropriate conduct and behaviour in the workplace.

**Technology In The Workplace** – using technology to search for a job, the impact of technology, organisations which can assist you in your life after school.

**Financial Literacy** - Financial literacy is understanding what money is and how it's spent and saved.

**Special Interest Project** – Research and present a project which should contribute to the local community in some way. The project must be linked to the Future Focus Skills.

### Further Information

**Staff:** Mrs. Smith

**Faculty:** PDHPE



# WOOD MACHINING 101

**Course Contributions:** \$32.00

**Course Length:** Semester

**Related Stage 6 Courses:** Industrial Technology – Timber

## Who is this subject intended for?

This course is aimed at students who:

- Wish to be involved in the planning, development and construction of practical projects
- Plan to gain employment in the areas of carpentry, cabinetmaking, patternmaking, or other manual trades in timber, metal or construction.

## Course Description

In this course students will:

- Be developing their competency in the use of a variety of power tools and machinery that require proficiency in senior practical courses.
- Demonstrate understanding of the power tools and machines studied through completing associated theory, gaining proficiency certificates and completing a project to consolidate skills.

## Main Topics

Students will learn the following:

- Selection and correct use of a range of power tools and machines and accessories.
- Knowledge relating to the risks and hazards associated with industrial processes.
- Adjustments and maintenance of power tools and machines.
- Development of jigs to assist projects.
- Importance of time management and planning to the production of quality projects.

## Further Information

**Staff:** Mr. Bozinovski

**Faculty:** TAS (Industrial Arts)

