

2026

SYDNEY SECONDARY COLLEGE **LEICHHARDT** Yr 10 COURSE GUIDE VIBE ELECTIVES



RESPECTFUL

RESPONSIBLE

LEARNER

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Code of Conduct

Our Purpose

Sydney Secondary College provides excellent public education based on quality, opportunity and diversity.

Our Values

Sydney Secondary College promotes the values:

- Quality
- Opportunity
- Diversity
- Learning
- Respect
- Responsibility
- Cooperation
- Safety
- Achievement
- Fairness
- Integrity
- Participation
- Care
- Democracy

Our Expectations

Students at Sydney Secondary College are expected to:

- Respect yourself, others and the community
- Act responsibly
- Participate productively in learning

Our Goals

At the end of their education at Sydney Secondary College, students will be:

- Successful lifelong learners
- Positive participants in a changing society
- Resilient, responsible and independent people

- Advocates of social justice who respect diversity
- Good communicators, creative thinkers and problem solvers.

Core Rules

Student discipline in NSW Government Schools.

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy
- Behave safely, considerately and responsibly, including when travelling to and from school
- Show respect at all times for teachers, other school staff helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities
- Treat one another with dignity and respect
- Care for property belonging to themselves, the school and others

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind will not be tolerated.

Leichhardt Campus Directory

Principal

Mr Craig Marland

Deputy Principals

Mrs Sally Bury

Mr Michael Parker

Head Teachers

English

Ms Tessa Kearney - Relieving

Creative and Performing Arts

Mr James Raxworthy

Human Society and Its Environment

Ms Siobhan Christie - Relieving

Mathematics

Mr Mahmut Yanar

Science

Ms Ellisa Dillera - Relieving

Technological and Applied Studies

Ms Trish Johnson

PDHPE

Ms Lauren Williams - Relieving

Administration

Ms Teagan Cairns

Support

Ms Lyn Robinson

Learning and Enhancement

Ms Lisa Hartemink

Teaching & Learning

Ms Tasnim Khaleque - Relieving

Wellbeing

Ms Janine Ahie

2025 Student Advisers

Year 7

Ms Tessa Kearney and Mr Luke West

Year 8

Ms Camilla Paredes and Ms Lauren Williams

Year 9

Ms Rebekah Cullen and Mr Clinton Ngo

Year 10

Mr Daniel Chigwidden and Mr Josh Cauchi

Careers Adviser

Mr Huon Tran

School Counsellors

Ms Christie Kenny

Ms Kathy Hooper

Student Support Officer

Ms Eloise Griffiths

Sports Coordinators

Mr Aron Lawford

Ms Danielle Morgan

210 Balmain Road, Leichhardt 2040

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100-Hour Various Interest Based Electives (VIBEs)

The Various Interest Based Electives (VIBEs) seek to increase the breadth and challenge of learning and offer an ideal opportunity for talent development and advanced learning for all students. Sydney Secondary College Leichhardt has developed a variety of VIBE courses to engage students in enrichment opportunities in stage 5.

The VIBE courses are designed to engage participants in inquiry-based project learning that develop creativity, critical thinking, communication, collaboration and reflective thinking skills. At SSC Leichhardt campus we call these skills 4Cs+R.

These electives will run as one year 100-hour courses (one to be completed in Year 9 and a separate course to be completed in Year 10).

It is important to note that the VIBE courses will NOT be listed on the Record of School Achievement (ROSA).

To help students make their choice we have created short video introductions for each elective on offer. Visit the link to access. <https://bit.ly/46p1pJo>

Outcomes assessed by VIBE courses:

- EL51 - think creatively
- EL52 - think critically
- EL53 - think reflectively
- EL54 - work collaboratively
- EL55 - use communication and interpersonal skills
- EL56 - work independently
- EL57 - demonstrate learning to an audience

VIBE Courses Offered and Contributions

SUBJECT	COURSE CONTRIBUTIONS as at July 2025
Accord	Nil
Bean to Barista	\$100
Cook like a Chef	\$180
Creative Writing for Publication	Nil
CSI - True Crime	Nil
Cultural Explorations	Nil
Dance and Creative Movement	Nil
Epic Legends: Exploring Greek Mythology	Nil
The Great Outdoors – Survive & Thrive	\$75
Leichhardt TV	Nil
Marine & Aquaculture Technology	\$25
Numerical Navigators	Nil
Opportunities and Pathways in Physical Activity and Sport	Nil
Philosophy	Nil
Psychology	Nil
Script Writing for Stage and Screen	Nil
Shadows and Light	\$80
Short Film Making	\$20
Song Writing and Production	Nil
Stage Production	Nil
Success in Ceramics	\$80
Tinkering With Timber	\$80
Treble Makers	\$20
Visual Design	\$40
Work Education	\$20

Monies are used to purchase consumable items accessed by students doing specific subjects these contributions are costs incurred by the student.

ACCORD - Ambition Creativity Challenge Opportunity Risk Do

This unique elective subject focuses on highly personalised learning within a project-based framework. The subject builds the 21st century skills of creative thinking; critical thinking; reflective thinking; collaborative and independent inquiry; and communication and interpersonal skills. To demonstrate achievement of course outcomes, students work on a four student-designed inquiry based learning projects over one year. The purpose of ACCORD is to develop a student's capacity to use their personal interests to drive their own learning, establish concrete skills for approaching HSC courses (especially those involving a major work) and most importantly to become successful lifelong learners.



Students who choose this subject are independent learners. It requires dedication and those who succeed can take responsibility and challenge themselves to engage in creative projects that use research to solve problems. Highly motivated students have the opportunity to

connect their learning with the real world by 'showing what they know' with a public audience.

Students in this course will be able to pick their own topics to learn about and teachers will advise and guide them throughout the process to project completion. Students will write a driving question, produce a project portfolio, hold an exhibition of their work and then reflect on their process.

Examples of past driving questions developed by students for ACCORD projects include:

- Why is the human brain still deceived by magic?
- How powerful is the media in shaping our perception of the world around us?
- What can we do to improve transport in Sydney by 2040?
- How can we help teenage girls develop positive attitudes to body image?
- What are the relationships between religion and conflict?
- Why does America have the highest rate of serial killers?
- How can we design theatre costumes using only recycled materials?
- Are we alone in the universe?
- Why are young people homeless?

To structure learning, students will engage with the following driving questions:

- How can we work collaboratively to develop a sophisticated answer to a provided driving question?
- How can I turn quality secondary research into an engaging and insightful inquiry project?

- How can we use the power of campaigning to increase awareness in our school about a real-world issue?
- How can we use our ACCORD experience to design and self-direct awesome projects?

Bean to Barista

In Bean to Barista, students develop both coffee making skills and 21st century learning skills.

Students learn to work collaboratively and develop their communication skills by working in pit crews to run the school coffee cart. They are provided with the opportunity to further develop these skills by running the coffee cart at various events throughout the school year.



They learn techniques to generate creative ideas and use these to develop a unique cafe proposition that includes a signature bakery product.

Students learn about the impact of coffee on culture, culture on coffee and the health impacts of coffee, then develop critical thinking skills via a project where students research a coffee related topic.

To structure learning students will engage with the following driving questions:

- What impact has coffee had on culture?
- What impact has culture had on coffee?
- Is coffee ethical?
- What makes a unique café?
- How can I create a bakery product that represents my unique idea?

Cook Like a Chef

In Cook Like a Chef, we explore the hospitality industry and develop the skills that successful chefs need. Through inquiry and practical-based learning, students develop skills in hygienic food preparation, menu/recipe development, time management, collaboration, and communication.

They will complete a research project to develop an understanding of the hospitality industry and the many and varied roles that are available. They will learn food preparation skills and use reflection skills to develop a continuous improvement approach to their cooking. Finally, the class will work together to provide catering for a school event.



To structure learning students will engage with the following driving questions:

- How can we work as a team to create and serve food?
- What communication and interpersonal skills do I need to be a successful hospitality worker?
- How can I reflect on my performance in the kitchen to improve my food preparation skills?
- How can I use my creative thinking skills to develop tasty food items that cater for diners needs?

Creative Writing for Publication

This course is designed to develop and strengthen your creativity, communication skills and reflective thinking, with a focus on the power of language and the creative writing process along with the intention for publication. You will explore a wide range of quality sample texts to improve your own creative writing in different forms including short story, micro-fiction, poetry, scripts and journalism. Learn key skills to write in engaging ways, enjoy producing works for publication, and unlock your creative writing potential.



To structure learning students will engage with the following driving questions:

- How can I work collaboratively to develop a school magazine?
- How can you move people through poetry and capture an audience's attention?
- How can I learn from the masters to develop my own creative expression?
- How can you create an online, on-demand podcast with great conversations and storytelling that connects to the real world?

CSI - True Crime

The focus of this course is to explore the concept of true crime through a diverse set of lenses, including anthropology, psychology, the investigative processes, the issue of true justice, and ethical practices. Students will be provided with the opportunity to learn about true crime, social justice and why we do the things we do.



Students will investigate the role of media in shaping how people view crime and tackle questions such as are criminals born or made, what is the role of nature versus nurture in shaping criminal tendencies and is there such a thing as a perfect crime? Students will undertake extensive research

into modern scientific technologies used in crime solving, and will then apply this knowledge to establish their effectiveness in solving real world crimes.

To structure learning students will engage with the following driving questions:

- How can we better understand the role of true crime media perspectives in shaping our attitudes towards crime?
- To what extent should a legal system allow for the nature vs nurture debate when establishing guilt or innocence?
- How could someone commit the perfect crime - even with the technologies available today?
- How can the criminal justice system in Australia be reformed to ensure that there is equal justice for all?

Cultural Explorations – Celebrating Inclusiveness with Multiculturalism

The aim of the Cultural Explorations course is to celebrate our cultural diversity. On completion of this course students will have a deeper understanding of the benefits of living in a multicultural society and develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. The Cultural Explorations course involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Australia is the most successful multicultural country on Earth

and we should celebrate this and work to maintain it. Cultural Explorations stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness. Cultural Explorations provides students with engaging opportunities to explore multiculturalism in Australia and learn to celebrate our amazing cultural diversity.

Throughout this course students will apply their learning and activism to improve our school community. During the year students work together to promote Harmony Day, research and develop strategies to overcome racism, and learn about food as a way to celebrate cultural diversity. Students will also choose a personal project that results in a product created by them that promotes understanding and appreciation of diversity.



To structure learning students will engage with the following driving questions:

- How can we work together to celebrate harmony day and the diverse cultural backgrounds of our students?

- How can I create a product that promotes understanding and appreciation of diversity?
- How can we raise the awareness of anti-racism among students at our school?
- How does food help cultural understanding?

Dance and Creative Movement

In the Dance and Creative Movement elective, students engage in an authentic learning experience where they will create a dance performance that tells a story. This process will allow them to engage with the 4Cs+R. Students will collaboratively produce a performance through active learning and workshops. They learn techniques, shapes, sequences and choreography before devising their own performance showcase. Students will learn about the historical significance of dance, its role in contemporary society and engage with the concept of dance and creative movement as a form of communication. All levels of experience of dance and creative movement are welcome in this elective.



To structure learning students will engage with the following driving questions:

- How do I use movement and shape to tell a story?
- How can I use sequence and music to express and evoke complex emotions?
- How can dance and creative movement be used as a universal language?

Epic Legends: Exploring Greek Mythology

Do you know your Poseidon from your Polyphemus? Can't get enough Percy Jackson? Are you fascinated by amazing stories that have endured for centuries? Then this is the elective for you.



Since their origins over three thousand years ago, people have been fascinated by Greek myths – tales of gods and mortals, heroes and monsters, bloodthirsty battles and epic adventures. In this elective, you will engage with the ways that Greek myths have been told, retold, and reimagined over the ages spanning from the ancient Mediterranean to modern world.

Throughout the elective you will engage in the following units of study:

- **Greek Myth in Context:** We will begin the year by learning about the importance of Greek mythology in its original religious and cultural context. We will explore the oral tradition of tales eventually written by writers such as Homer, Hesiod and Ovid, and consider the distinct purpose of these texts – to explain the world, to entertain, and teach.
- **The Afterlife of Greek Myth: Moving through time,** we look at the ways Greek myth has been appropriated in diverse ways. From Renaissance art and Romantic poetry to Hollywood blockbusters like *Troy* and hit novels like the *Percy Jackson* series, we will explore a vast range of texts drawing from the past.
- **The Odyssey:** We will turn specifically to *The Odyssey*, a hero's epic sea journey home, and its lasting legacy.

This elective will feature lots of opportunity for student-led discussion and research. Classwork will be analytical and creative, and students will complete their own inquiry project on a topic of their choosing.

The Great Outdoors - Survive and Thrive

This is a creative course that lets students develop skills that will enable them to be active and contributing members of society. This course helps to develop an understanding of our relationships with the environment, others and ourselves. This

course emphasises practical activities that cater to individual interests within sport and recreational industries. The areas of sport and recreation are widespread and varied industries within Australia. This course aims to provide a framework that enables students to engage in these industries now and into the future.



Suitable students for this course should be highly driven and interested in a wide range of outdoor recreational pursuits. Students will be engaged in learning that provides opportunities for developing 21st century skills in critical thinking, communication, creativity and collaboration skills through completion of basic first aid, water sport activities including bronze star or medallion, outdoor challenge events, orienteering, bike safety, outdoor survival and international sports.

To structure learning students will engage with the following driving questions:

- How do we create a campaign to promote water safety in different environmental conditions?
- How can we create and put on successful outdoor challenge events?
- How can participation in physical activity promote a connection between the individual and society?

- How can we decrease Australia's high drowning-rate statistics?

Leichhardt TV

This elective is designed as a collaborative experience where students work together in small production units to develop their skills in acting, writing and video production. They will work towards creating small segments for episodes of Leichhardt TV. Through inquiry-based student led learning opportunities students will work as writers, directors and production crew working collaboratively through writers' room scenarios to enhance communication and creativity in the development phase of television production, and will take turns as directors and various production roles to ensure that they learn skills across the entirety of the filming process. They will make real world connections through sharing their work at school assembly and contributing to film festivals. Students will use feedback from audience responses to reflect on and improve their work across the year.



To structure learning students will engage with the following driving questions:

- How can we work collaboratively to generate scripts for the screen?
- How does the director steer the creative ship on screen production?
- How can I enhance my skill set across the elements of screen production to become an all-rounder on set?
- How can I take what I have produced this year into the real world and showcase my new skills?

Marine and Aquaculture Technology

Marine and Aquaculture Technology is an elective science subject which focuses on a range of skills in the context of marine and water related environments. This course is designed for students with an inquisitive scientific mind and provides students with the opportunity to plan and carry out a range of practical investigations and inquiry-based projects.



Modules include areas such as: biology, ecology, leisure, aquaculture, employment, management and general interest.

To structure learning, students will engage with the following driving questions:

- How do the contribution and impact of innovation in marine and aquaculture technology benefit future generations?
- What is the importance of biodiversity in marine and aquatic environments?
- How can students use their skills and understanding to develop solutions to personal, social and global issues?
- What does the finite nature of marine and aquaculture resources mean for their impact and use on the environment and society?

Numerical Navigators

Numerical Navigators is an enrichment course in Mathematics for those students wishing to build a strong foundation for stage 6 courses in Mathematics and Science.



In this course, students will study a diverse range of real-life concepts that go beyond the ordinary syllabus. The course provides opportunities for students to pose meaningful questions and solve problems in areas such as AI, astronomy, architecture, engineering, finance, the environment, or another area of mathematics that students may have an interest.

During the course, students will participate in national and international mathematics competitions, attend excursions to learn about potential career pathways and the applications of mathematical concepts in a variety of industries, inspire critical thinking and develop skills to analyse and address a diverse range of significant questions.

The course aims to both encourage independent learning through a project-based approach and provide opportunities for students to collaborate and share ideas in groups when solving common problems.

To structure learning students will engage with the following driving questions:

- How is mathematics used or applied to AI? How is mathematics used to make a smartphone smart?
- What are the mathematical features of some of the world's most renowned landmarks, buildings, and monuments?
- How is mathematics used to predict the trajectories of planets, comets and other celestial bodies and how can mathematical modelling be used to locate black holes and other phenomena in space?
- How is mathematical modelling used to predict and link the behaviour of the economies and financial sectors across the world?

Opportunities and Pathways in Physical Activity and Sport (OPPAS)

This VIBE provides students with an opportunity to explore select occupations

within the field of sport and health and become familiar with future work possibilities. Over the course of a school year the following occupations may be explored: physiotherapy, chiropractic science, strength and conditioning, event management, sports management and sports journalism.



OPPAS is not a physical activity subject but rather a theory-based elective with a vigorous academic approach to learning. The elective consists of four modules comprising of two individual and two group based assessments, aligning with the 4Cs+R.

Students in this course will be able to pick their own topics in terms two and four and the topics for the remaining two terms will be determined by teachers. Teachers will also advise and guide students to project completion.

To structure learning students will engage with the following driving questions:

- How does nutrition impact performance in physical activity?
- What skills are necessary to be successful in sports media?
- How can I create a coaching resource to support player skill and development?

- What role does progressive mobilisation play in the rehabilitation of sports injuries?

Philosophy

In the Philosophy elective students explore how people developed many of the thoughts and beliefs that are still prominent in today's society. Using the 4Cs+R skills and process students will study and compare various philosophies and philosophers from indigenous, European, Middle Eastern and Asian cultures.



The information will be broken down to provide students with easy to understand sequenced content and will progress from foundations of basic value systems into explorations and studies of ancient to contemporary philosophers and philosophies, and considerations for the future. Through project-based learning students will produce a case study, an integrated presentation and a final project exploring a topic of their interest.

To structure learning students will engage with the following driving questions:

- What purpose has philosophy served society?

- Why have some philosophers been so influential?
- How is philosophy shaping our modern world?
- How could human beings use philosophy to prepare for the future?

Psychology

The human mind is a fascinating realm equally as scary as it is mysterious. In this course you will learn not only about how our mind works but why it works and what happens when it doesn't work exactly the way we want it to. Based on their interests, students will research and develop questions around the four main categories of psychology that will be explored; abnormal, social, behavioural, and cognitive psychology. Students will gain a better understanding of the processes involved with conducting experiments related to psychology and the design limitations they will inevitably face from individual biases. Students will engage with future focused skills in line with Leichhardt's 4Cs+R scaffolds, to think critically, be creative, work collaboratively and communicate their ideas with audiences as well as reflect on these skills in the context of psychology.

Topics and ideas within this course include: what is psychology; comparing psychology and psychiatry; being ethical in psychology; clinical psychology; comparing normal and abnormal psychology; social animals; bystander effect; behaviour in a group; individual biases; behavioural psychology; reinforcement and punishment; applied behavioural analysis; reinforcement and

punishment; conditioning; cognitive psychology; personality; motivation and memory.



To structure learning students will engage with the following driving questions:

- What does it mean to be normal?
- Why do we do what we do?
- Is psychology a science?
- What is reality?

Script Writing for Stage and Screen

Script writing for stage and screen is a course designed to give students the skills required to create original scripts for stage and screen. Students will build their understanding of the elements of scripts and the process of script development through completing a range of writing tasks. They will also work in a collaborative environment which supports them to share their work with the other students, allowing each student to build dramaturgical tools and develop a language that can be applied to giving feedback to peers.

This practical work will be complimented with group reading sessions which will

explore and analyse a range of contemporary theatre and film scripts as well as specific industry investigations. With a foundation of skills and collaborative tools established, each student will embark on a major writing project; to be developed over two terms during which it is refined through a detailed and structured drafting process.



In the final component of the course, the class will collectively curate an event where excerpts of their major writing projects are read aloud to an audience in the college community. This event will further allow students to collaborate as they plan and realise a public event which in turn will result in the informative learning that arises when writing intended for an audience is shared live.

To structure learning students will engage with the following driving questions:

- What is the role of a script writer?
- What skills and tools do I require?
- Who is my audience and how do I write for them?
- Who are the artists who inspire me?
- How do I turn my idea into a script?
- How do I effectively and generously collaborate with others?

- How do I learn from being in the audience when my work is on stage?
- What am I learning and how is it informing the work I am creating?

Shadows and Light

Shadows and Light offers students a unique opportunity to explore the captivating world of analogue photography through hands-on experience in the darkroom. This subject invites you to discover the fascinating processes that take place behind the scenes – from handling light-sensitive film and understanding exposure, to using chemicals to develop images by hand.



No prior photography experience is needed. Instead, you'll learn through experimentation and creative problem-solving, gaining a deep appreciation for how light and shadow shape every photograph. You'll explore how different lighting conditions affect film and develop skills in controlling exposure to capture powerful, expressive images.

Throughout the course, students engage in practical darkroom techniques, including film processing and print development,

while exploring innovative and artistic methods to push the boundaries of analogue photography. This subject fosters critical thinking and creative thinking as you experiment with light, textures, and photographic effects to create unique visual stories.

Collaboration and communication are central to the learning experience, as you share ideas, reflect on your creative process, and receive feedback in a supportive environment. Through ongoing reflection, you will track your growth as a photographer and refine your artistic vision.

Whether you're fascinated by the magic of film or eager to develop your creative voice through photography, Shadows and Light provides a hands-on, immersive journey into the art and science of analogue image-making. Perfect for anyone passionate about visual storytelling and eager to master the timeless craft of photography.

To structure learning students will engage with the following driving questions:

- How does light influence the way images are captured and developed in analogue photography?
- What creative possibilities arise from experimenting with exposure and darkroom techniques?
- How can understanding the chemical processes behind film development deepen my artistic expression?
- In what ways can collaboration and reflection improve the process and outcome of analogue photographic work?

Short Film Making

Short Film Making is designed to get students to take an idea that starts in their imagination, build it from the ground up and then ultimately see it realised on the screen. Through an interactive and hands on approach, students will be taught all the fundamentals of basic film production. Over the course of a year students will make four short films. Emphasising creativity and team work students will learn to appreciate the multiple roles and skills required to make a film.



Students will learn to script, storyboard, shoot, edit and make a soundtrack. They will shoot their films and learn to use film editing software such as Adobe Premier Elements. They will explore different genres of film making including animation, documentary and horror and create work designed to be entered into student film competitions such as The ART Hub Capture Festival and Bloodfest. Through this course students get to enter the world of film and discover the magic of movie making!

To structure learning students will engage with the following driving questions:

- How can I create a one minute stop motion animation film?
- How can I create a mini documentary?
- How can we create a five minute short film in the horror/thriller genre?
- How can we create a seven minute short film worthy of entry in the Tropfest Jnr short film competition?

Song Writing and Production

SWaP is a project-based music elective where students explore their creativity and are able to produce songs to demonstrate their understanding of the song writing process through the 4Cs+R skills and capabilities. Students will work individually and collaboratively throughout the process of critically analysing the musical structure of melody and harmony.



By studying different song genres, styles of writing, thematic influences and lyrical techniques, students will be able to compose and reflect on their own song writing. They will also gain the experience of self-managing their own creativity resulting in a portfolio of original material. Students will have the opportunity to share their

songs with an audience, through performance and/or recording.

Students are guided through the song writing process via the following course topics: What Do I Have to Say? What Does That Sound Like? What Style is That? and A Star is Born. The main purpose of SWaP is to enable students to develop and refine the real-world skills of collaboration and communication, while reflecting on their own process journey.

To structure learning students will engage with the following driving questions:

- How can I work collaboratively to develop a set of complete lyrics and melody for a provided backing track?
- How can I turn quality secondary research into a unique, original chord progression that aligns with a genre and theme?

Stage Production

In the Stage Production elective students engage in an authentic learning experience where they undertake the process of creating a production company that will allow them to develop 4Cs+R skills and capabilities. Students will collaboratively produce a play or musical through active learning and workshops. They will be provided with hands-on experience and industry professional guidance in directing, casting, principal cast, lighting, sound, set design, audio visual, stage management, production management, and marketing and promotion. Students will then choose one of these roles and commence an action research project resulting in the term three

school production. This elective will directly align with the extra-curricular elements of school productions that involve students across the campus thus providing an opportunity to apply their knowledge and skills in a broader setting.



To structure learning students will engage with the following driving questions:

- How do professional theatre companies use the elements of production to create meaning for an audience?
- How can I collaborate to create a design concept that delivers the director's vision?
- How can I collaborate in my production roles to produce a high quality production?
- How can I reflect on my experience to guide better practice in the future?

Success in Ceramics

Ceramics is the art of forming various useful products and artworks from clay and hardening them with heat.

Ceramics has played an integral role throughout human history by exploring and capturing the richness of traditional customs, fashion, artistic expression and

culture in a single pot or sculpture.

Throughout the course, students will learn traditional and complex clay building processes and practices, used by ceramicists across history, to conceive, create and resolve their own products and artworks. Students develop understandings of the histories, conventions, traditions and contemporary applications of ceramics to inform their own practice, with an aim to create functional and detailed ceramic works.

In Success in Ceramics, students use the frames to learn about ceramics, its development and history. Students develop their knowledge and skills through a broad range of ceramic art making techniques and use a process diary to develop their ideas and creations. Students will experiment with various processes, techniques and skills adapted from various artistic ceramic styles.



To structure learning, students will engage with the following driving questions:

- How can we create a functional useful ceramic object?
- How can ceramics be used to communicate and capture culture?

- How have artists explored personal identity with ceramic sculpture?
- How have artists used elements of the environment to create evocative artworks?

Tinkering with Timber

In Tinkering with Timber, we enhance 20th century learning skills through practical-based education. The course equips students with carpentry and DIY skills, enabling them to become confident builders of timber projects. While accessible to all, those who thrive on hands-on learning will benefit the most. Through practical experiences students develop critical thinking and independent work skills. They explore the societal and historical significance of timber-based products, incorporating Indigenous perspectives. Students also foster creative and reflective thinking by designing and building a folding camp stool with an accompanying folio.



Numeracy skills are honed using timber offcuts to create scale models, and collaborative work practices and communication skills are developed through class showcases. All timber

projects prioritise teaching sustainability as a core value. The subject also uses the 4Cs of learning: critical thinking, creativity, communication, and collaboration. Our hands-on projects and inquiry-based approach foster critical thinking, encourage creative expression, enhance communication skills, and promote collaborative work practices.

To structure learning, students will engage with the following driving questions:

- What are the important properties of Timber and how do they impact products made from Timber?
- How can we use the skills learnt in class to design a folding stool made from pine? How can we use reflective thinking skills to improve our work?
- How can we make a scale model from timber offcuts? How can we use our collaboration skills to show off our project work?

Treble Makers

This subject provides students with the opportunity to advance their skills on a musical instrument of their choice in a fun, practical, and collaborative setting. No prior experience is necessary, and students are not required to read music. Instead, learning is centred around hands-on playing, listening, and working with others to create and perform music.

Think of all those awesome performances you've seen at the school soiree, musical, assemblies, or talent show – this subject gives you the chance to develop the skills

and confidence to be part of those exciting moments, performing in front of friends, family, and your school community.

Students will engage in group-based music-making, developing key skills in collaboration and communication as they rehearse and arrange songs together. You'll explore a wide range of musical genres and sub-genres, including pop, rock, indie, funk, and more, helping you build a rich appreciation for what makes music captivating and unique.



Through creative arrangement and performance tasks, students sharpen their critical thinking and creative thinking skills by analysing song structures and experimenting with sounds and styles. Regular reflection encourages you to track your progress, set personal goals, and contribute meaningfully to your ensemble's success.

Whether you dream of rocking out on stage, jamming with friends, or simply expressing yourself through music, this subject provides a supportive, dynamic environment where your passion can grow. It's perfect for anyone who loves music and wants to develop real-world skills that go beyond the classroom.

To structure learning, students will engage with the following driving questions:

- How can I develop my skills on an instrument to express myself confidently and creatively?
- What elements make a song engaging and how can I use this knowledge to arrange music with others?
- How does effective collaboration and communication enhance the experience and outcome of group music-making?
- In what ways can reflecting on my musical growth help me set goals and contribute more meaningfully to an ensemble?

Visual Design

Visual Design provides students with opportunities to connect aspects of both art and design through various projects that students will develop and create. Students will make and design images and objects that have both an aesthetic value and conceptual meaning. This course is designed to enable students to gain an increased sense of accomplishment and independence in their representation of ideas in different fields of design. This elective builds on aspects of the stage 4 mandatory Visual Arts course. It provides opportunities for students to use and expand on their skills developed in visual art whilst also developing skills and understanding of the design process. Visual design as an artistic practice plays a significant role in the contemporary world and this course gives students the chance to explore the interesting connection between art and design. The areas covered

in this course provide students with opportunities to make active connections to aspects of their world. The principal aim of this course is to develop students creative and critical thinking processes in a collaborative environment, promoting communication and reflection. To demonstrate their achievement of course outcomes, students will work on a series of inquiry-based design projects.



To structure learning students will engage with the following driving questions:

- How can we use a zine to inspire and connect youth?
- How can recycled materials change our fashion industry?
- How can we use visual design to build an effective brand?

Work Education

Year 10 Work Education is a comprehensive program designed to equip students with the essential skills and knowledge necessary for a successful transition into the world of work. This engaging and practical course provides students with a solid foundation in various aspects of the professional world, empowering them to make informed career choices and develop important employability skills.

Throughout the year, students delve into a range of engaging topics, including resume writing, interview techniques, workplace etiquette, and financial literacy. They gain valuable insights into different industries, exploring diverse career pathways and understanding the requirements and expectations of various professions and the HSC. By engaging in real-world scenarios and hands-on activities, students develop critical thinking, problem-solving, and teamwork skills, which are vital in today's dynamic work environments.



Year 10 Work Education also emphasises the importance of self-reflection and personal development. Students are encouraged to identify their strengths, interests, and values, enabling them to align their passions with potential career opportunities and subjects for Year 11 and 12. It prepares students for the challenges and opportunities that lie ahead, equipping them with the tools necessary to thrive in the ever-evolving world of work. By combining practical skills, career exploration, and personal development, this program empowers students to make informed decisions about their future, setting them on the path towards a fulfilling and successful transition to senior school and beyond.



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