

**BRAY PARK**  
STATE HIGH SCHOOL



Challenge  
The Unknown

# BRAY PARK STATE HIGH SCHOOL

## YEAR 10 CURRICULUM HANDBOOK 2026



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# Welcome to Year 10

This booklet has been developed to assist students and their parents in making informed choices about subjects by providing subject descriptors and pathways into Years 11 and 12.

Student achievement in Year 10 subjects provides the platform for entry into Years 11 and 12. Students and parents are encouraged to discuss demonstrated academic progress with classroom teachers and Heads of Department to ensure they are setting realistic and achievable goals for success in their chosen subjects and preferred pathway.

The best advice we could offer to students when choosing subjects is to consider what subjects they are good at, as their decisions may affect not only the types of career they can follow later but also their academic success and feelings about school. Even though there are a number of factors to consider, choosing your course of study can be made easier, if you go about the task calmly and logically. If you need advice, make a booking with the Guidance Officer as soon as possible or see the Head of Department for Middle Secondary.

During Year 10, students will complete a Senior Education and Training Plan (SETP).

## A SET Plan

- Provides the young person with a clearly thought-out set of achievable goals, a learning plan and a cohesive transition across educational sectors.
- Serves as a starting point and reference point for the student's pathway through senior education.
- Promotes on-going dialogue between an individual student, parents/carers and teachers.
- Promotes learning that is aligned with the student's aspirations and leads to the award of the Queensland Certificate of Education or at most, a Certificate III Vocational qualification.

## Subject Selections

Our Year 10 curriculum represents a sequence of carefully planned and balanced learning experiences to deliver the Australian Curriculum while reflecting the interests and future pathways of our students. At the core of our curriculum is the focus on the general capabilities of Numeracy, Literacy, ICTs, Personal and social capability, Ethical understanding, Intercultural understanding and Critical and creative thinking, moving forward into developing 21 Century Skills in our students.

Students will participate in both mandated and elective subjects. Students will study the core subjects of English and Mathematics and select 4 elective subjects to undertake. These subjects are studied for the full year.

Subjects listed in this handbook will only be available if enrolment numbers are such that forming a class is viable. The minimum number of students necessary to form a class will be determined by the availability of staff. The number of staff available to our school is decided by Education Queensland. Students will be notified if any subject they have chosen is unable to be offered and will be given time to make changes.

# Key People

## PRINCIPAL

Peter Turner

## DEPUTY PRINCIPALS

Kerri Trigger – Year 7

Rhys Holmes- Year 8

Maria Williamson – Year 9

Kimberley McDonald – Year 10

Eleana Kerr – Years 11 & 12

## GUIDANCE OFFICERS

Melissa Macuga – Years 9 & 12

Leah Ongheen – Years 7 & 10

Che Gordon – Years 8 & 11

## Heads of Department

JUNIOR SCHOOL (Years 7 & 8)

Michelle Elliott

MIDDLE SCHOOLING (Years 9 & 10)

Carly Ballantyne

SENIOR SCHOOLING (Years 11 & 12)

Bharati Singh

ENGLISH

Danielle Lloyd

MATHEMATICS

Wayne Prout

SCIENCE

Grant Nicol

HUMANITIES

Katrina Makings

THE ARTS

Robert Adamson

TECHNOLOGIES

Simon Flemming

HEALTH AND PHYSICAL EDUCATION

Dominic Eldridge

BUSINESS

Anna Bench

INTERNATIONAL

Emily Baldry

INCLUSIVE EDUCATION

Stacy Burke

STUDENT ENGAGEMENT

Trevor Greinke

E-LEARNING

Aman Martir

# Inclusive Education

At BPSHS, we are committed to the Department of Education's vision of *Equity and Excellence*. Staff understand and are committed to principles of access, equity and inclusion. Inclusion means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. We have high expectations for all learners, including those with a disability or learning difficulty, and inclusion is supported by culture, policies and every day practices. At BPSHS, staff work diligently to provide every student access to high quality learning opportunities, focused on their individual needs, in a disciplined school environment.

Students with a disability or learning difficulty at Bray Park State High School are supported within the general classroom setting with their peers. Additional support delivery takes many forms, such as teacher aides in classes, focused and intensive teaching with specialist Support teachers, adjustments to curriculum tasks, environmental adjustments, and social and emotional support.

The Inclusive Education team consists of:

- Head of Department – Inclusion (HOSES)
- Inclusive Education Teachers and Case Managers
- Educational Assistants (Teacher Aides)
- Administrative Officer
- Regional Support personnel

# School Based Apprenticeship or Traineeship

For Year 10 students (15 years of age), there is the opportunity of completing either a School Based Traineeship or Apprenticeship.

School Based Traineeships (SBTs) allow you to train and do paid work in your chosen traineeship area while you are still at school studying for your QCE.

Generally, students do one day a week of paid work and then 4 days at school. All students can complete a traineeship or apprenticeship but they are more appropriate to students wanting to follow a vocational pathway rather than a university pathway. Students complete 5 subjects instead of the normal 6 subjects and must be committed to catching up on school work missed on the day at work.

School Based Traineeships and Apprenticeships can be obtained through a variety of means: work experience, part-time jobs, Group Training Companies and students finding an interested employer.

A School Based Traineeship is normally a Certificate II or III level and will be credited on the QCE if completed by the end of Year 12. Should the student cease the SBT at any time he/she will have to select a sixth subject.

For further information contact the Head of Department for Middle Schooling.

## TAFE at School

Students in years 10, 11 and 12 may also take advantage of the opportunity to complete a nationally recognised qualification through TAFE. The TAFE at Schools program allows students undertake a qualification not offered at Bray Park SHS, aligning to their chosen pathway.

Students who undertake a TAFE program whilst at school, will generally attend TAFE for 1 day per week for the duration of their course (1-2 years). In turn, students will be able to reduce their chosen 6 subjects at school to 5 to accommodate the additional study required of the TAFE program. Students are required to maintain their work in classes they miss on the day they attend TAFE. It is not recommended for students going for an ATAR to undertake a TAFE in School program as they will miss up to a third of their subject by attending TAFE 1 day per week.

Information regarding the TAFE at School programs can be located at <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html>.

# Recommended Pre-Learning for Year 11 and 12 subjects

The following table indicates subjects and results that are strongly recommended and desirable for students to have achieved in Year 10 to help ensure success for senior subjects in Year 11 and 12 (subject to change each year) While these are a guide, they should be strongly considered when students are making their final subject choices in year 10, taking into account their future pathway.

SUBJECT	STRONGLY RECOMMENDED	DESIRABLE
<b>General Mathematics</b>	Minimum C in Mathematics OR Minimum C in Extension Mathematics	Minimum B in Mathematics
<b>Mathematical Methods</b>	Minimum B in Mathematics OR Minimum C in Extension Mathematics	
<b>Specialist Mathematics</b>	Minimum B in Extension Mathematics **Must also select Mathematical Methods as a Companion subject**	
<b>Essential Mathematics</b>	Some level of study in Year 10 Mathematics	
<b>English</b>	Minimum B in English	
<b>English Literature Extension (Year 12 only)</b>	Minimum B standard in Year 11 General English. Students will be invited to participate in this class by the HOD English.	
<b>Essential English</b>	Nil	
<b>Ancient History</b>	Minimum B in English OR minimum B in History	
<b>Modern History</b>	Minimum B in English OR minimum B in History	
<b>Geography</b>	Minimum B in English AND C Mathematics OR minimum B in Geography	Minimum B in Mathematics
<b>Tourism</b>	Nil	
<b>Social and Community Studies</b>	Nil	
<b>Legal Studies</b>	Minimum B in English	Legal Studies
<b>Business</b>	Minimum B in English	Business
<b>Certificate III in Business</b>	Nil	Business OR Certificate I Workplace Skills
<b>Diploma of Business</b>	Minimum C in English	Business OR Certificate I Workplace Skills OR Certificate II Financial Services
<b>Information Communication and Technology</b>	Nil	Digital Technologies
<b>Cert II in Active Volunteering</b>	Nil	
<b>Certificate II in Engineering Pathways</b>	Nil	Year 10 Industrial Technology subject
<b>Certificate II in Furniture Making</b>	Nil	Year 10 Industrial Technology subject
<b>Certificate II in Automotive Vocational Preparation</b>	Nil	Year 10 Industrial Technology subject
<b>Design</b>	Minimum B in English	Design

<b>Early Childhood Studies</b>	Nil	
<b>Certificate II in Hospitality</b>	Nil	Minimum C in Hospitality
<b>SUBJECT</b>	<b>STRONGLY RECOMMENDED</b>	<b>DESIRABLE</b>
<b>Physical Education</b>	Minimum B in English	Minimum B in HPE
<b>Sport and Recreation</b>	Nil	Minimum C in HPE
<b>Cert III in Fitness</b>	Nil	
<b>Volleyball excellence</b>	Nil	
<b>Biology</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
<b>Chemistry</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
<b>Physics</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
<b>Psychology</b>	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living, Physical or Engineering Science)
<b>Engineering</b>	Minimum C in Engineering Science or C in Physical Science Minimum B in Core Maths or C in Extension Maths **recommended to study Physics and Specialist Maths or Maths Methods as a Companion subject**	Science Extension elective (Engineering Science)
<b>Science in Practice</b>	Nil	
<b>Japanese</b>	Minimum B in Japanese	
<b>Drama</b>	Minimum B in Drama	Minimum B in English
<b>Drama in Practice</b>		Minimum C in Drama
<b>Dance in Practice</b>		Minimum C in Dance or private dance studio experience
<b>Music</b>	Minimum B in Music	Minimum B in English
<b>Music Extension (Year 12 only)</b>	Year 11 Music	
<b>Music in Practice</b>	Nil	Minimum C in Music



<b>Visual Art</b>	Minimum B in Visual Art	Minimum B in English
<b>Certificate II in Visual Arts</b>	Nil	Minimum C in Visual Art or Studio Art
<b>Media Arts</b>		Minimum C in Media Arts

# Year 10 2026

## Core Subjects

- English
- Mathematics OR Mathematics Extension

## Subject Overview

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In Semester 2, students can select to trial a General English pathway to assist in preparing them for their senior coursework (General English is often a pre-requisite for university study).

## Skills developed

Skills in literacy, reading and writing will be built upon throughout this course. Critical thinking, reasoning and verbal skills will also be further developed. A broad range of literary and audio-visual texts will be integrated into the course in order to encourage students to develop an appreciation of literature and the media. Research and note-taking skills will be further developed.

## Assessment

A range of assessment items will be offered to the student including in-class activities, assignments and in class tests. A variety of speaking assessments will also comprise approximately 40% of the course.

	Unit overview	Assessment Summary
<b>Unit 1</b>	Shakespeare: Timeless Tales or Time-Bound Themes?	Part A: In Class Analytical Exam Part B: Multimodal
<b>Unit 2</b>	Breaking the Mould: Exploring Character Archetypes in Unconventional Short Stories	Part A: Writing of Unconventional Short Story Part B: Writer's Reflection
<b>Unit 3</b>	Novel Study	Part A: Visual Representation of their understanding of the text Part B: Analytical essay under exam conditions
<b>Unit 4</b>	Verses of Influence: Protest or Propaganda?	Part A: Paired Debate Part B: Feature Article

## Requirements

Desired: Minimum B Standard

## Additional information

Students are required to provide a notebook and basic stationery as outlined in the Stationery List provided each year. Textbooks and other materials required for the course are provided through the Resource Contribution and Textbook Hire Scheme. Students will be required to bring a laptop and notebook to use every lesson. Class handouts, assessment tasks and worksheets will be distributed to students digitally via QLearn. All assignments are to be digitally submitted unless otherwise stated. Students will also be required to complete set tasks and practice their writing skills in their notebook each lesson.

## Subject Overview

Year 10 mathematics provides skills required for all students to become lifelong learners.

### Semester 1

All year 10 students study Mathematics as determined by the Australian Curriculum.

### Semester 2

Parents and students will select a strand of study that will prepare them for year 11 and 12 Mathematics.

- **Foundation Mathematics:** prepares students for Essential Mathematics in year 11.
- **Core Mathematics:** prepares students for General Mathematics in year 11.

## Skills developed

Mathematical knowledge is dynamic and requires students to know when, where and how to use mathematics, thus developing mathematical thinking and reasoning incorporating the use of technology.

## Assessment

	Unit overview	Assessment Summary
<b>Unit 1</b>	Money and Financial maths Linear and Non-Linear relationships	Exam
<b>Unit 2</b>	Data Representation and interpretation	Assignment
<b>Unit 3</b>	Units of Measurement Pythagoras and Trigonometry	Exam
<b>Unit 4</b>	<i>Foundation:</i> Short course in Numeracy <i>Core:</i> Patterns and Algebra, Geometric Reasoning	Assignment Exam
<b>Unit 5</b>	<i>Foundation:</i> Short course in Numeracy <i>Core:</i> Chance	Exam Assignment
<b>Unit 6</b>	<i>Foundation:</i> Short course in Numeracy <i>Core – Patterns and Algebra</i>	Assignment Exam

## Special requirements

Nil

## Additional information

Nil

## Special requirements

Students will need to have demonstrated a thorough knowledge of year 9 maths concepts to be able to enrol in this course.

## Subject Overview

Mathematics is a powerful tool for solving problems, modelling real-world scenarios and understanding patterns in the world around us. The *Mathematical A* course is designed for Year 10 students who are considering the General subject Mathematical Methods in Year 11 and 12. This course aims to build essential foundational knowledge and skills in algebra, functions, geometry, trigonometry, probability, and statistics, with a strong focus on problem-solving, reasoning, and communication.

## Assessment

	Unit Overview	Assessment summary
Unit 1	Linear Relationships and Algebra	TBC
Unit 2	Statistics	TBC
Unit 3	Mensuration and Circle Geometry	TBC
Unit 4	Surds and Trigonometry	TBC
Unit 5	Probability	TBC
Unit 6	Non-Linear Relationships	TBC

# Year 10 2026

## Elective Subjects

### The Science Faculty

- Science (core)
- Living Sciences - Biology and Psychology
- Physical Sciences - Chemistry and Physics
- Engineering Sciences - Engineering and Design

### The Arts Faculty

- Dance
- Visual Art
- Studio Art
- Drama
- Music
- Media Arts

### The Design Faculty

- Hospitality
- Design
- Engineering
- Certificate I in Manufacturing (Pathways)

### The Digital Technology Faculty

- Digital Technologies

### The Business Faculty

- Business
- Legal Studies
- Certificate I in Workplace Skills
- Certificate II in Financial Services

### The Humanities Faculty

- Geography
- History
- Humanities

### The International Faculty

- Japanese

### The Health & Physical Education Faculty

- Health and Physical Education
- Volleyball Excellence Program

## Subject Overview

Science is a core science course designed to build on the concepts, understandings and inquiry methods developed in Years 7 to 9. Units will cover ideas in Biology, Chemistry, Physics and Earth Sciences. This will give students the basic background in science needed to prepare them for the Applied subject Science in Practice in the senior school. Therefore, this pathway is designed for students who enjoy science but are not inclined to pursue University study. In this course students will use science to understand and explain the world around them through the study of various contextual topics, such as;

- Biology- Genetics and Evolution.
- Chemistry- Atomic Structure and Chemical Reactions.
- Physics – Energy as found in Road Science and Collisions.
- Earth Science –The Universe, looking at Space and Galaxies; The Earth with its Global Systems and Cycles.

## Skills developed

Students continue their development of both literacy and numeracy within a scientific context, as well as:

- analytical decision-making about scientific issues
- practical laboratory skills
- continued exposure to the scientific method
- ICT's through research projects and modelling.

## Assessment

	Unit overview	Assessment Summary
Unit 1	Genetics	Written exam
Unit 2	Evolution	Investigation (Research report)
Unit 3	Chemistry – Atomic Structure	Written exam
Unit 4	Chemistry – Rates of Reaction	Experimental investigation
Unit 5	Physics – Law of Motion	NPDL – Car Safety Investigation
Unit 6	Earth Science – Global System	Written exam
Unit 7	Earth Science - Universe	Written exam

## Special requirements

Nil

## Additional information

Nil

## Subject Overview

This is a full year Elective course designed for students who are intending to study Biology or Psychology, in the Senior School. This would allow them to follow pathways leading to the further study of Biological and/or Psychological Science at a Tertiary Institution. They may also want to take this subject for vocational reasons, to help them with their future career pathways, or because they have a keen interest in science but are not yet sure of which pathways to follow.

### Biology Semester

Biology is a **General subject and will lead to university entrance**. It is concerned with the study of the living world and encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Biology provides students with a deeper understanding of, and an enhanced aesthetic appreciation of the living world

### Skills developed

- sense of wonder and curiosity about life
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from cellular processes to ecosystem dynamics
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Psychology Semester

Psychology is a **General subject and will lead to University entrance**.

Psychology provides opportunities for students to engage with concepts that explain behaviours and thinking. Students will examine the role of the brain, human consciousness, child development theorists and sleep. Students will also investigate intelligence, examine individual thinking and how it is determined by the brain, memory and learning.

### Skills developed:

- interest in psychology and appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, which continually influence human behaviour
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data, statistics and interpretation of evidence
- ability to critically evaluate psychological concepts
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

## Assessment

	Unit overview	Assessment Summary
Unit 1	Ecology, Diversity and Cycling of matter, Invasive species, Classification	Experimental investigation
Unit 2	Physiology of Humans, Homeostasis, Mechanisms of inheritance and the role of DNA	Written exam (Units 1 and 2) (Data and Knowledge)
Unit 3	Theories of Psychology (eg Piaget), Child Cognitive Development	Investigation (research report)
Unit 4	Sleep and Impact on learning, Multiple intelligences and Conditioning	Written exam (Units 3 and 4) (Data and Knowledge)



## Subject Overview

This is a full year Elective course designed for students who are intending to study the University science subjects of CHEMISTRY or PHYSICS in the Senior School. This would allow them to follow pathways leading to the further study of Physical Sciences or Engineering at a Tertiary Institution. They may also want to take this subject for vocational reasons, to help them with their future career pathways, or because they have a keen interest in science but are not yet sure of which pathways to follow.

### Chemistry Semester

Chemistry is a **General subject and will lead to university entrance**. Chemistry is the study of the elements and the compounds formed from them. As a student of this course you will acquire knowledge of a range of substances and chemical theories, and will use this information to develop an understanding of the applications of chemistry in everyday life situations – industrial, economic and social.

### Skills developed

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

### Physics Semester

Physics is a **General subject and will lead to university entrance**. It is a science which attempts to describe our whole world. Physicists examine everything from the colour of a peacock's feathers to the explosions of giant stars. They look for relationships between things and frequently use mathematics to describe these observations.

### Skills developed

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Assessment

	Unit overview	Assessment Summary
Unit 1	General Chemistry	Experimental investigation
Unit 2	Organic chemistry	Written exam Research investigation (Report)
Unit 3	Forces and Energy	Experimental investigation
Unit 4	Light and Sound Waves	Written exam Research investigation (Report)

## Subject Overview

This is a full year Elective course designed for students who are intending to study **General Engineering in Senior School** (new course beginning in 2026). This would allow students to follow pathways leading to the further study of Engineering at a Tertiary Institution. They may also want to take this subject for vocational reasons, to help them with their future career pathways, or because they have a keen interest in science but are not yet sure of which pathways to follow.

**Please note** – this subject prepares students for **General Engineering** and should not be confused with Certificate II Engineering Pathways.

### Engineering & Design

The problem-solving process in Engineering & Design involves the practical application of science, technology, engineering, design and mathematics (STEM) knowledge to develop sustainable products, processes and services. Students learn to explore complex, open-ended problems and develop engineered solutions.

Students use knowledge of STEM to develop and test a range of ideas. Students make decisions to select a prototype solution for analysis, testing and refinement prior to generation. They use data, provided by testing the generated prototype solution, to evaluate performance and make justified recommendations for future improvements. The problem-solving process in Engineering & Design involves student engagement with the four phases of explore, develop, generate, and evaluate and refine.

## Skills developed

- Recognise and describe engineering problems, knowledge, concepts and principles
- Symbolise and explain ideas and solutions
- Analyse problems and information
- Determine solution success criteria for engineering problems
- Synthesise information and ideas to predict possible solutions
- Generate prototype solutions to provide data to assess the accuracy of predictions
- Evaluate and refine ideas and solutions to make justified recommendations
- Make decisions about the use of mode-appropriate features, language and conventions for particular purposes and contexts.

## Unit overview and Assessment

	Unit overview	Assessment Summary
<b>Unit 1</b>	Engineering communication – drawing techniques, interpretation, CAD and 2D/3D platform software.	Project – engineered solution
<b>Unit 2</b>	Civil structures – construction and use of materials – case study	Written exam
<b>Unit 3</b>	Machines and mechanisms – simple machines and real-world contexts	Project – engineered solution
<b>Unit 4</b>	Emerging technologies – processes, machinery, automation, materials	Written exam

## Subject Overview

The study in Dance is a developmental subject, where elements and concepts studied in year 10 will further assist students in advancing towards years 11 and 12. Students will have the opportunity to explore a variety of dance techniques and styles, in order to acquire many skills and develop their appreciation of the power of this art form.

Dance focuses on students expressing and communicating thoughts, ideas, themes and concepts through the performance, choreography and analysis of dance works in multiple genres and styles. During the Pre-Senior Phase, students will gain confidence and self-awareness.

## Skills Developed

- Students use analytical skills to determine the intent and purpose of dance works using elements and conventions appropriate to selected forms, styles and purposes.
- Students form and develop interpersonal skills by building self-confidence and self-awareness, apply effective communication in group-work, and build upon their decision-making and problem-solving skills.
- Students develop their creativity and expression through the creation and choreography of dance works.
- Select and apply appropriate performance skills in preparation of their work for presentation, employing effective dance and expressive techniques in performance.

## Assessment

There are 3 main objectives in the Dance Program.

**Making- Performing** students perform dance works in pairs or small groups to demonstrate their technical and expressive skills.

**Making- Choreographing** students choreograph dance works in order to express or communicate a chosen intent.

**Responding** Students analyse and respond to dance works in order to explain how the elements of dance, choreographic devices and production elements are used to communicate the intent of the piece.

	Unit overview	Assessment Summary
Unit 1	<b>Back to Broadway</b> This unit will focus on communicating meaning through dance. Students study the genre of Musical Theatre. Students will learn Jazz and Broadway dance technique, incorporation of props in dance, musicality, and interpreting lyrics through use of facial and body and expression. Students learn/revise the elements of dance, choreographic devices, form, and production elements exploring how these can be manipulated to communicate meaning. Students will analyse past and current Musicals, focusing on their function as a reflection on society and how they communicate meaning through dance.	<p><b>Making- Performance:</b> Students learn and perform a Musical Theatre dance.</p> <p><b>Making- Choreography:</b> Students choreograph a Musical Theatre dance that incorporates the use of a prop.</p> <p><b>Responding- Written Response:</b> Students will respond to various dance pieces analysing, elements of choreographic devices and production elements.</p>

<b>Unit 2</b>	<b>Making a Statement</b> This unit will focus on making a statement through dance. Students will practise and refine technical skills to develop proficiency in Contemporary Dance techniques. Students will analyse a range of Contemporary dance from current and past times to explore differing styles, processes, and viewpoints to understand how choreographers make a statement through Contemporary dance. Students will demonstrate in their own work, how the elements of dance, choreographic devices, form, and production elements can be manipulated to make a statement.	<b>Making and Responding- Choreography Project:</b> Students choreograph a contemporary dance, that explores a social issue, students explain their planning and artistic choices throughout the choreography process and evaluate their final piece.
<b>Unit 3</b>	<b>Get in Formation</b> This unit will focus on refining technical and expressive skills. Students study the style of Commercial Jazz. Students will learn Jazz and Street dance with a strong focus on technical skills. Students will analyse Commercial Jazz dance in past and current music videos and concerts, focusing on its function as artistic entertainment and how it reflects trends in popular culture.	<b>Making- Performance:</b> Students learn and perform a teacher adapted Commercial Jazz dance.

## Special requirements

Nil

## Subject Overview

The Pre-Senior course of study in Visual Art is a developmental subject, where elements, skills and concepts studied in Yr 10 will further assist students in advancing towards years 11 and 12. Over the course, students will have the opportunity to explore and master a variety of two- and three-dimensional artistic techniques, acquire skills and develop their appreciation and understanding of the potential power of the visual statement.

Pre-Senior Visual Art focuses on interpreting and expressing personal themes and social and cultural issues by applying elements, concepts, experiences, feelings, ideas and observations of their own world. During the Pre-Senior Phase, students will continue to gain confidence, self-awareness and a willingness to express their personal beliefs in a visual format. Students will undertake work that focuses upon concept development from the depiction of personal reality, appropriation of artistic ideas, social conscience and the rights and responsibilities of personal reality as well as make social comments with their artworks. They will analyse the works of Australian and International artists and utilize this understanding as they create their own artworks.

This subject is the Pre-Senior subject recommended for students wishing to study General Art in years 11 and 12.

## Skills Developed

- Students know and can apply visual art and design elements in the production of artworks.
- Students make two-dimensional and three-dimensional forms using materials and processes in a variety of media types.
- Students interpret issues relevant to the individual, school, community and global contexts.
- Students will be able to analyse the effect of how artworks may be displayed or presented and appreciate how this impacts on the meaning and effectiveness of an artwork.
- Students will individually research the artworks of other students and artists who are well known in Australia and internationally.

## Assessment

There are two dimensions in the Pre-Senior Visual Art Program. These two dimensions - Making and Responding are equally weighted and involve both practical and written tasks. Through the integrated study of the two dimensions, students should be exposed to a wide variety of assessment instruments.

	Unit overview	Assessment Summary
<b>Unit 1</b>	<b>Wild Things</b> Students will review and explore the elements and principles of design through drawing and painting. Personal themes and concepts related to Australian artists will be a focus for the theme. Learning opportunities will allow development of independent approaches and responses while experimenting with representation of subject and expression of viewpoint throughout the body of work	<b>Making</b> – Drawing/Canvas Painting. Students will create a folio of work including self-reflection, in class, homework activities, teacher directed
<b>Unit 2</b>	<b>Storylines</b> Students explore personal themes and concepts related to artists who communicate stories and make	<b>Making</b> – Ceramics/Mixed Media. Students will complete a resolved artwork and work booklet, in class, homework

	social comments through their artwork. They develop an artwork to explore a theme from a personal viewpoint. Learning opportunities will allow development of independent approaches and responses.	activities, teacher directed  <b>Responding</b> – Short written response responding to the work of others
<b>Unit 3</b>	<b>New Art</b> Students explore the concept of new media in Visual Art to produce contemporary artworks. Students develop an artwork to explore the theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while creatively experimenting with a mixed media approach.	<b>Making</b> – Digital Art/Mixed Media/Printmaking. Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed  <b>Responding – Extended Written Response</b> Students will complete an extended written response, responding to the work of others
<b>Unit 4</b>	<b>Objects and Obsession</b> Students develop artwork to explore a theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with media.	<b>Making</b> – Resolved Artwork Resolved artwork, in class, homework activities, teacher directed  <b>Responding</b> – Written Exam Students will complete an extended written response under exam conditions, responding to the work of others

## Special requirements

Nil

## Additional Information

Work produced by the student becomes the property of the student. A basic art allowance is included in the school textbook hire scheme. Students not involved in this will be required to purchase their own art materials. Sometimes, all students may be required to purchase extra art materials not included in the textbook hire scheme.

This subject is recommended for students who are on a pathway to General Art in Year 11/12. This subject can be selected in conjunction with Studio Art as both subjects run units with the same title but different tasks and approaches.

## Subject Overview

Studio Art is a practical art course which will enable students who wish to further develop their art skills and techniques. This subject is suitable for a wide range of students.

The aim of this course is to encourage students to work in the Visual Arts and establish self confidence in a variety of practical areas. This subject is designed to complement our current Year 10 Visual Art subject and enable students wishing to continue their Visual Art studies in year 11 and 12 to have time to develop a comprehensive understanding and well-developed skill base for senior Visual Art studies. This subject is the Pre-Senior subject recommended for students wishing to study Certificate II in Visual Arts (VET) in years 11 and 12.

## Skills Developed

- Students know and can apply visual art and design elements in the production of artworks.
- Students make two-dimensional and three-dimensional forms using materials and processes in a variety of media types.
- Students will develop an appreciation and understanding of artists, artworks, and the potential power of the visual statement.
- Students will have the opportunity to display and present artworks to the school/local community.

## Assessment

Students will be assessed in the two dimensions - **Making** and **Responding** with an emphasis on the practical dimensions of **Making and Displaying Images and Objects**.

	Unit overview	Assessment Summary
<b>Unit 1</b>	<b>Wild Things</b> Students will review and explore the elements and principles of design through drawing and painting. Personal themes and concepts related to Australian artists will be a focus for the theme. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and expression of viewpoint throughout the body of work	<b>Making</b> – Drawing/Painting. Students will complete a folio of work including self-reflection, in class, homework activities, teacher directed
<b>Unit 2</b>	<b>Storylines</b> Students explore personal themes and concepts related to artists who communicate stories and make social comments through their artwork. They develop an artwork to explore a theme from a personal viewpoint. Learning opportunities will allow development of independent approaches and responses.	<b>Making</b> – Ceramics/Printmaking. Students will complete a resolved artwork and work booklet, in class, homework activities, teacher directed
<b>Unit 3</b>	<b>New Art</b> Students explore the concept of new media in Visual Art to produce contemporary artworks. Students develop an artwork to explore the theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with a mixed media approach.	<b>Making</b> – Mixed Media. Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed

<b>Unit 4</b>	<b>Objects and Obsession</b> Students develop artwork to explore a self-directed theme from a variety of personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with media.	<b>Making</b> – Self Directed Artwork. Students will complete a resolved artwork and self-reflection, in class, homework activities, teacher directed
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## Special requirements

Nil

## Additional Information

Work produced by the student becomes the property of the student. A basic art allowance is included in the school textbook hire scheme. Students not involved in this will be required to purchase their own art materials. Sometimes all students may be required to purchase extra art materials not included in the textbook hire scheme.



## Subject Overview

The study in Drama is a developmental subject, where elements and concepts studied in year 10 will further assist students in advancing towards years 11 and 12.

Students will have the opportunity to explore a variety of dramatic techniques, acquire many skills and develop their appreciation of the power of this art form.

Drama focuses on students expressing and communicating understandings about human issues and experiences, through the enactment of real and imagined events. During the Pre-Senior Phase, students will gain confidence and self-awareness. This subject requires performing in front of an audience.

## Skills Developed

- Students use analytical and evaluative skills by refining scenarios and scripts, both individually and as part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.
- Students form and develop interpersonal skills by building self-confidence and self-awareness, apply effective communication in group-work, and build upon their decision-making and problem-solving skills.
- Select and apply appropriate performance skills in preparation of their work for presentation, employing effective voice production and expressive techniques in performance.

## Assessment

There are 2 objectives in the Drama Program. These 2 objectives – **Making and Responding** are all equally weighted and involve practical and written activities.

Through the integrated study of the 2 dimensions, students will be exposed to a wide variety of assessment tools.

	Unit overview	Assessment Summary
<b>Unit 1</b>	<b>Realism</b> Students explore how Drama can be used to authentically portray characters in performance.	<b>Making – Scripted Performance</b> Students will perform a Realism script in front of an audience of class members.
<b>Unit 2</b>	<b>Comedy</b> Students explore how Drama can entertain an audience in Comedy. They will apply improvisation and devising skills to make Comedy skits as well as analyse and evaluate recorded live theatre	<b>Responding – Extended Written Response</b> Students will respond to a recorded comedy skit.  <b>Making – Devised Performance</b> Students will work in partners and small groups to devise a comedy skit and perform this to an audience of class members.
<b>Unit 3</b>	<b>Hybrid Theatre</b> Students explore how the combination of Cinematic theatre, Abstract movement, Visual theatre and Realism can engage a Contemporary audience and emphasise meaning. They will apply performance skills	<b>Making – Scripted Performance</b> Students will perform a Realism script in front of an audience of class members, adding in Hybrid theatre conventions.

	and devising or scriptwriting skills to make Hybrid theatre. They will also analyse and evaluate recorded live theatre.	<b>Making – Devised Concept/Scriptwriting</b> Students will devise a concept for a show OR write a script for a scene that uses Hybrid theatre conventions  <b>Responding - Extended Written Response in Exam Conditions</b> Students will respond to a recorded Hybrid theatre production in exam conditions.
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## Special requirements

Nil

## Additional information

Please be aware that if you choose drama you may be expected to participate in performances for a public audience outside of school hours. Due to the collaborative nature of drama, it is important that if you choose this subject you are willing to commit to the appropriate time and dedication it takes to be involved in productions.

## Subject Overview

The Pre-Senior course of Music is a continuation of Music studies in the Middle Phase. This course allows students to master their skills in the two dimensions of Making and Responding. This course focuses on music students making music and developing the ability to think and express themselves through the musical elements.

**To study Music, students are required to play an instrument or sing. Students who play an instrument should have access to their instrument at home to practice. This subject requires performing in front of an audience.**

## Skills Developed

- Students identify, analyse and respond to musical patterns, tone, colours, structures and expressive elements in music from various cultural and historical contexts. They use their advanced skills and understandings to express and communicate ideas and feelings by inventing music.
- Students perform on their chosen instrument in an appropriate style, individually and as small and large ensembles. Students learn to recognise and interpret emotional and expressive content in the music they hear and perform.
- Students apply their advanced skills and knowledge of musical patterns, structures and elements to read and write music and to express themselves through composing and arranging in many different styles and genres.

## Assessment

There are 2 dimensions in the Music course. These 2 dimensions **Making and Responding** are all equally weighted and involve practical and written activities. Through the integrated study of the 2 dimensions, students should be exposed to a wide variety of advanced assessment tools.

	Unit overview	Assessment Summary
<b>Unit 1</b>	<b>Brave the Elements</b> Students gain knowledge of the Music Elements, and are able to identify how they are used in Music of different styles and forms. They will develop their skills as a performer, on an instrument of their choice, using a range of rehearsal techniques.	<b>Making – Performance</b> Students will perform a song on their selected instrument in front of an audience of class members.
<b>Unit 2</b>	<b>Music Technology</b> Students gain knowledge and skills relevant to the use of music technology such as digital recording methods, use of loops, samples and midi. They will explore technology-based music styles such as electronic dance music to understand how the elements of music are combined and manipulated in this genre.	<b>Making and Responding – Composition Project</b> Students will respond to a piece of music that uses technology and then create a composition using music technology.

<b>Unit 3</b>	<b>Film Music</b> Students gain knowledge and skills relevant to the scoring of music for films by studying famous film composers and scores. They will develop aural recognition, reading/writing notation, analytical skills, and engage with the elements of music.	<b>Making – Performing</b> Students will perform a song from a film on their selected instrument in front of an audience of class members. <b>Responding – Extended written response under exam conditions</b> Students will respond to film music in exam conditions. <b>Making – Composition</b> Students will compose a piece of music suitable for film, television or video games.
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## Special requirements

Nil

## Additional information

Nil

## Subject Overview

In Media Arts, students embark on a creative journey, harnessing the power of images, sound, text, and interactive technologies to craft compelling narratives and express their unique perspectives on the world. This subject is designed as a progressive exploration, where skills and concepts introduced in the foundational years pave the way for more complex and nuanced media practices in senior secondary levels.

By the culmination of their Media Arts journey, students will have not only mastered a broad array of digital creation tools but also gained invaluable insights into the power of media as a tool for storytelling and social commentary. Ultimately equipping students with the skills, confidence, and critical awareness necessary to navigate and contribute to the ever-evolving media landscape.

## Skills Developed

- **Analytical and Critical Thinking Skills:** Students engage in the critical analysis of media works, utilising key media arts concepts (such as media technologies, representations, audiences, institutions, media languages, and relationships).
- **Collaborative and Interpersonal Skills:** Through projects and collaborative media production, students enhance their ability to work effectively with others, building self-confidence and self-awareness. They refine their communication skills, learning to articulate ideas, provide constructive feedback, and negotiate creative decisions, thereby developing strong teamwork and leadership abilities.
- **Creative and Technical Skills:** Students explore and experiment with a range of media forms, technologies, and techniques—from traditional tools to digital platforms. They engage in the creative process of planning, producing, and distributing media arts works, thereby fostering their creativity and innovation.
- **Presentation and Performance Skills:** Students learn to select and apply appropriate presentation techniques to showcase their media arts works. They also develop skills in critiquing and reflecting upon their work and the work of others, preparing them for both the consumption and production of media in a variety of contexts.

## Assessment

	Unit overview	Assessment Summary
<b>Unit 1</b>	<b>Future Snapshots - Time Capsule Video</b> Students create a short film that serves as a "time capsule" intended to be opened 10/20/30 years from now. The film should capture aspects of current life, culture, technology, and personal messages to the future, exploring how today's world might be perceived by future generations.	Students will produce a 3–5minute video designed to capture and preserve the essence of their current experiences, hopes, and societal context for future viewers. This project not only aims to develop creative storytelling and technical video production skills but also allows students to reflect on their place in the broader tapestry of time. Additionally, students will plan how and where they could distribute their time capsule video and consider the relationships they could develop with future audiences, using responsible media practice.
<b>Unit 2</b>	<b>News Now Student News Broadcast</b> In the "News Now: Student News Broadcast" project, students will create a news broadcast covering events and stories relevant to their school or local	Students will produce a 3–5-minute news broadcast that includes several segments such as current events, sports, weather, and special interest stories. This project aims to develop skills in research, scriptwriting, interviewing, filming, and editing.

	community. This project provides an opportunity to explore journalism, develop media production skills, and understand the role of news in society. Students can work in pairs to produce a comprehensive news segment.	Students will learn to present information clearly and engagingly, using media technologies and journalistic techniques. The final broadcast will be presented to the class, and students will discuss their roles, challenges faced, and the production process.
<b>Unit 3</b>	<b>Reel Reflections: Documentary Analysis</b> The "Reel Reflections: Documentary Analysis" project invites students to analyse "David Attenborough: A Life on Our Planet." This documentary serves as David Attenborough's witness statement on the state of the natural world and his vision for the future. Students will write an analytical essay exploring the documentary's use of media arts concepts to convey its messages and impact audiences.	Students will write a 600–800-word essay analysing "David Attenborough: A Life on Our Planet." The essay will examine how the documentary uses elements such as cinematography, editing, sound, and narrative to represent and challenge ideas, perspectives, and meanings. Students will consider the documentary's cultural, social, and ethical implications, as well as its effectiveness in communicating its message.
<b>Unit 4</b>	<b>Message Makers: Public Service Announcement</b> In the Message Makers: Public Service Announcement," students will create a 1–2-minute video addressing an important social, environmental, or health issue. This project aims to raise awareness and encourage action through persuasive techniques and compelling visual storytelling. Students will be responsible for researching their chosen issue, developing a clear and impactful message, and producing a high-quality video.	In this unit, <i>Message Makers: Public Service Announcement</i> , students will plan, film, edit, and present a 1–2-minute video that raises awareness about an important social, environmental, or health issue. This project encourages students to engage with real-world topics and develop their media literacy and persuasive communication skills. Through guided research, scripting, storyboarding, and video production, students will learn how to craft compelling messages using a range of visual and technical techniques. The final PSA will be showcased to an audience, allowing students to reflect on their creative choices and the impact of their message. This task supports critical thinking, teamwork, and digital media capabilities.

## Special requirements

Nil

## Additional information

Nil

## Subject Overview

Food specialisations includes the application of nutrition principles and knowledge about food, its systems and technologies, selection and preparation; and contemporary technology-related food issues. Community awareness of and interest in accessing quality nutritious food from ethical and sustainable food systems is increasing. Individuals and communities should be empowered to make informed food selection and preparation choices to meet their needs. Students will demonstrate food processes and production skills in food.

## Skills Developed

They will develop an understanding of skills in food preparation when making food decisions to support health eating. They should progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with and preparing food. Skills developed through innovative and sustainable use of food to investigate and define; generate and design; produce and implement; evaluate; and collaborate and manage.

## Assessment

Cooking is assessed every week and will be focussing on skill development in organisation, measuring and hand-skills for food and beverage production and service. Short answer tests and an assignment on the theoretical components of the course will occur each semester.

	Unit Overview	Assessment Summary
1	Food: Making smart food choices	Written investigation Practical examination
2		Project: Design process + production
3	Food: Food truck cookery	Written investigation Practical examination
4		Project: Design process + production (Bray Street Markets)

## Special requirements

Students are required to supply their own weekly cooking ingredients for Food Specialisation. To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the kitchens, in accordance with the school uniform policy.

## Additional information

Students may take both Food & Fibre and Food Specialisations subjects. Please be aware that you may be required to purchase ingredients for practical cooking twice in the week.

There is an excursion to Eat Street early Term 3. The cost of this excursion will be approx. \$25 (bus, entry & tour) + money to purchase dinner.

## Subject Overview

Food and Fibre is a dynamic subject that is part of the Australian Curriculum: Design Technologies. Students will design and create food and fibre production solutions to support current and future access to products. Challenges for world food and fibre production include an increasing world population and an uncertain climate and competition for resources such as land and water. These pose challenges for economic, environmental and social sustainability; and ethical considerations. Students will also demonstrate processes and production skills in both food and fibre.

## Skills Developed

They should progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions. Skills developed through innovative and sustainable use of both textiles and food to investigate and define; generate and design; produce and implement; evaluate; and collaborate and manage.

## Assessment

	Unit Overview	Assessment Summary
1	Fibre: Design Principles	Written investigation Practical examination
2	Fibre: Upcycle	Project: Design process + production
3	Food: Think globally, grow locally	Written investigation Practical examination
4	Food: Animal welfare	Project: Design process + production

## Special requirements

Students are required to supply their own material for the fibre unit (Units 1 and 2) and their own weekly cooking ingredients for food units (Units 3 and 4).

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the kitchens, in accordance with the school uniform policy.

## Additional information

Students may take both Food & Fibre and Food Specialisations subjects. Please be aware that you may be required to purchase ingredients for practical cooking twice in the week.



## Subject Overview

Students in Design will be instructed in a number of visual and analytical thinking skills. They will use these skills to complete design projects that address and identify solutions for three key design areas; products, services and environments. Study in this subject will aid in the preparation for Design in the senior years, 11 and 12, as well as other subjects where critical thinking and creative problem solving is required.

The Design subject focuses on the design thinking required to generate creative ideas in response to human needs, wants and opportunities that require a balance of technical, commercial, human, cultural and aesthetic requirements. Design thinking is a complex and sophisticated skill that can be analysed, developed and practised. It is separated from the constraints of the materials and production procedures of the artisan to allow the designer to appreciate and exploit new technologies and innovative ideas (Lawson 2006). Design is a service, rather than a means of self-expression, used to design objects, spaces and information communications in disciplines such as architecture, business, fashion design, graphic and digital media design, industrial design, interior design and landscape architecture.

## Skills Developed

Students will develop their visual communication skills by learning both two dimensional and three-dimensional modes of drawing. Computer aided Design programmes, Scale modelling and 3D printing. Students will build confidence as they apply critical thinking techniques to push their imagination and creativity in solving design problems.

## Assessment

	Unit overview	Assessment Summary
Unit 1	Illustrative Design assignment	Design folio
Unit 2	Sustainable Design assignment	Design folio
Unit 3	Product design assignment	Design folio
Unit 3	Spatial design assignment	Design folio

## Special requirements

Students will require a laptop to conduct research and create digital designs.

## Additional information

This subject is highly recommended if students intend to study Design in years 11 and 12.

## Subject Overview

Students will participate in workshop-based engineering (metal-work) with an emphasis on sheet metal fabrication and mechanical fitting / assembly. They will investigate designed solution and the relationship between planning and production. Students will learn the importance of the workplace health and safety procedures and how to apply them within the engineering context. Study in this subject will assist the students in preparation for Cert II in Engineering in years 11 and 12, as well as other practical workshop-based subjects.

## Skills Developed

Students gain skills in the use of engineering machinery and principles to produce a variety of items made from metals. Literacy and numeracy skills are developed through the interpretation of instructions and making calculations.

## Assessment

	Unit overview	Assessment Summary
<b>Unit 1</b>	Sheet metal Fabrication	Process folio and practical
<b>Unit 2</b>	Go Kart (Design)	Design folio and practical
<b>Unit 3</b>	Go Kart (Build)	Design Folio
<b>Unit 4</b>	Machining and Welding	Practical

## Special requirements

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the workshop, in accordance with the school uniform policy.

## Additional Information

All students are required to participate in safety training through OnGuard Machine Safety Training Online before accessing equipment in the workshop. This includes teacher demonstration and training and is a minimum requirement to participate in this practical area.

Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student, but there is a supply of these in the workshops.

As part of the Go Kart unit students will have the opportunity to compete against other schools at Willow Bank Raceway Dirt Go-kart Track. To attend this excursion students will be required to meet effort and behaviour standards.

# Certificate I in Manufacturing (Pathways) (MSM10216)

RTO Provider – Bray Park SHS (RTO no: 30237)

VMP

## Subject Overview

The qualification MSM10216 - Certificate I in Manufacturing (Pathways) is designed to develop skills that are essential for employment within the manufacturing industry (woodworking bias). Competencies will be assessed through a mix of theory and practical assessment tasks. Students will develop skills learnt through producing small furniture item from timber. The products the students will be construction include; Serving Tray, Timber brief case and Folding Camp Table.

Achievement of the MSM10216 Certificate I in Manufacturing (Pathways) will provide the student with a set of competencies that collectively open up pathways into employment and/or further study in the manufacturing industry. Successful completion of the full qualification will result in 3 preparatory credits towards the Queensland Certificate of Education (QCE).

## Unit of Competency and Assessment Overview

Code	Title	Core/Elective	Assessment
MSMPCI101	Adapt to work in industry	Core	<ul style="list-style-type: none"><li>• Serving tray</li><li>• Timber Display Case</li><li>• Folding Camp Table</li></ul> Competencies are achieved through multiple opportunities to demonstrate through three projects.
MSMPCI102	Apply effective work practices	Core	
MSMPCI103	Demonstrate care and apply safe practices at work	Core	
MSMPCII296	Make a small furniture item from timber	Group A Elective	
MSFFM1002	Operate basic woodworking machines	Group B Elective	
MSMOPS244	Lay out and cut materials	Group B Elective	
MSMOPS101	Make measurements	Group B Elective	
PMBFIN205	Hand decorate products	Group B Elective	
MEM03001B	Perform manual production assembly	Group B Elective	

## Special requirements

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the workshop, in accordance with the school uniform policy.

## Additional Information

All students are required to participate in safety training through OnGuard Machine Safety Training Online before accessing equipment in the workshop. This includes teacher demonstration and training and is a minimum requirement to participate in this practical area.

Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student, but there is a supply of these in the workshops.

**SUBJECT FEE - \$120** for consumable materials used in projects.

## Subject Overview

Year 10 Digital Technologies enables students to apply computational thinking to decompose real-world problems, develop user stories and drive innovation. They design and implement algorithms in object-oriented languages, acquire and model multidimensional data, and use design and systems thinking to create solutions, secure data, model cyber threats, apply privacy principles and manage projects with advanced digital tools.

## Skills Developed

Students will develop skills in coding, game development, 3D modelling, and digital innovation. They will apply computational thinking, manage projects using agile methods, evaluate cybersecurity and ethical considerations, and effectively communicate technical solutions through documentation and presentations.

## Assessment

Unit Overview		Assessment Summary
1	<b>Micro: Robots:</b> Students learn to program a micro: bit and robot with integrated sensors and actuators to perform a range of actions.	<i>Project- Digital Solution Development</i> <ul style="list-style-type: none"> <li>Spanning 8 weeks</li> <li>Written and graphical components</li> </ul>
2	<b>Unity Game Mastery:</b> Students develop a complete game in the Unity engine using object-oriented scripts, UI design and event-driven logic.	<i>Project- Digital Solution Development</i> <ul style="list-style-type: none"> <li>Spanning 8 weeks</li> <li>Written and graphical components</li> </ul>
3	<b>World of 3D Printing:</b> Students design functional 3D models using CAD tools and write code to generate G-code for printing and post-process finishing.	<i>Project- Digital Solution Development</i> <ul style="list-style-type: none"> <li>Spanning 8 weeks</li> <li>Written and graphical components</li> </ul>
4	<b>Digital Innovation:</b> Students apply design thinking to conceive, prototype and refine an original digital solution of their choice, using any platform or equipment.	<i>Project- Digital Solution Development</i> <ul style="list-style-type: none"> <li>Spanning 8 weeks</li> <li>Written and graphical components</li> </ul>

## Special requirements

Students require a laptop with internet access.

## Additional information

- Skills developed in Year 9 Digital Technologies open pathways to advanced digital studies at school and career opportunities beyond.
- All practical coding and hardware activities must follow the school's and Department's ICT processes and protocols.
- Collaborative projects will use the school's approved version-control platform.

## Subject Overview

Business empowers students to explore how businesses operate, adapt, and thrive in a changing environment. Students investigate real-world issues such as workplace rights, ethical practices, the role of business in the Australian economy, and the power of marketing and events.

Learning is delivered through an integrated inquiry approach, including authentic case studies, collaborative projects, simulated business scenarios, and market investigations.

This subject offers a strong foundation for future study in the Senior ATAR Business subject, as well as vocational pathways including Certificate III and Diploma of Business.

## Skills Developed

Business fosters intellectual, social, and ethical development by encouraging students to think critically about the role and responsibilities of business in society. Students develop enterprise and life skills such as decision-making, communication, collaboration, innovation, and problem-solving.

These transferable skills prepare students to participate confidently in the business world and open opportunities for further studies within our school environment and beyond.

## Assessment

Students will be assessed through means of short and extended response examinations; extended research response and multimodal assignments.

	Unit overview	Assessment Summary
<b>Unit 1</b>	Workplace Relations	Combination Exam
<b>Unit 2</b>	Business in the Real World	Project
<b>Unit 3</b>	Australian Economy	Combination Exam
<b>Unit 4</b>	Marketing & Events	Project

## Special requirements

Nil

## Additional information

This subject provides a foundation for further study in the Year 11 & 12 ATAR General Business course, as well as Vocational Education pathways such as the Certificate III in Business and the Diploma of Business. It may also include excursions (at an additional cost) to locations such as a theme park, IKEA, or other businesses, and may feature guest speaker opportunities.

## Subject Overview

Legal Studies introduces students to Queensland and Australia's legal systems, exploring how laws are made, upheld, and challenged in a democratic society. Across four engaging units, students investigate the role of government, how technology is changing the legal landscape, the rights and responsibilities of citizens, and the foundations of criminal law.

Through an inquiry-based approach, students analyse real-world legal cases, current legislation, and ethical dilemmas. This subject helps build critical thinking, communication, and problem-solving skills, preparing students for senior pathways in Legal Studies.

## Skills Developed

Through the study of Legal Studies, students will develop the ability to question and evaluate information, think critically, solve problems, communicate effectively, and make informed decisions. They will build skills in ethical reasoning, analysis of legal issues, and understanding diverse perspectives. These skills provide a strong foundation for further study and active participation in civic life and the justice system.

## Assessment

Students will be assessed through means of short and extended response examinations; extended research response and multimodal assignments.

	Unit overview	Assessment Summary
<b>Unit 1</b>	Government & Democracy	Combination Exam
<b>Unit 2</b>	Technology & the Law	Assignment
<b>Unit 3</b>	Laws & Citizens	Combination Exam
<b>Unit 4</b>	Criminal Law	Assignment including Mock Trial

## Special requirements

Nil

## Additional information

This subject may include excursions (at an additional cost) to places such as the Queensland Police Museum, Historic Brisbane CBD Crime Tour by Historic Australia, the Queen Elizabeth II Courts of Law, and the QUT Mooting Workshop. It also provides a foundation for further study in the Year 11 & 12 ATAR General Legal Studies course.

# Certificate I in Workplace Skills (BSB10120)

RTO Provider – Bray Park SHS (RTO no: 30237)

VWS

## Subject Overview

This is a nationally recognised qualification course of study. Upon successful completion of all the units of competencies listed below, students will be awarded the Certificate I in Workplace Skills. The certificate helps develop the necessary skills in preparation for work and provides students with a range of introductory skills and knowledge to provide an understanding of the business environment.



NATIONALLY RECOGNISED  
TRAINING

### Unit of Competencies

Code	Unit of Competency	Core/Elective
BSBOPS101	Use Business Resources	Core Unit
BSBPEF101	Plan and Prepare for Work Readiness	Core Unit
BSBWHS211	Contribute to the Health and Safety of Self and Others	Listed Elective
BSBCMM211	Apply Communication Skills	Listed Elective
BSBTEC101	Operate Digital Device	Listed Elective
BSBOPS201	Work Effectively in Business Environments	Listed Elective

### Program Overview

	Unit Overview
Project 1	<b>Career Planning</b> This project involves students undertaking a series of tasks leading to the creation of a personalised portfolio, that helps students identify and document current skills and plan for future skills development, research career options and pathways, and create resume.
Project 2	<b>Induction to the Office</b> Students will work individually and in teams to research and create a variety of induction materials for new staff to the office of Bray Business Academy. This may take the form of brochures, posters and/or videos and cover the rights and responsibilities of workers along with other important information. Students will complete a work booklet involving short answer and sentence responses in regard to how to work effectively in different work environments and respond to a number of visual situations posed by the trainer and assessor.
Project 3	<b>Working Safely in the Office</b> Students will work individually and in teams to research WHS (Workplace Healthy and Safety) laws, identify safety issues in an office workplace and propose solutions to issues identified. Students will access online sites in order to complete interactive workplace health and safety activities.
Project 4	<b>Communication in the Office</b> This assessment activity involves students undertaking a series of tasks involving communication in the office of Bray Business Academy. Students will develop their knowledge and skills in verbal and non-verbal, written and non-written communication techniques. Students will demonstrate their communication skills through responding to scenarios, role playing and creation of common documents in an office.

### Assessment

Students will be assessed using a variety of evidence gathering tools as they complete each project including questions, observations and review of folio and/or product.

# Certificate II in Financial Services (FNS20120)

RTO Provider – Bray Park SHS (RTO no: 30237)

VFS

## Subject Overview

This course of study is undertaken to gain competencies in Certificate II in Financial Services. The certificate supports the development of essential financial literacy and foundational financial skills, helping students build the confidence and knowledge to manage personal finances and understand the financial services industry. It also provides an introduction to workplace communication, budgeting, saving, and digital tools, offering potential pathways into further study or entry-level roles within the financial services sector.



NATIONALLY RECOGNISED  
TRAINING

### Unit of Competencies

Code	Unit of Competency	Core/Elective
BSBWHS211	Contribute to the Health and Safety of Self and Others	Core
BSBCMM211	Apply Communication Skills	Core
BSBTEC201	Use Business Software Applications	Core
FNSINC311	FNSINC311 Work Together in the Financial Services Industry	Core
FNSFLT211	FNSFLT211 Develop and Use Personal Budgets	Listed Elective
FNSFLT212	FNSFLT212 Develop and Use Savings Plans	Listed Elective
FNSFLT213	FNSFLT213 Develop Knowledge of Debt and Consumer Credit	Listed Elective
FNSFLT216	FNSFLT216 Develop Knowledge of Taxation	Listed Elective

### Program Overview



	<b>Unit Overview</b>
<b>Project 1</b>	<b>Financial Foundations: Safety &amp; Communication</b> Students will demonstrate their understanding of WHS procedures, industry expectations, and effective workplace communication through a combination of observations, written responses, and practical tasks. They will complete a WHS checklist, draft professional emails, and create an induction pack using business software
<b>Project 2</b>	<b>Smart Money Moves: Budgeting &amp; Savings in Action</b> Students will take on the role of Junior Financial Assistants at Koala Cove Financial Services, developing and managing a personal budget and savings plan. They will use business software to create and adjust financial documents, applying budgeting and savings strategies to meet financial goals. The task includes progress checks where students refine their plans, justify financial decisions, and present their findings through a written report or digital communication.
<b>Project 3</b>	<b>Credit Check: Smart Borrowing &amp; Debt Management</b> As Junior Financial Advisors, students will contribute to the business's financial literacy initiative by developing informative content on credit and debt management. They will create a series of video and written materials aimed at educating clients on responsible borrowing, repayment strategies, and managing financial risks. These resources will be designed for use across digital platforms, including the company's website and social media channels.
<b>Project 4</b>	<b>Tax Talk: Personal, Business &amp; Beyond</b> Students will explore taxation concepts, including personal tax, business tax, and tax liability, and identify key tax documents used in different financial situations. They will develop educational resources to explain tax obligations and communicate key information through written and verbal formats.

#### Assessment

Students will be assessed using a variety of evidence gathering tools as they complete each project including questions, observations and review of folio and/or product.

## Subject Overview

Do you enjoy collecting data in the field? Are you an active learner with a desire to investigate the diverse nature of our planet and its people? Do you want to learn how to make decisions concerning a variety of social, environmental and economic issues? Then this course is for you!

## Skills Developed

- Field work (observation, field sketching, interviewing, surveying)
- Communication
- Mapping
- Research and inquiry skills
- Analysis
- Decision making, providing justification and recommendations.
- Report and essay writing skills

## Assessment

These units equip students with the knowledge and skills necessary to explore local, regional national and global issues as informed citizens in an ever-changing world. The course is designed specifically for students interested in studying senior Geography. With a focus on analysing problems that are occurring in the world and investigating how they should be solved. Geography is extremely relevant in today's world.

	Unit overview	Assessment Summary
Unit 1	Environmental Change and Management	Exam
Unit 2	Managing Coastal Environments	Field Report
Unit 3	Geography of Human Well-being	Exam
Unit 4	Rich world/poor world: case studies of Human Development	Data Report

## Special requirements

Nil

## Additional information

This course will also include at least one day of assessable field work, e.g. Sunshine Coast beaches (approximate cost \$25)

## History

*Humanities Faculty*

HIS

## Subject Overview

History is a year-long elective subject designed to prepare students to undertake Ancient History and/or Modern History in senior. Students will study history in a variety of time periods and geographical locations.

### Modern History

The Modern History course will continue on from the year 9 History course where students studied “The Making of the Modern World” and investigate the Modern World from 1918 to the present. More specifically students will study:

- World War II – an investigation of wartime experiences including causes, the nature of Australia's involvement, events and outcomes.
- Rights and freedoms –struggles for human rights focusing on the USA

### Ancient History

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. In Ancient History students may study:

- Incans and Aztecs and the Spanish Conquistadors
- Vikings

## Skills Developed

Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the evidence of ancient sites, societies, individuals and significant historical periods. Skills development includes:

- Research
- Analysis and use of sources
- Communication and writing skills
- Synthesising ideas and arguments
- Identification and analysis of different perspectives

History equips students with the 21st century skills they need to thrive in a dynamic, globalised and knowledge-based world. This course equips students with the critical analysis, research and writing skills needed for university.

## Assessment

	Unit overview	Assessment Summary
<b>Unit 1</b>	World War II	Exam
<b>Unit 2</b>	Aztecs and Spanish Conquistadors	Extended Response to Historical Sources
<b>Unit 3</b>	Rights and Freedoms	Source Investigation and Essay
<b>Unit 4</b>	Vikings	Exam

## Special requirements Nil

**Additional information** Step back in time to World War II in Brisbane in 1942 by experiencing a field trip to Newstead House and Fort Lytton. Approximate cost - \$35



## Subject Overview

This is a general Social Studies course designed to give students a taste of History, Geography, Social Community Studies and Tourism. Units are designed to cover a wide range of topics from ancient times through to the modern era. Key concepts will include society and the environment, culture, change, perspectives, rights, values and social justice.

## Skills Developed

- Communication
- Analysis
- Evaluation
- Research
- Working in groups

## Assessment

These units equip students with the knowledge and skills necessary to be an active global citizen. This course is specifically designed for students interested in studying senior Social and Community Studies and/or Tourism. Assessment takes the form of either an examination, project or investigation.

	<b>Unit overview</b>	<b>Assessment Summary</b>
<b>Unit 1</b>	Warfare through the ages	Project
<b>Unit 2</b>	Environmental Movement	Exam
<b>Unit 3</b>	Popular Culture	Investigation
<b>Unit 4</b>	Being a Tourist: Travel and eco-tourism	Exam

## Special requirements

Nil

## Additional Information

This course may include an excursion to a recreational or tourism facility or museum exhibition. Approximate cost \$25.

## Subject Overview

Year 10 Japanese is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Students will use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. Students will develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise and communicating refusal. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They will use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments.

## Skills Developed

- A mastery of hiragana and katakana and gain an understanding of sound variation in the pronunciation of borrowed words.
- Use of a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.
- Able to produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests.
- Reading, viewing and interacting with texts for a variety of purposes, for example, social, informative, transactional, imaginative, expressive and instructional.

## Assessment

A variety of tasks including reading, writing, listening and speaking.

	Unit overview	Assessment Summary
<b>Unit 1</b>	Storytelling	Multimodal and oral presentation
<b>Unit 2</b>	Biographies	Listening exam
<b>Unit 3</b>	School rules	Writing assessment
<b>Unit 4</b>	Global connections	Reading and speaking exam

## Special requirements

Studied Japanese in Year 7, 8 and 9.

Recommended grade of an A or B in Year 9 Japanese.

## Additional Information

Wired headphones and a laptop will be required for assessment.

## Subject Overview

By the end of Year 10, students contribute to and extend interactions in French language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. Students incorporate the features and conventions of spoken French to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of French texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning French, to evaluate how this learning influences their ideas and ways of communicating.

## Skills Developed

- Students use French to initiate and sustain interactions that communicate their own and others' experiences of the world.
- They listen, speak, read and view, and write to communicate with speakers of French locally and globally through authentic community and online events.
- They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.
- Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media.
- They expand their knowledge and control of French pronunciation, intonation, structures and features.
- They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

## Assessment

A variety of tasks including reading writing and speaking.

	Unit overview	Assessment Summary
<b>Unit 1</b>	Storytelling	Multimodal and oral presentation
<b>Unit 2</b>	Biographies	Listening exam
<b>Unit 3</b>	School rules	Writing assessment
<b>Unit 4</b>	Global connections	Reading and speaking exam

## Special requirements

Studied French in Year 7, 8 and 9.

Recommended grade of an A or B in Year 9 French.

## Additional Information

Wired headphones and a laptop will be required for assessment.

### Subject Overview

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

### Skills Developed

During this course of study, the students should:

- build confidence in their ability to be involved in physical activity
- be able to effectively communicate with those around them
- be able to make informed decisions
- have developed an understanding of the importance of teamwork in both a work and play setting
- be able to organise a group and lead them in a productive nature
- develop an ability to create folios of work that demonstrate your skill level
- explore societal issues and scaffold responses to improve outcomes.

### Assessment

Assessment will be completed in a variety of negotiated forms, including but not limited to research report, multimodal presentations, in class exams, essays and journals and folios of practical work. Students will be expected to complete all assessment to pass the course and to be considered for the Certificate III Fitness, Certificate III in Sport, and Recreation Physical Education (General), Sport & Recreation (Applied) in Senior School.

	Unit overview	Assessment Summary
<b>Unit 1</b>	Human movement/biomechanics	<ul style="list-style-type: none"><li>• Folio</li></ul>
<b>Unit 2</b>	Training for fitness	<ul style="list-style-type: none"><li>• Exam</li><li>• Training program development</li></ul>
<b>Unit 3</b>	Sport First aid	<ul style="list-style-type: none"><li>• Exam</li></ul>
<b>Unit 4</b>	Coaching and cultural connection	<ul style="list-style-type: none"><li>• Coaching sessions</li><li>• Coaching evaluation</li></ul>

*\*\* Units and/or assessment may change \*\**

### Special requirements

- Students will require their own device for this subject

### Additional Information

- Students will be required to have a Bray Park hat for all practical HPE lessons.

## Subject Overview

The Volleyball Excellence Program recognises the importance of providing students with a fulfilling and challenging education that allows young student athletes to develop their sporting talent, while building confidence, communication and leadership skills.

The Volleyball Excellence Program combines curriculum time with both theoretical and practical lessons. Students will study the general Health and Physical Education curriculum and is designed for students who are interested in developing their skills with a view to making them more competent not only as a player but as a coach, manager, trainer or official. The Volleyball Excellence Program has a values-based focus with a clear goal of holistically developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort and self-discipline.

## Skills Developed

The Volleyball Excellence Program provides students with a pathway into elite sport. With a focus on the four pillars of Long-Term Athletic Development; physical, technical, tactical and mental, this program provides a comprehensive program to prepare athletes for elite level competition. Included within this program is access to a strength and conditioning coach as well as competing in multiple competitions throughout the year.

Further, students involved in the Volleyball Excellence Program will also develop:

- Leadership skills
- Time management
- Goal setting
- Communication skills
- Performance analysis

## Assessment

Assessment will be completed in a variety of negotiated forms, including but not limited to research report, multimodal presentations, in class exams, essays and journals and folios of practical work. Students will be expected to complete all assessment to pass the course and to be considered for the Certificate III Fitness, Certificate III in Sport, and Recreation Physical Education (General), Sport & Recreation (Applied) in Senior School.

	Unit overview	Assessment Summary
<b>Unit 1</b>	Human Movement	Assessment – Skill Analysis Physical Performance
<b>Unit 2</b>	Training for fitness	Exam Physical Performance
<b>Unit 3</b>	Coaching and Cultural Connection	Coaching session and evaluation Multimodal presentation
<b>Unit 4</b>	First Aid	Exam

## Additional Information

Students enrolled in the Volleyball Excellence Program are expected to meet specific standards for behaviour and effort, as outlined in the Volleyball Excellence Handbook. These expectations are agreed upon by both students and their parents at the time of enrolment. The Volleyball Excellence Program has associated fees which are detailed in the Volleyball Excellence Player Handbook.