BRIBIE ISLAND
State High School

10

Year 10
Subject Selection Booklet
2027





ACHIEVING OUR FUTURE

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INTRODUCTION

Dear Parents / Guardians

The information provided in this Subject Selection Booklet will assist you in the subject selection process for your student. Roll Class teachers will also meet with you on an individual basis to help you and your child select an appropriate course of study. Students with additional needs should work with the SWAN Team to develop their program.

Once subjects are selected, you will be required to make a financial commitment to ensure your student is equipped to commence school in 2025. The financial information in this booklet and the Roll Class teacher will assist you in planning your financial commitments for the 2023 school year.

Financial commitments will include general stationery items, and may also include joining the Bribie Island SHS Student Resource Scheme (SRS) and User Pays Fees.

Some subjects are more expensive to deliver and parents are asked to contribute additional funds to support theses.

Students need to make informed subject selections as once subjects are chosen, there is limited capacity to change these.
Thank you for enrolling your child at Bribie Island State High School.

Yours sincerely



Matthew Bradley

Principal

YEAR 10 CURRICULUM STRUCTURE

Year 10 at Bribie Island SHS is considered to be part of the Senior Phase of Education. All Year 10 students complete a Student Education and Training (SET) Plan as part of the Education and Career Planning process. A Learning Unique Identifier (LUI) is assigned to each Year 10 student to track their progress through the Senior Phase of Education.

Year 10 students intending to enrol in Vocational Education and Training (VET) courses within school and through external providers are required to create a Unique Student Identifier (USI). www.usi.gov.au.
This process will be assisted by school staff.

Year 10 serves as a transition to the Senior School. English and Mathematics are compulsory: however, students are placed into subjects according to their performance in Year 9 and career aspirations. Refer to the subject selection booklet for details. A number of possible options are available to students – refer to the subject selection form for details. If students are intending to study a particular subject in Year 11 and 12 it is recommenced that they consider these subjects in Year 10. Please see Recommended Prior Learning for Year 11 and 12 senior subjects table.

Year 10 Summer School

In order to better prepare students who are at-risk of failing during this phase of learning, Bribie Island State High School has established the Year 10 Summer School program. The program, run in weeks 9 and 10 of Term 4, provides Year 10 students support in demonstrating the required learning for a Year 10 student and provide pathways for their transition into Year 11. At the beginning of Year 10 students are made aware of the four following pathways available to them in transitioning into Year 11:

- Demonstrate the required learnings of Year 10 through an A-C achievement standard on OneSchool reporting;
- Attend the Summer School program to resubmit assessment that they have failed in order to achieve a C in the particular subject(s);
- Revise their subject selection for Year 11;
- Liaise with the guidance officer and support team in finding an alternative pathway.

Students who fail to pass subjects needed as a pre-requisite for a subject in Year 11, will be required to attend Summer School. During this time they will be provided with the opportunity to re-submit in the hope of achieving a passing result.

CHOOSING YEAR 10 SUBJECTS

This booklet has been organised under the Key Learning Area (KLA) framework. A brief outline of each unit offered is provided. Students, parents and SETPlan facilitators will work together in 2025 to devise a course which meets both the student's needs and interests.
The overall plan is to choose subjects which:

- you have achieved good results in previously;
- you are good at;
- you enjoy;
- will keep many post Year 12 options open;
- will help you reach your career goals;
- meet any subject Recommended Prior Learning you need for tertiary study.

Students in year 10 study the core subjects of English and Mathematics. They will choose 4 electives and a certificate course.
All subjects run for the entire year.

SENIOR COURSE RECOMMENDED PRIOR LEARNING

When planning a senior pathway please be aware that Recommended Prior Learning is needed for some Yr 11 and 12 subjects. Recommended Prior Learning are applied to ensure students select subjects in which they have the greatest capacity to be successful. The new Queensland Certificate of Education (QCE) requires students are successful in each unit of each subject they study and therefore it is essential to select subjects aligned with demonstrated achievements in Year 10.

Senior Subjects

Year 11 and 12 subjects and courses	Subject type	Recommended Year 10 subject and minimum level of achievement
Ancient History	General	At least a B in Year 10 English (not ENF) At least a B in Year 10 History or Year 10 Geography
Aquatic Practices	Applied	At least a C in any Year 10 Science
Biology	General	At least a B in Year 10 Science – General science pathway At least a B in Year 10 English (not ENF)
Business Certificate III	VET	At least a C in Year 10 English (not ENF) A network connected BYO device is required.
Business Studies	Applied	Nil
Chemistry	General	At least a B in Year 10 Science At least a B in Year 10 English (not ENF) At least a B in Year 10 Mathematics Extension (MSM10)
Dance in Practice	Applied	Nil
Design	General	At least a B in Year 10 English (not ENF) A network connected BYO device is required.
Digital Solutions	General	At least a B in Year 10 English (not ENF) A network connected BYO device is required.
Drama	General	At least a B in Year 10 English (not ENF)
Drama in Practice	Applied	Nil
Early Childhood Studies	Applied	Nil
Engineering Skills	Applied	Nil
English	General	At least a B in Year 10 English (not ENF)
Essential English	Applied	Nil
Essential Mathematics	Applied	Nil
Film, Television and New Media	General	At least a B
Fitness Certificate III (RTO: The College of Health and Fitness)	VET	At least a C in Year 10 ENG or Year 10 ENF A network connected BYO device is required.
Furnishing Skills	Applied	Nil
General Mathematics	General	At least a B in Year 10 Mathematics (MGE10)
Geography	General	At least a B in Year 10 History or Year 10 Geography
Health	General	At least a B in Year 10 English (not ENF) At least a B in Year 10 HPE
Health & Community Services Cert II (RTO: The College of Health and Fitness)	VET	At least a C in Year 10 ENG or Year 10 ENF A network connected BYO device is required.
Hospitality Practices	Applied	Nil

Year 11 and 12 subjects and courses	Subject type	Pre-requisite Year 10 subject and minimum level of achievement
Hospitality Certificate II (RTO: TAFE Qld)	VET	At least a C in English (not ENF) At least a B in Hospitality in year 10 A network connected BYO device is required.
Information Technology Certificate III	VET	At least a C in Year 10 English (not ENF) A network connected BYO device is required.
Legal Studies	General	At least a B in Year 10 History or Year 10 Geography
Literature	General	At least a B in Year 10 English (not ENF)
Marine Science	General	At least a B in Year 10 Science At least a B in Year 10 English (not ENF)
Mathematical Methods	General	At least a B in Year 10 Mathematics Extension (MSM10)
Media Arts in Practice	Applied	Nil
Modern History	General	At least a B in Year 10 History or Year 10 Geography
Music	General	Must be willing to perform using either voice or an instrument
Music in Practice	Applied	Must be willing to perform using either voice or an instrument
Physical Education	General	At least a B in Year 10 English (not ENF) and At least a B in Year 10 HPE (strongly recommended)
Physics	General	At least a B in Year 10 Science At least a B in Year 10 English (not ENF) At least a B in Year 10 Mathematics Extension
Science in Practice	Applied	At least a C in any Year 10 Science
Social and Community Studies	Applied	Nil
Specialist Mathematics	General	At least a B in Year 10 Mathematics Extension *Remember must be enrolled in Mathematical Methods as well
Sport and Recreation	Applied	Nil
Tourism	Applied	Nil
Visual Art	General	At least a B in Year 10 English (not ENF)
Visual Art in Practice	Applied	Nil

Please note: As Year 10 results are summative, students must be aware that all aspects of their assessment will count towards their achievement of Recommended Prior Learning for Year 11 subject selection.

What options exist if recommended prior learning are not met?

Students who have not met the pre-requisites for a particular subject may apply to the principal for entry into the subject. Each student completes an application form which indicates the desired subjects and the student's results in their current subjects.

Year 9 – 12 Subject Progressions and Pathways

Year 9 Subjects	Code		Year 10 Subjects	Code		Year 11/12 Subjects for 2026
English						
English	ENG09		English Foundation	ENF10	→	*Essential English
		→	English	ENG10	→	**General English**
						Literature
Mathematics						
Mathematics	MAT09	→	Mathematics	MAT10 ABC	→	*Essential Mathematics
					→	**General Mathematics**
		→	Mathematics Extension	MAT10XYZ	→	**Mathematics Methods**
					→	**Specialist Mathematics**
Science						
STEM	STM09	→	General science Natural Science Physical Science Digital Technologies Design	SGN10 SNT10 SPY10 DIT10 DES10	→	Certificate III in Information Technology
						Information & Communication TechnologiesIndustrial Graphics Skills
					→	Design
Science	SCI09	→	General science Natural Science Physical Science	SGN10 SNT10 SPY10	→	*Aquatic Practices
					→	*Science in Practices
					→	**Biology**
					→	**Marine Science**
					→	**Chemistry**
					→	**Physics**
Health and Physical Education						
HPE	HPE09	→	Health & Physical Education Sport & Recreation Foundation to Early Childhood Studies	HPE10 SPR10 FEC10	→	*Sport and Recreation
					→	*Certificate III in Fitness*
					→	*Certificate II/III in Health & Community Services*
					→	*Early Childhood Practices
					→	**Health**
					→	**Physical Education**
	CAF09 CRL09	→ →	Health & Physical Ed Sport & Recreation CREST AFL CREST RL	HPE10 SPR10 CAF10 CRL10	→	*Sport and Recreation
					→	*Certificate III in Fitness*
					→	*Certificate II/III in Health & Community Services*
					→	*Early Childhood Practices
Business						
Economics and Business	ECB09	→	Business Studies	BUS10	→	*Business Studies
					→	*Certificate III in Business*
					→	*Certificate IV in Entreprenuership & New Business*
Humanities						
Humanities	HUM09	→	Legal Studies	LEG10	→	**Modern History/Ancient History/Geography/ Legal Studies/Tourism**
		→	History	HIS10	→	
		→	Geography	GEG10	→	

The Arts						
Dance	DAN09	→	Dance	DAN10	→	*Dance in Practice
Drama	DRA09	→	Drama	DRA10	→	*Drama in General
				DRP10	→	*Drama in Practice
Media	MED09	→	Media Studies	MED10	→	**Film, Television & New Media** *Media Arts in Practice
Music	MUS09	→	Music	MUS10	→	**Music** *Music in Practice
Visual Art	ART09	→	Visual Art	ART10	→	* Visual Art in Practice
			Visual Art in Practice	VAP10	→	**Visual Art**
Technology						
Digital Technology	DIT09	→	Digital Technology	DIT10	→	*Certificate III in Information Technology*
					→	*Information and Communication Technologies
Material and Technology Specialisation	TMT09	→	Engineering	IME10	→	*Engineering Skills
						Certificate II in Engineering Pathways
		→	Furnishing	IMF10	→	*Furnishing Skills
Food and Fibre Production Food Specialisation	TEX09 TFD09	→	Fashion	FAS10	→	*Fashion
		→	Hospitality	HSP10	→	*Hospitality Practices
					→	*Certificate II in Hospitality*

General subjects are shown in **Bold type**.

General subjects contribute to ATAR score and are suitable for a University entry pathway

*Applied subjects are shown in Regular type.

Applied Subjects contain practical skills and suit students who are preparing for work and further training.

One Applied Subject may be included in the ATAR score calculation.

Certificate Courses are shown in *Italic type.*

Certificate courses contain a strong practical focus of embedded work skills.

Successful completion of a Certificate course provides a nationally recognised Vocational qualification.

One Certificate course (at Level III or IV) may be included in the ATAR score calculation, although these subjects will have a lower weighting contribution to the ATAR calculation.

NOTE: Student enrolment numbers always determine whether a subject will be run in any particular year. This is especially relevant for new offerings in the School where the level of student interest in unknown at this stage.

English is a requirement for ATAR eligibility

In the current system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature (new subject), English and Literature Extension (renamed), or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

How should students choose their subjects?

Students should choose subjects according to their learning goals, and what they enjoy and are good at. They should pay close attention to the prerequisite requirements of the courses they are considering for tertiary study

Queensland Certificate of Education(QCE) Eligibilty

A QCE is awarded by the QCAA (Queensland Curriculum Assessment Authority) to **eligible** students at the end of Year 12.
To be eligible for a QCE, a student must meet the following:

Requirement	

Set Amount of Leaning	Achieve 20 credits from courses of study:
	• General and Applied subjects:
	  ○ Satisfactory achievement of Unit 1 = 1 credit
	  ○ Satisfactory achievement of Unit 2 = 1 credit
	  ○ 'C' grade or better in Units 3 and 4 pair = 2 credits
	• VET qualification:
	  ○ Competencies achieved
	• Recognised studies (e.g. university studies)
	• Non-Queensland studies (e.g. interstate subjects)

Set Standard	• Satisfactory completion:
	  ○ Unit 1
	  ○ Unit 2
	• 'C' grade or better:
	  ○ Unit 3 and 4 pair
	• Competency or qualification completion
	• Pass or equivalent

Set Pattern	• 12 credits must come from CORE courses (typically studied from the beginning of Year 11 to the end of Year 12)
	• 8 credits from any combination of:
	  ○ Core
	  ○ Preparatory (maximum 4 credits)
	  ○ Complementary (maximum 8 credits)

Literacy and Numeracy	• General or Applied subjects:
	  ○ Satisfactory achievement in Unit 1 or Unit 2,
	  Or
	  ○ A grade of 'C' or better in Unit 3 and 4 pair
	• VET:
	  ○ Completion of FSK – Certificate in Skills for Work and Vocational Pathways
	• Short Courses:
	  ○ A grade of 'C' or better
	• Senior External Examination:
	  ○ Grade of 'C' or better

SENIOR EDUCATION PROFILE

Senior Education Profile (SEP)

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCIA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student's QCS Test result.

Core Subjects

ENGLISH

Introduction

Students at Bribie Island State High School live in an increasingly culturally diverse society with changing social structures. The English course is designed to provide students with the skills to be able to make judgements about meanings in texts and to empower them to realise their potential in this complex world. Enrolment in this course will be based on Year 9 results.

UNIT CODE	**ENG10**
Unit Title	**Year 10 English**
Recommended Prior Learning	**B or higher in Year 9 English**
Unit Description	The Year 10 English course implements the expectations of the National Curriculum and is built around three interrelated strands: **Language** The language strand involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works. **Literature** Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital / online contexts. **Literacy** Students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts. The Australian English Curriculum aims to support students to: • Understand how Standard Australian English works in its spoken and written forms and in combination with other non-linguistic forms of communication • Learn Standard Australian English to help sustain and advance social cohesion in our linguistically and culturally complex country • Respect the varieties of English and their influence on Standard Australian English • Appreciate and enjoy language and develop a sense of its richness and its powers to evoke feelings, form and convey ideas, persuade, entertain and argue • Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings • Access a broad range of literacy texts and develop an informed appreciation of literature • Master the written and spoken language forms of schooling and knowledge • Develop English skills for lifelong enjoyment and learning
Expected Outcomes	The end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Other important information	A level of above satisfactory (B or above) in Year 10 English is required for students intending to study Senior General English. To meet the Queensland Certificate of Education (QCE) literacy requirements, students must pass at least one semester of the English course (General English or Essential English) in which they are enrolled in Years 11 and 12.
Assessment	A] Analytical article B] Persuasive speech C] Short story D] Discussion E] Novel study – Analytical exam essay
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Description of fee	N/A
Textbooks Required	1x novel (chosen by class teacher at the commencement of the course), 1x playscript, dictionary, thesaurus.
Specific Equipment	A4 exercise book, stationery items such as pens, pencils, highlighters. Students must bring a network connected BYOD compliant digital device to each class.
Connecting Senior Subjects	General Subjects (contributes to ATAR): English Applied Subject: Essential English
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

ENGLISH FOUNDATIONS

Introduction
English Foundations is an alternative to traditional English. This program provides students with the skills to become more effective communicators while also further developing their basic literacy skills. There is an emphasis on developing the basics within a relevant and practical learning environment. Enrolment in this course will be based on Year 9 results.

UNIT CODE	**ENF10**
Unit Title	**Year 10 English Foundations**
Recommended Prior Learning	**Enrolment is based on Year 9 results.**
Unit Description	The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.
Expected Outcomes	Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
Other important information	This course is a preparation for Year 11 Essential English. To meet the Queensland Certificate of Education (QCE) literacy requirements, students must pass at least one semester of the English course (Essential English or English) in which they are enrolled in Year 11 and 12.
Assessment	A] Persuasive Speech B] Response to stimulus exam C] Short Story D] Panel Discussion E] Analytical multimodal
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Textbooks Required	1x novel (chosen by class teacher at the commencement of the course), dictionary, thesaurus.
Specific Equipment	A4 exercise book, stationery items such as pens, pencils, highlighters. Students must bring a network connected BYOD compliant digital device to each class.
Connecting Senior Subjects	Applied Subject: Essential English
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

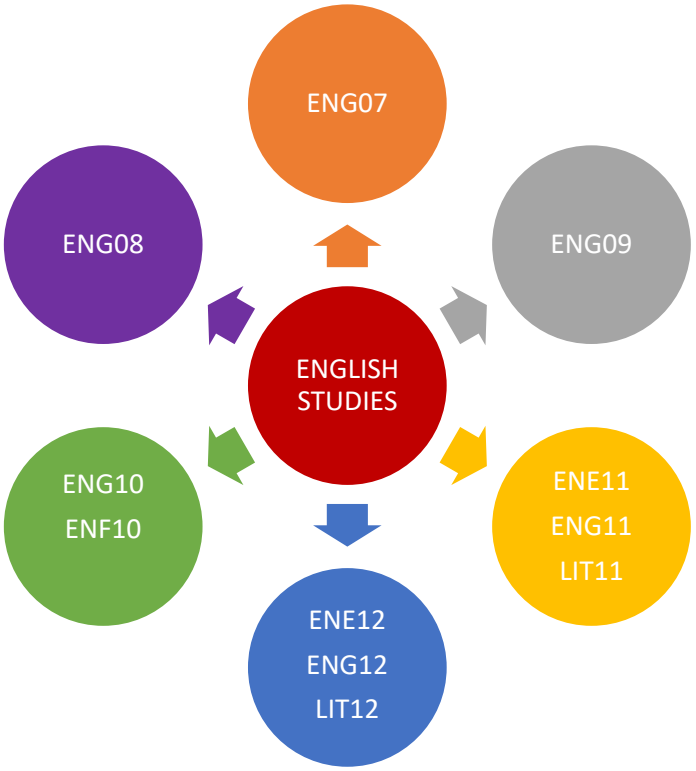
FUNCTIONAL LITERACY – By Invitation Only

Introduction

Students at Bribie Island State High School live in an increasingly culturally diverse society with changes in social structure. The Literacy course is designed to provide students with the skills to be able to decipher language needed for their ability to function in this increasingly complex world.

UNIT CODE	**FLI10**
Unit Title	**Year 10 Functional Literacy**
Recommended Prior Learning	**Enrolment is by school-initiated invitation only.**
Unit Description	The Functional literacy course offers eligible students, the opportunity to engage in learnings that are tailored to meet their needs. Students who access this course of student are those eligible to access and participated in explicit teaching and learning experiences under the provision of an Individual Curriculum Plan designed under the Guidelines for Curriculum provision for Students with Disabilities. **Literacy** Students accessing and participating in Functional Literacy Studies apply their language skills and knowledge to read, view, speak, listen to and write a selection of texts. The Literacy course provide the opportunity to engage with language and literacy concepts and processes through the use of creative and highly structured focussed teaching and learning Units. Skills attained enable students to engage in real life, meaningful literacy-based tasks that provide the foundation for future language and literacy development and enhance motivation and self-esteem.
Expected Outcomes	Students engage in reading for various purposes with new perspectives on ranges of texts. Students identify elements and structures within given texts and emulate these structures in their own writing. Students write compositions for real life purposes. Students engage in discussion around topics of interest or controversy to evoke and share ideas, listen to the points of view of spoken and recorded language, follow and present verbal, visual and muti-modal instructions at simple and increased complexities to meet personal and work-related purposes.
Other important information	Students can enrol in this subject by invitation only. Students invited to participate in Functional Literacy in Year 10 demonstrate literacy-based skills that equip them to meet the requirements to participate in a QCIA (Queensland Certificate of Individual Achievement) pathway in the Senior Phase of Schooling.
Assessment	Students engage in assessment activities as part of classwork. These assessment tasks are set each term and form the basis for active engagement and ongoing monitoring and evaluation of student performance and outcomes. Students are required to complete one formal piece of assessment per term in line with achievement standards.
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Cost	Nil
Description of fee	Nil
Textbooks Required	Nil
Specific Equipment	A4 exercise book x 2, stationery items such as pens, pencils, highlighters. Students must bring a network connected BYOD compliant digital device to each class.
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

English Faculty Subject Progression flowchart



Code Description

ENG07 – Year 7 General English
ENG08 – Year 8 General English
ENG09 – Year 9 General English
ENF10 – Year 10 Foundation English
ENG10 – Year 10 General English
ENE11/12 – Year 11/12 Essential English
ENG11/12 – Year 11/12 General English
LIT11/12 – Year 11/12 English Literature

MATHEMATICS - General and Essential Preparation

Introduction

The Australian Curriculum: Mathematics is organised around the interaction of six content strands and four proficiency strands. The content strands describe what students are learning during the course of study, in year 10 MAT ABC this includes; *Number, Algebra, Measurement, Space, Statistics, and Probability*. The profeciancy strands describe how the content is explored, developed and accessed. The proficiency strands for Version 9 of the Australian curriculum are; *Understanding, Fluency, Reasoning, and Probmel Solving.* The Junior School Mathematics program at BISHS is cyclical in nature. Each unit covers topics within the six strands of Mathematics. In each strand, basic concepts are revisited before moving the student on to new concepts.

The key goal of Mathematics is: To foster lifelong learning attributes that empowers students to be effective participants in an interdependent world.

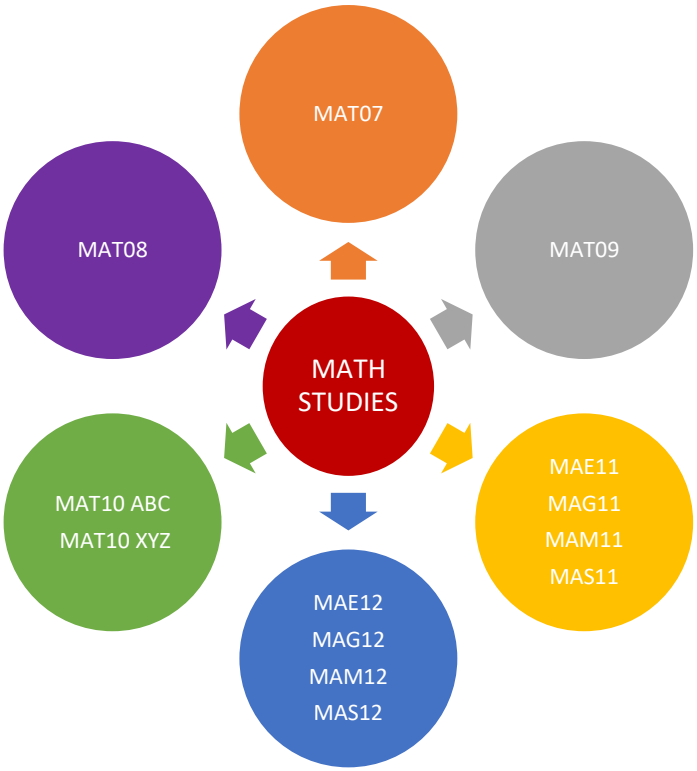
UNIT CODE	**MAT10 ABC**
Unit Title	**Year 10 Mathematics**
Recommended Prior Learning	**Year 9 Mathematics**
Unit Description	Topics relating to the mathematical strands of Number and Algebra, Measurement and Statistics and Probability
Expected Outcomes	By the end of Year 10, students recognise the effect of approximations of real numbers in repeated calculations. They use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically. Students make and test conjectures involving functions and relations using digital tools. They solve problems involving simultaneous linear equations and linear inequalities in 2 variables graphically and justify solutions. Students interpret and use logarithmic scales representing small or large quantities or change in applied contexts. They solve measurement problems involving surface area and volume of composite objects. Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They identify the impact of measurement errors on the accuracy of results. Students use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings. They use deductive reasoning, theorems and algorithms to solve spatial problems. Students interpret networks used to represent practical situations and describe connectedness They plan and conduct statistical investigations involving bivariate data. Students represent the distribution of data involving 2 variables, using tables and scatter plots, and comment on possible association. They analyse inferences and conclusions in the media, noting potential sources of bias. Students compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers. They apply conditional probability to solve problems involving compound events. Students design and conduct simulations involving conditional probability, using digital tools.
Other important information	All students will study the core Mathematics units in Years 7 to 9. Year 10 Mathematics offers students the option of choosing units that suit their ability level and aspirations for senior subjects and career paths. Specific information regarding Year 10 Mathematics unit options can be found in this booklet. To meet the Queensland Certificate of Education (QCE) numeracy requirements students must pass at least one unit of the Mathematics course in which they are enrolled in Years 11 and 12.
Assessment	Students will complete six (6) pieces of assessment over the course: 2 problem-solving and modelling tasks and 4 exams.
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.

Cost	Nil
Description of fee	Nil
Textbooks Required	Access is provided to a suite of digital and online resources
Specific Equipment	• Casio scientific calculator (eccessed by students through SRS fees in classrooms) • Protractor and compass • Graph paper • Ruler
Connecting Senior Subjects	School subject: Consumer Mathematics (by invitation only) This subject is designed for students who find some difficulties working mathematically. Applied subject: Essential Mathematics This subject is suitable for those students who are headed directly into employment or through the TAFE system. General subject (contibutes to ATAR): General Mathematics This subject prepares students for university studies that don't require Mathematical Methods.
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

MATHEMATICS - General, Methods and Specialist Preparation

UNIT CODE	MAT XYZ
Unit Title	**Year 10 Mathematics General, Methods, and Specialist Preparation**
Recommended Prior Learning	To gain entry into this subject, students must achieve at least a B level of achievement in Year 9 Mathematics.
Unit Description	Topics relating to the mathematical strands of Number, Algebra, Measurement, Space, Statistics and Probability
Expected Outcomes	By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and simlarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.
Other important information	All students will study the core Mathematics units in Years 7 to 9. Year 10 Mathematics offers students the option of choosing units that suit their ability level and aspirations for senior subjects and career paths. Specific information regarding Year 10 Mathematics unit options can be found in this booklet. To meet the Queensland Certificate of Education (QCE) numeracy requirements students must pass at least one unit of the Mathematics course in which they are enrolled in Years 11 and 12.
Assessment	Students will complete a maximum of six (6) pieces of assessment over the course: 2 problem-solving and modelling tasks and 4 exams.
Connecting Senior Subjects	General subjects (contributes to ATAR): • General Mathematics • Mathematical Methods • Specialist Mathematics Applied subject: Essential Mathematics This subject is suitable for those students who are headed directly into employment or through the TAFE system. Mathematical Methods and Specialist Mathematics prepares students for university studies in courses like Mathematics, Science, Engineering, Business / Economics and Information Technology, etc. It should be noted that students choosing Specialist Mathematics as an elective subject **MUST** also choose Mathematical Methods.Mathematical Methods and Specialist Mathematics prepares students for university studies in courses like Mathematics, Science, Engineering, Business / Economics and Information Technology, etc. It should be noted that students choosing Specialist Mathematics as an elective subject **MUST** also choose Mathematical Methods.
Specific Equipment	• Casio scientific calculator (accessed by students through SRS fees in classrooms) • Protractor and compass • Graph paper • Ruler
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Access is provided to a suite of digital and online resources
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

Mathematics Faculty Subject Progression Flowchart



Code Description

MAT07 – Year 7 General Mathematics
MAT8 – Year 8 General Mathematics
MAT09 – Year 9 General Mathematics
MAT10 ABC – Year 10 Essential & General Preparation
MAT10 XYZ – Year 10 General, Methods & Specialist Preparation
MAE11/12 – Year 11/12 Essential Mathematics
MAG11/12 – Year 11/12 General Mathematics
MAM11/12 – Year 11/12 Mathematical Methods
MAS11/12 – Year11/12 Specialist Mathematics

Functional Numeracy – By Invitation Only

Introduction

To be able to confidently demonstrate functional mathematical skills to meet daily needs in today's society is essential for young learners.

The Functional Numeracy Program at Bribie Island State High School is offered as an invitation only program to meet the needs of students, who through consultation with parents and others stakeholders are identified as requiring an Individualised Curriculum Plan in line with Education Queensland Curriculum – Guidelines for Students with Disabilities. Within the Functional Numeracy program, content is based around those strands outlined in the Australian Curriculum, Assessment and Reporting Framework with a focus placed upon Explicit Teaching, Scaffolded Instruction and Guided Practice within meaningful and real life applications.

UNIT CODE	**FNU10**
Unit Title	**Year 10 Functional Numeracy**
Recommended Prior Learning	By Invitation Only
Unit Description	Topics relating to the mathematical strands of Number and Algebra, Measurement and Geometry and Statistics and Probability
Expected Outcomes	The Functional Numeracy course offers eligible students, the opportunity to engage in learnings that are tailored to meet their needs. Students who access this course of student are those eligible to access and participated in explicit teaching and learning experiences under the provision of an Individual Curriculum Plan designed under the Guidelines for Curriculum provision for Students with Disabilities. The Units studied in Year 10 are designed to build upon learning from Years 7 to 9 and provide strong and relevant links to the studies of Functional Numeracy offered by invitation only in Year 11 and 12. • Number and Algebra • Measurement and Geometry • Statistics and Probability
Other important information	Students accessing this invitation only subject have previously accessed and participated in adjusted curriculum options in Years 8 and 9 in the study of Mathematics. Study in Functional Numeracy in Year 10 is aimed at building student confidence and competence in core mathematic concepts and skills that are relevant to real life applications. Students invited to participate in Functional Numeracy in Year 10 demonstrate literacy based skills that equip them to meet the requirements to participate in a QCIA (Queensland Certificate of Individual Achievement) pathway in the Senior Phase of Schooling.
Assessment	• Investigations • Bookwork • Written Exams • Life Tasks
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Specific Equipment	• Casio scientific calculator • Protractor and compass • Graph paper • Ruler
Connecting Senior Subjects	School subject: Year 11 Consumer Mathematics (by invitation only) This subject is designed for students who find some difficulties working mathematically. Applied subject: Year 11 Essential Mathematics This subject is suitable for those students who are headed directly into employment or through the TAFE system.
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

CREST Academy

CREST – AUSTRALIAN RULES FOOTBALL

Introduction

Students who are successful in their application for the BISHS CREST: AFL program will participate in an all-inclusive program that caters for individual needs for both males and females with the aim to create active, well rounded and committed young people with an interest in AFL. The program provides students in Years 7-10 with the opportunity to develop their skills and provide a genuine learning pathway with AFL as the lens for their studies. Students in the program will gain access to a high-quality sporting program with recognised accredited AFL coaches and teachers. Student's will participate in a tailored HPE curriculum and engage in extra curriculum AFL excursions and activities. The program not only develops strong sporting and physical competence, it also offers a comprehensive education in leadership, communication and team building skills. In Year 10, students will participate in 3 x lessons associated with AFL – All of these lessons will be delivered through their elective selection.

The program focuses on a holistic approach to talent development which is made up of 4 core areas:

1. Athlete Development: Enhancement of fundamental skills, game knowledge and performance habits.
2. Promoting personal Growth: Through the development of leadership skills, wellbeing, communication and teamwork.
3. Community: Increased participation in the Bribie Island and Moreton Bay AFL Communities, whether it's on the field as a player, or umpire, or off the field as a coach or volunteer at the local AFC club.
4. Future Pathways: Students will be provided with a range of career pathways through the practical experience in AFL and related areas such sports performance, sports psychology and nutrition along with the opportunity to gain qualifications in areas such as coaching and umpiring.

The AFL program will have direct alignment to senior pathways in the senior phase of learning including Certificate III in Fitness, Certificate II in Sports and Recreation, Senior Physical Education and Senior Psychology Extra-Curricular Experiences: Students will be engaged in a number of experiences from grade 7 to 12 that will help develop the student around our core aims of the program.

- The possible experiences that the students will have the opportunity to participate in are: Participation in competitions such as the AFLQ schools of Excellence Cup, Q Schools Competitions and Gala Days
- Mentoring by highly qualified coaches supported by AFL Accreditations
- Access to Professional AFL Education Programs including (Training Habits, Sports Psychology, Nutrition, recovery)
- Leadership development and team building days and activities
- Tailored Strength and conditioning programs and sessions
- Umpiring and coaching qualifications

UNIT CODE	**CAF10**
Unit Title	**Year 10 CREST Australian Rules Football**
Recommended Prior Learning	Experience and participation in Australian Rules Football
Unit Description	The aim of the Year CREST AFL program is to encourage healthy, safe and active participation in a non-threatening learning environment. It includes topics such as: • Tactical Awareness • Gameplay and Structure • Physical Training and Performance • Nutrition and Food Solutions **Please note, this is a year long course and students will be expected to remain in this course for the entire year.**
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject
Assessment	• Research tasks • Examination • Folio of work • Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Australian Rules Football games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Textbooks Required	Nil
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear (football boots) and a mouthguard. General Stationery Requirements – Refer to last page of this document.
Cost	$350.00 - ***The fee structure is indicative only and subject to change in 2027.***

CREST – Futsal

What is the CREST Futsal Sport Program?

The BISHS CREST: Futsal Sport program is an all-inclusive program for students in that caters for individual needs for both males and females with the aim to create active, well rounded and committed young people with an interest in Futsal or Soccer.
The program provides students with the opportunity develop their skills and provide a genuine learning pathway with Futsal and Soccer as the lens for their studies.
Students in the program will gain access to a high-quality sporting program with recognised accredited Futsal and Soccer sport-based coaches and teachers. Student's will participate in a tailored curriculum and engage in extracurricular Futsal excursions and activities.

The program focuses on a holistic approach to talent development which is made up of 4 core areas:

1. **Athlete Development:** Enhancement of fundamental skills, game knowledge and performance habits.
2. **Promoting personal Growth:** Through the development of leadership skills, wellbeing, communication and teamwork.
3. **Community:** Increased participation in the Pine River/North Brisbane Futsal Communities, whether it's on the field as a player, or referee, or off the field as a coach
4. **Future Pathways:** Students will be provided with a range of career pathways through the practical experience in Futsal related areas such sports performance, sports psychology and nutrition along with the opportunity to gain qualifications in areas such as coaching and umpiring. The Futsal program will have direct alignment to senior pathways in the senior phase of learning including Certificate III in Fitness, Certificate II in Sports and Recreation and Senior Physical Education

Extra-Curricular Experiences:
Students will be engaged in a number of experiences that will help develop the student around our core aims of the program. The possible experiences that the students will have the opportunity to participate in are:

- Potential Participation in some of the following competitions:
    1. QLD Winter Titles
    2. SEQ Futsal Challenge
    3. Summer State Titles
- Mentoring by highly qualified coaches supported by the Australian Futsal Association
- Leadership development and team building days and activities
- Tailored Strength and conditioning programs and sessions
- Refereeing and coaching qualifications

Expectations:
Before committing to the CREST: Futsal sport program, it is important that you review the code of conduct with your child to fully understand and be aware of the commitments required to be a successful Futsal Excellence student.

Students should demonstrate:

- Commitment to sporting pursuits and willingness to work within a team environment
- A desire and ability to play Futsal or Soccer
- School attendance is at 90% and provide explanations for any absences
- Abide by the school's behaviour expectations
- Wear the School Uniform in correct manner at all times
- Students are expected to participate in all school Futsal or Soccer games.
- Demonstrate sportsmanship and fair play at all times
- All students will be required to sign an agreement and pay annual fee (TBD) which includes; additional training gear, bus levies and the cost of extra-curricular activities. Any additional camps or excursions will incur additional costs

UNIT CODE	**CFF10 – Application Only – All Year Course**
Unit Title	**Year 10 CREST Futsal**
Recommended Prior Learning	Experience and participation in Futsal/Soccer
Unit Description	The aim of the Year CREST Futsal program is to encourage healthy, safe and active participation in Futsal. • Tactical Awareness • Gameplay and Structure • Physical Training and Performance Nutrition and Food Solutions
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	Program is run by highly qualified Coaches and Teachers Participation in VETO Sports Cup Competition- 4+ Match days per year Entry and travel to competitions at Nissan Arena, Nathan Use of BISHS Player Kits on Match Days BISHS Futsal Polo Shirt HUDL Video Analysis Software Subscription Recorded Performances- HUDL Access to Professional Education Programs including (Training Habits, Sports, psychology, Nutrition, recovery) Leadership development and team building days and activities Tailored Strength and conditioning programs and sessions Use of High-Quality Sporting and Recovery Equipment
Assessment	Research tasks Examination Folio of work Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: FUTSAL games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear appropriate to activity. General Stationery Requirements – Refer to last page of this document.
Cost	**$350.00** - ***The fee structure is indicative only and subject to change in 2027.***

CREST – Rugby League

Expectations:

Before committing to the CREST: Rugby Sports program, it is important that you review the code of conduct with your child to fully understand and be aware of the commitments required to be a successful Rugby sports excellence student.

Students should demonstrate:

1. Commitment to sporting pursuits and willingness to work within a team environment
2. A desire and ability to play Rugby sports (Rugby League, Touch, Oz Tag)
3. School attendance is at 90% and provide explanations for any absences
4. Abide by the school's behaviour expectations
5. Wear the School Uniform in correct manner at all times
6. Students are expected to participate in all school Rugby League games
7. Demonstrate sportsmanship and fair play at all times
8. All students will be required to sign an agreement and pay annual fee (TBD) which includes; additional training gear, bus levies and the cost of extra-curricular activities. Any additional camps or excursions will incur additional costs.

UNIT CODE	**CRL10 – Application Only**
Unit Title	**Year 10 CREST Rugby League**
Recommended Prior Learning	Experience and participation in Rugby League
Unit Description	The aim of the Year CREST Rugby League program is to encourage healthy, safe and active participation in a non-threatening learning environment. It includes topics such as: • Tactical Awareness • Gameplay and Structure • Physical Training and Performance • Nutrition and Food Solutions **Please note: This is a year long course and students will be expected to remain in this course for the entire year.**
Expected Outcomes	The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to: • Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan • Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships • Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings • Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes • Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally
Other important information	All students participate in a core curriculum in Year 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). Parents and students should be aware that in these HPE subjects, there are both practical and theoretical elements. Students are expected to engage in both aspects of the subject • Program is run by 2 level coaches & teachers • Participation in competitions such as Q Schools Cup, Justin Hodges 9's, All Schools Touch & OZ Tag • Entry & travel to competitions • Use of BISHS player kits on match days • BISHS rugby sport shirts & training tee • Mentoring by highly qualified coaches supported by the NRL • Access to professional NRL Education Programs • Leadership development & team building day with activities • Use of high quality Sporting & Recovery Equipment • Recorded Performances-Analytical software (Huddle)
Assessment	• Research tasks • Examination • Folio of work • Observation of physical performance tasks
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Rugby League Football games and training • Risk Level – High: Weights Training Please refer to the CARA section on the school website for more information on high-risk activities.
Textbooks Required	Nil
Specific Equipment	Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. It is also suggested that students bring a water bottle for practical lessons. Students will be required to bring appropriate footwear (football boots) and a mouthguard. General Stationery Requirements – Refer to last page of this document.
Cost	**$350.00** - ***The fee structure is indicative only and subject to change in 2027.***

CREST - DANCE

What is the CREST Dance Program?

Students in this program will:

- Learn and perform choreography across a range of Dance genres
- Create and perform choreography across a range of Dance genres
- Advance audience etiquette skills through participation at competitions and classroom showcases
- Explore artistic works from First Nations Artists and artists from other cultures
- Expand interpersonal and leadership skills through teaching original choreography to classmates

Students will be provided with the opportunity to perform in multiple eisteddfods throughout the year, school assembly performances and whole school productions. Bribie Island State High School Dance Program participants will also have opportunities to engage with external professionals to expand and develop their Dance skills and abilities.

Bribie Island State High School is looking for students who are passionate, innovative, motivated, respectful and resourceful. We are looking for students with a variety of skills including the ability to work as a team, trust and listen to others. While many have performing experience, we recognise that some students may not have had access to performance opportunities and we are keen to identify students who have potential.

Expectations

We are seeking applicants who are interested in the area of Dance, and want to develop their skills over the 6 years that they are enrolled at Bribie Island State High School. Although the expectation is not that they choose this as a career, our Dance Program provides students with high-level skills that become invaluable in the real world.
Dance is not merely about performing. We are looking for a range of qualities including:

- Enthusiasm and motivation
- Commitment
- Willingness to learn
- A passion for Dance and the Performing Arts

Personal Qualities

- Ability to work effectively as part of a group
- Leadership qualities
- Motivation for wanting to be an active part of the program
- An effective and enthusiastic manner
- A willingness to accept unfamiliar tasks and challenges
- Aptitude and eagerness to learn and approach new material and concepts

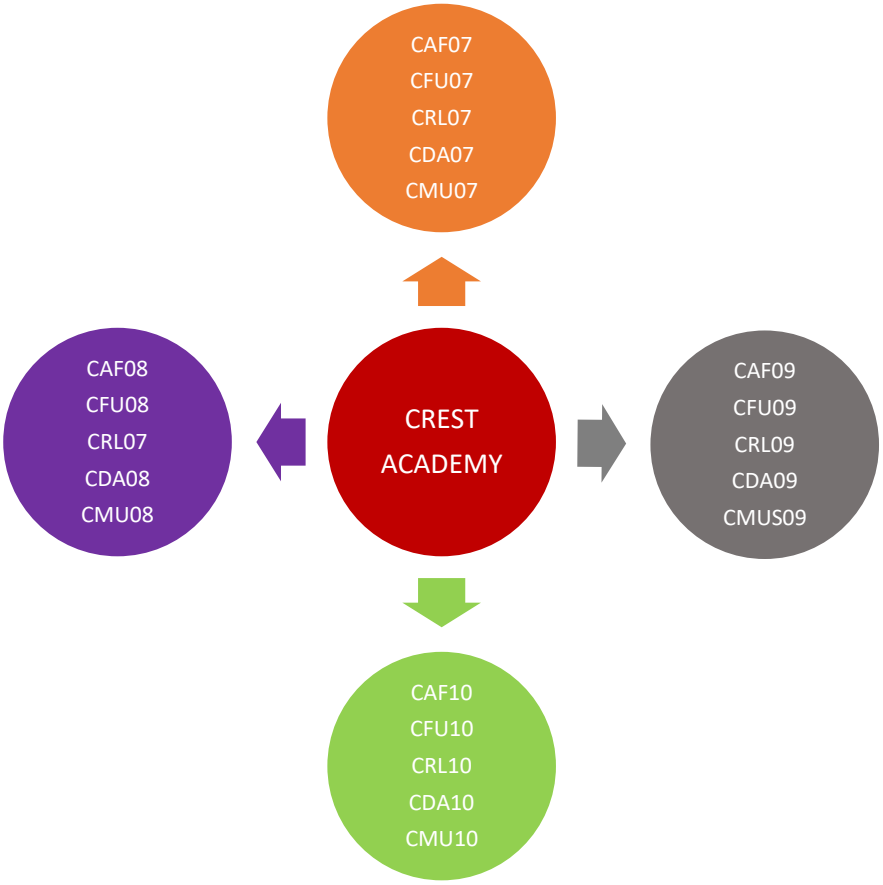
Our Dance Agreement

In Dance, we commit to engaging with all activities, dances and requirements during rehearsals, events and excursions. We ensure that all members of the dance team are made to feel welcome and that all comments are positive. As a team, we support each other and encourage all members, teachers and visitors.

Students who are selected for the CREST Dance Program will be committed to the course for a minimum of 1 year, unless the student does not meet the expectations outlined as above as determined by the school. Students will have the opportunity to re-apply for the Program each subsequent year

UNIT CODE	**CDA09 – Application Only – All Year Course**
Unit Title	**Year 8 CREST Dance**
Recommended Prior Learning	Nil
Unit Description	**First term**: In this unit, students will explore forms of dance popular in today's culture. They develop a socially critical approach to the functions and purposes of popular dance in various contexts and the ways in which dance sequences reflect popular culture of today's youth. Students will learn steps that are characteristic to today's hip- hop and funk dance styles. **Second term:** In this unit, students make and respond to dance cultures, from local, Australian and global contexts, that reflect and identify, self- expression and community values. This unit is based around the exploration of Australian stimuli and students gain knowledge and understanding of various choreographic processes and contemporary dance techniques.
Expected Outcomes	In addition to the overarching aims of the Australian Curriculum: The Arts, dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop: body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently choreographic and performance skills and appreciation of their own and others' dances aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences
Other important information	• Program ran by Qualified Dance Teachers • Costumes for performances • Full-day dance workshop, including: • Team building • Nutrition talk • Strength and flexibility training • Hip hop and musical theatre sessions • Stage hair and makeup demonstration • Performance showcase • Entry, travel, and competitor pass to the competition • BISHS Dance polo shirt • Recorded Performances- Analytical Software • Strength and Flexibility Training • Performance Showcases
Assessment	Making – Choreographing, Performing and Responding
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Exploring movement and creating a dance
Textbooks Required	N/A
Specific Equipment	
Cost	**$300.00** - ***The fee structure is indicative only and subject to change in 2027***
Extras not included	• Black jazz shoes (cannot be shared; most kids have already purchased) • Tights (specific to the dance style) • Tan underwear • Basic hair and makeup for performances

CREST - Progression flowchart



Code Description

CAF07 – Year 7 CREST Australian Rules
CRL07 – Year 7 CREST Rugby League
CDA07 – Year 7 CREST Dance
CFU07 – Year 7 CREST Futsal
CMU07 – Year 7 CREST Music
CAF08 – Year 8 CREST Australian Rules
CRL08 – Year8 CREST Rugby League
CDA08 – Year 8 CREST Dance
CFU08 – Year 8 CREST Futsal
CMU08 – Year 8 CREST Music

CAF09 – Year 9 CREST Australian Rules
CRL09 – Year 9 CREST Rugby League
CDA09 – Year 9 CREST Dance
CFU09 – Year 9 CREST Futsal
CMU09 – Year 9 CREST Music
CAF10 – Year 10 CREST Australian Rules
CRL10 – Year 10 CREST Rugby
CDA10 – Year 10 CREST Dance
CFU010 – Year10 CREST Futsal
CMU10 – Year 10 CREST Music

Elective Subjects

SCIENCE

Introduction

Science provides a way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.
In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

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

Science from Year 7 to 10 build on scientific knowledge across four disciplines; Chemistry, Physics, Biology and Earth Science, students who wish to continue into Senior Science subjects must obtain at least a B Level in Year 10 science.

The key value of Science is:

Using integrity and social conscience to develop scientific knowledge. Emphasis is placed on developing scientific skills, knowledge and concepts through the 'Ways of Working'.

1. Identify problems and issues, formulate scientific questions and design investigations.
2. Plan investigations guided by scientific concepts and design and carry out fair tests.
3. Research and analyse data, information and evidence.
4. Evaluate data, information and evidence to identify connections, construct arguments and link results to theory.
5. Select and use scientific equipment and technologies to enhance the reliability and accuracy of data collected in investigations.
6. Conduct and apply safety audits and identify and manage risks.
7. Draw conclusions that summarise and explain patterns, and that are consist with the data and respond to the question.
8. Communication scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats.
9. Reflect on different perspectives and evaluate the influence of people's values and culture on the applications of science.
10. Reflect on learning, apply new understandings and justify future applications.

There are three Science Electives to choose from

ATAR pathway:

- Physics Science (Chemistry and Physics)
- Natural Science (Biology and Marine)
- General Science (Chemistry, Biology, Physics and Earth)

PHYSIC SCIENCE

UNIT CODE	**SPY10**
Unit Title	**Year 10 Physical science**
Recommended Prior Learning	Year 9 Science
Unit Description	**Semester 1:** Chemical Sciences The atomic structure and properties of elements are used to organise them in the Periodic Table Different types of chemical reactions are used to produce a range of products and can occur at different rates **Semester 2:** Physical Sciences Energy conservation in a system can be explained by describing energy transfers and transformations The motion of objects can be described and predicted using the laws of physics Investigate common wave phenomena, including constructive and destructive interference and diffraction in terms of a wave model.
Expected Outcomes	In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the chemical, and physical evidence for different theories, such as the theories of wave particle duality. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws.
Other important information	Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.
Assessment	• Assessment includes a number of very different formats that cater to the strengths of all students. • Assessment may take the form of exams, practicals, reports, displays and presentations
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Biological Activities: Science Experiments, Chemical Hazards: Science Experiments, Science Experiment Activities, Conduction safe work practices.
Textbooks Required	Access to the Education Perfect suite of interactive lessons, available on-line including apps.
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	*Aquatic Practices *Science in Practices Chemistry Physics
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

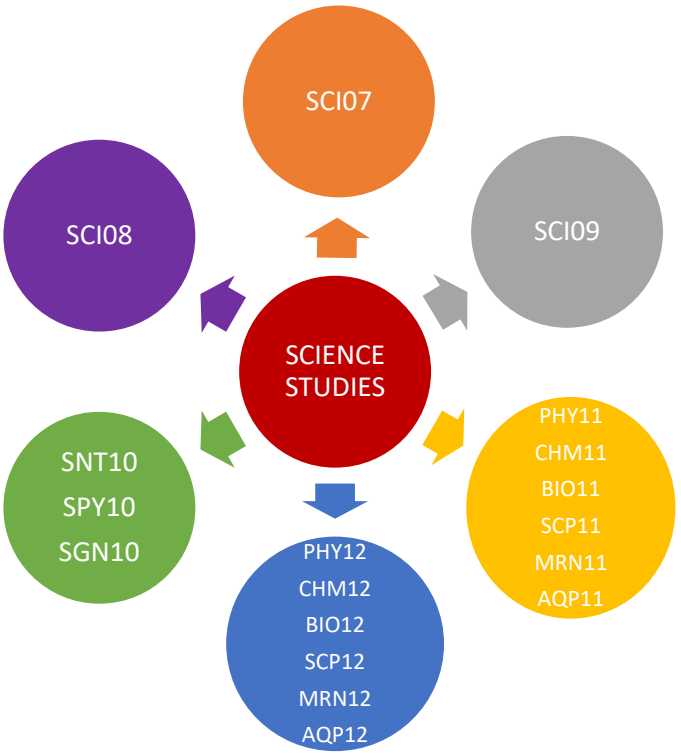
NATURAL SCIENCE

UNIT CODE	**SNT10**
Unit Title	**Year 10 Natural Science**
Recommended Prior Learning	Year 9 Science
Unit Description	**Semester 1:** Biological Sciences Transmission of heritable characteristics from one generation to the next involves DNA and genes The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence **Semester 2:** Marine Sciences Physical and chemical processes and how they shape and define marine environments. Develop an understanding of oceanographic forces and actions and how they are essential to appreciate the processes of ocean and coastal changes.
Expected Outcomes	In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological and geological evidence for different theories, such as the theory of natural selection. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.
Other important information	Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.
Assessment	• Assessment includes a number of very different formats that cater to the strengths of all students. • Assessment may take the form of exams, practicals, reports, displays and presentations
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Biological Activities: Science Experiments, Chemical Hazards: Science Experiments, Science Experiment Activities, Conduction safe work practices.
Textbooks Required	Access to the Education Perfect suite of interactive lessons, available on-line including apps.
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	*Aquatic Practices *Science in Practices *Biology *Marine Science
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

GENERAL SCIENCE

UNIT CODE	**SGN10**
Unit Title	**Year 10 General Science**
Recommended Prior Learning	Year 9 Science
Unit Description	**Earth and Space Sciences** The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere, and atmosphere **Biological Sciences** Transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence **Physical Sciences** Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics **Chemical Sciences** The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates
Expected Outcomes	Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.
Other important information	Science provides opportunities to develop an understanding of important science concepts, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.
Assessment	• Assessment includes a number of very different formats that cater to the strengths of all students. • Assessment may take the form of exams, practicals, reports, displays and presentations
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Biological Activities: Science Experiments, Chemical Hazards: Science Experiments, Science Experiment Activities, Conduction safe work practices.
Textbooks Required	Access to the Education Perfect suite of interactive lessons, available on-line including apps.
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	• Aquatic Practices • Science in Practices • Biology • Marine Science
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

Science Subject Progression Flowchart



Code Description

SCI07 - Year 7 General Science
SCI08 – Year 8 General Science
SCI09 – Year 9 General Science
SNT10 – Year 10 Biology & Marine
PY10 – Year 10 Physics & Chemistry
SGN10 – Year 10 General Science

PHY11/12 -Year 11/12 Physics
CHM11/12 – Year 11/12 Chemistry
BIO11/12 – Biology
SCP11/12 – Science in Practice
MRN11/12 – Marine Science
AQP11/12 – Aquatic Practices

HEALTH and PHYSICAL EDUCATION

Introduction

Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently.

In Health and Physical Education, students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

UNIT CODE	**HPE10**
Unit Title	**Year 10 Health and Physical Education**
Recommended Prior Learning	Nil
Unit Description	The Year 10 HPE course is a continuation of the HPE program delivered in Year 9. This course is aimed to be an introduction to senior Physical Education and/or Health. Students should only select this subject if wanting to participate in a senior course of study. The aim of the 10HPE course is to encourage healthy, safe and active participation in a non-threatening learning environment. The senior Physical Education component is significant, and aims to develop the students' understanding of health. Topics include: • Tactical Awareness (Volleyball and the bodies movements) • Energy Systems and Fitness (Touch Football) Senior Health components of this course will see students covering a range of important health matters to enhance their understanding of effects on the body and mind. Units include: • Drugs and Alcohol (Badminton) • Holistic Health
Expected Outcomes	Students who are successful in this program will be well prepared for entry into Senior HPE subjects including Physical Education, Health, Certificate III in Fitness, and Sport and Recreation.
Other important information	• All students participate in a core curriculum in Years 7, 8, 9 and 10, which includes compulsory studies in Health and Physical Education (HPE). • Parents and students should be aware that in HPE, there are both practical and theoretical components. Students are expected to engage in both aspects of the subject.
Assessment	• Research Report • Report – Case Study • Physical Performance • Performance Evaluation
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Minor games, Volleyball, Touch, Badminton, Oztag, Softball, Football (Soccer), Basketball, Netball, • Risk Level – High: Nil Please refer to the CARA section on the school website for more information on high risk activities.
Specific Equipment	• Students are required to wear a hat (school hat preferred) for all practical lessons. Sunscreen is available to students for outdoor lessons. • It is suggested that students bring a water bottle for practical lessons. • General stationery requirements
Connecting Senior Subjects	• Health (General subject) • Sport and recreation (Applied subject) • Early Childhood Studies (Applied subject) • Fitness (VET subject) • Health and Community Services (VET subject)
Cost	$78.00 - ***The fee structure is indicative only and subject to change in 2027.***

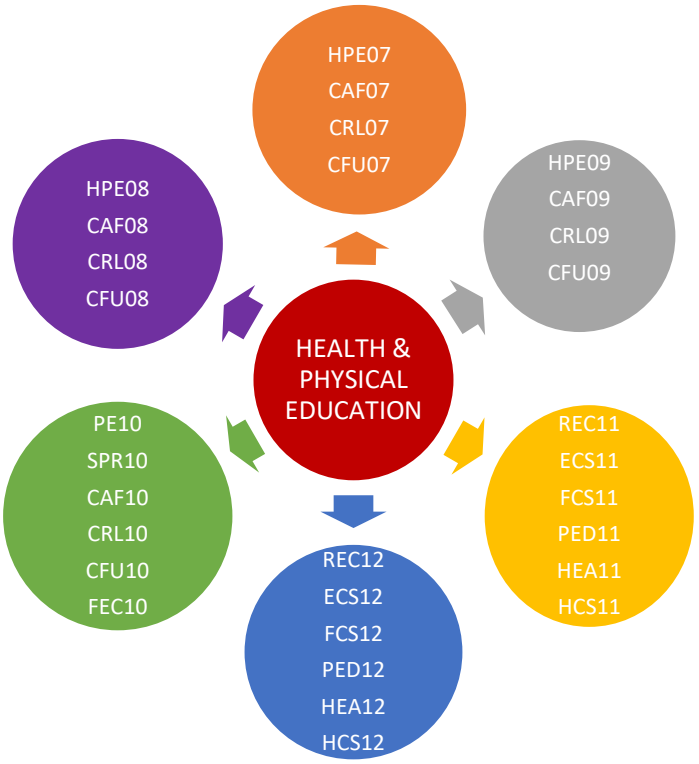
SPORT AND RECREATION

UNIT CODE	**SPR10**
Unit Title	**Year 10 Sport and Recreation**
Prerequisites	Nil
Unit Description	This course is designed to prepare students for entry into Senior Sport and Recreation inYears 11 and 12. It may also develop some useful skills which are applicable in Certificate II on Sport and Recreation / Certificate III in Fitness, which can be studied in Years 11 and 12. Sport and Recreation is offered to students in Year 10 and, unlike HPE in Years 7-9, isnot compulsory and will run for the full year. The course includes participation in a variety of physical activities, such as Weight Training, Volleyball, Badminton, Pickleball, Basketball, Oztag, Netball and Table Tennis. (Activity selection depends on a range of factors including facilty availability and student interest.) While the course is grounded in practical activity, there is a theoretical component. Thecontent includes units on Coaching, Tournament Organisation, Fitness and Outdoor Recreation.
Expected Outcomes	Students who are successful in this program will be well prepared for entry into theSenior Applied subject of Sport and Recreation.
Other important information	• All students participate in a core curriculum in Years 7, 8 and 9, which includescompulsory studies in Health and Physical Education (HPE). • Parents and students should be aware that in HPE, there are both practical andtheoretical components. Students are expected to engage in both aspects of the subject.
Assessment	• Performance • Project
Curriculum Activity RiskAssessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Minor games, Volleyball, Touch, Badminton, Oztag, Softball, Football (Soccer), Basketball, Netball, • Risk Level – High: Weight Training Please refer to the CARA section on the school website for more information on high risk activities.
Specific Equipment	• Students are required to wear a hat (school hat preferred) for all practicallessons. Sunscreen is available to students for outdoor lessons. • It is suggested that students bring a water bottle for practical lessons. • General stationery requirements
Connecting Senior Subjects	• Sport and Recreation (Applied subject) • Certificate II in Sport and Recreation/ Certificate III in Fitness (VET subject)
Cost	$20.00 - ***The fee structure is indicative only and subject to change in 2027.***

Foundation to Early Childhood Studies

UNIT CODE	**FEC10**
Unit Title	**Year 10 Foundation to Early Childhood Studies**
Prerequisites	Nil
Unit Description	This course is designed to prepare students for entry into Senior Early Childhood Studies in Years 11 and 12. Foundation to Early Childhood Studies focuses on students learning about the growth and development of children aged from birth to five years. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world. The course includes participation in a variety of 'hands on' play-based learning opportunities, such as sensory activities, painting, outdoor play and more.
Expected Outcomes	Students who are successful in this program will be well prepared for entry into theSenior Applied subject of Early Childhood Studies
Other important informatio n	• Students may be required to visit the local primary school and surrounding early learning centers (where possible). • Parents and students should be aware that in Early Childhood studies, there are both practical andtheoretical components. Practical components involve students implementing their play-based learning activities with younger children (at the primary school). Students are expected to engage in both aspects of the subject.
Assessment	• Implement (practical - in person) • Investigate, Plan, Evaluate (written)
Curriculum Activity RiskAssessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Traveling to and from local childcare centers and primary school.
Specific Equipment	• It is suggested that students bring a water bottle and hat for excursions and outdoor play activities. • General stationery requirements • Laptop (recommended)
Connecting Senior Subjects	• Early Childhood Studies (Applied subject)
Cost	$25.00 - ***The fee structure is indicative only and subject to change in 2027.***

Health and Physical Education Faculty Subject Progression Flowchart



Code Description

HPE07 –Year 7 Health and Physical Education
CAF07 –Year 7 CREST Australian Rules
CRL07 –Year 7 CREST Rugby League
HPE08 –Year 8 Health and Physical Education
CAF08 –Year 8 CREST Australian Rules
CRL08 –Year 8 CREST Rugby League
HPE09 –Year 9 Health and Physical Education
CAF09 –Year 9 CREST Australian Rules
CRL09 –Year 9 CREST Rugby League

PE10 –Year 10 Physical Education
SPR10 –Year 10 Sport & Recreation
C**AF10 –**Year 10 CREST Australian Rules
CRL10 –Year 10 CREST Rugby League
CFU10 – Year 10 CREST Futsal
FEC10 –Year 10 Foundation to Early Childhood
REC11/12 –Year 11/12 Sport & Recreation
ECS11/12 –Year 11/12 Early Childhood Studies
FCS11/12–Year 11/12 Cert III Fitness –Cert II Sport Coaching
PED11/12 –Year 11/12 Physical Education
HEA11/12 -Health 11/12 Health
HCS11/12 –Cert II & Cert III Health & Community

BUSINESS STUDIES

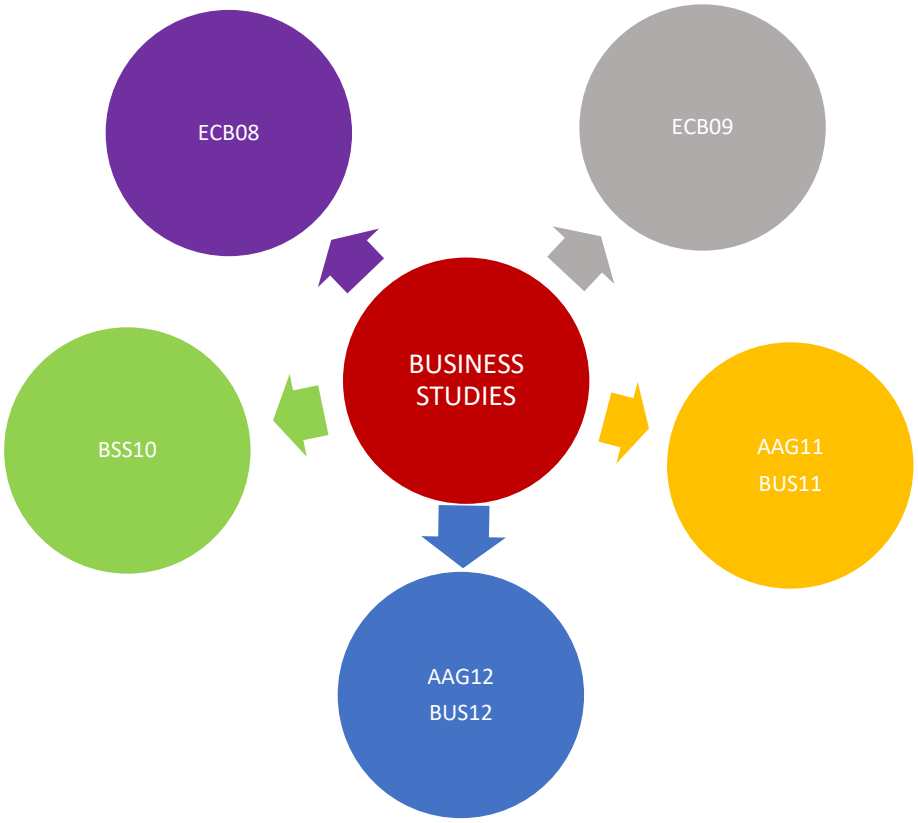
Introduction

Business refers to the endeavours undertaken in order to meet human needs and recognise their wants. Business impacts on and presents a range of challenges to individuals and members of groups and organisations in their roles as citizens, consumers, workers orentrepreneurs. Business practices involve the use of innovation, creativity, planning, marketing and communication. Business Education is important for students as the knowledge gained in this subject can be utilised as a skill in developing independence through accessing curriculum related to accumulating and managing finances, making decisions about goods and services and analyse their legal rights and responsibilities as citizens of todays society. Business Education curriculum allows students to develop an awareness of businesswithin themselves, home, school, local, national and global communities. Case studies and models of businesses are drawn from the fieldsof accounting, law, marketing, communications, human resource and administration. Students will engage with industry professionals and up to date content across a variety of business fields. Studies in this subject are practical and related to real world situations.
Teachers will endeavour to challenge students with activities that progressively build students awareness and skills.

UNIT CODE	**BSS10**
Unit Title	**Business Studies**
Recommended Prior Learning	Network connected BYOD compliant digital device
Unit Description	Unit Key Area
Unit 1- Managing People	• Manager responsibilities • Leadership styles • Human resources • Valuing Employees • Recruitment and Training • Workplace Issues
Unit 2- Entrepreneurship	• Entrepreneurial Skills • Teamwork/ Group Dynamic • World Issue discovery • Prototype Development • Marketing Pitch
Unit 3- Business Development	• Prototype development • Business Planning • Marketing Plan • Competitor Analysis • Business Pitching • Social Media
Unit 4- Business Productivity	• Business and Economic Understanding • Economic Indicators • Operations Management • Analysing Economic Data • Expansionary and Contractionary Measures • Business Productivity Initiatives
Expected Outcomes	A range of teaching and learning strategies will be used to deliver the outcomes. These include: • Practical tasks • Group work • Activities in simulated work environments Student work books / written work
Other important information	This subject introduces students to both the QCE and ATAR VET pathways within Business. This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources. This is a one year course that provides the foundations for senior business subjects.

Assessment	• Short response/extended response items • Projects • Assignments • Non-written presentation
Curriculum Activity Risk Assessment (CARA)	Risk Level: Low – classroom curriculum activities
Specific Equipment	USB Network connected BYOD compliant digital device
Connecting Senior Subjects	General subject (involves external assessment at the end of Unit 4):, **Business** VET qualifications: **Certificate III in Business – Cert IV Entrepreneurship**
Cost	$60.00 - ***The fee structure is indicative only and subject to change in 2027.***

Business and Economic Studies Progression Flowchart



Code Description

ECB08 – Year 8 Business, Economics & Civics
ECB09 - Year 9 Business, Economics & Civics
BSS10 – Year 10 Business Studies
AAG11/12 – Year 11/12 Cert III in Business
BUS11/12 – Year 11/12 Business General

HUMANITIES AND SOCIAL SCIENCE

Introduction

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The Humanities and Social Sciences have an historical and contemporary focus, from personal to global contexts, and considers challenges for the future.

Humanities subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century. They also provide the students with a wide range of skills including the ability to: analyse and interpret primary and secondary sources, detect bias and propaganda, research from a wide range of sources and construct responses in a multitude of genres including argumentative and persuasive essays, research assignments and formal in class exams.

The Year 10 program is designed to give students a 'taste' of the relevant Senior Social Science subjects. Students will chose subjects that they have a specific interest in and study them in anticipation of selecting them in the senior years. The academic Senior Social Science subjects are: Ancient History, Geography, Legal Studies and Modern History. There are no Year 10 introduction units to the Senior Social Science subjects of Tourism or Social Community Studies.

The content of these various subjects provides opportunities to develop historical, legal and geographical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular context to facilitate an understanding of the past and to provide a focus for future inquiries.

HISTORY

UNIT CODE	**HIS10**
Unit Title	**Year 10 History**
Recommended Prior Learning	Year 9 History
Unit Description	This course offers students an introduction to Senior Academic Subjects Students will study the fascinating civilisation of Rome and the Aztecs including a study of values, beliefs, mythology, influential individuals, and events and developments which shaped the civilisations. Students will then take a snapshot of Modern History topics of World War II and Rights and Freedoms (Australian & American). **Unit 1: Modern Historical Depth Study** • World War II • Civil Rights Movement • Duration: 10 Weeks • **Assessment Task:**Investigation **Unit 2: Ancient History Depth Study** • Ancient Rome • Aztecs • Duration:10 Weeks • **Assessment Task:** Response to Stimulus Exam
Expected Outcomes	Students will gain the necessary skills to allow them to successfully undertake academic subjects in the senior years.
Other important information	If students are wishing to study a Humanities Senior Academic Subject, it is a prerequisite that they achieve a B in Year 10 History.
Assessment	• Investigation • Response to Stimulus Exam
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities.
Textbooks Required	Pearson History 10
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	• Tourism • Social and Community Studies • Modern History • Ancient History • Geography • Legal Studies
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

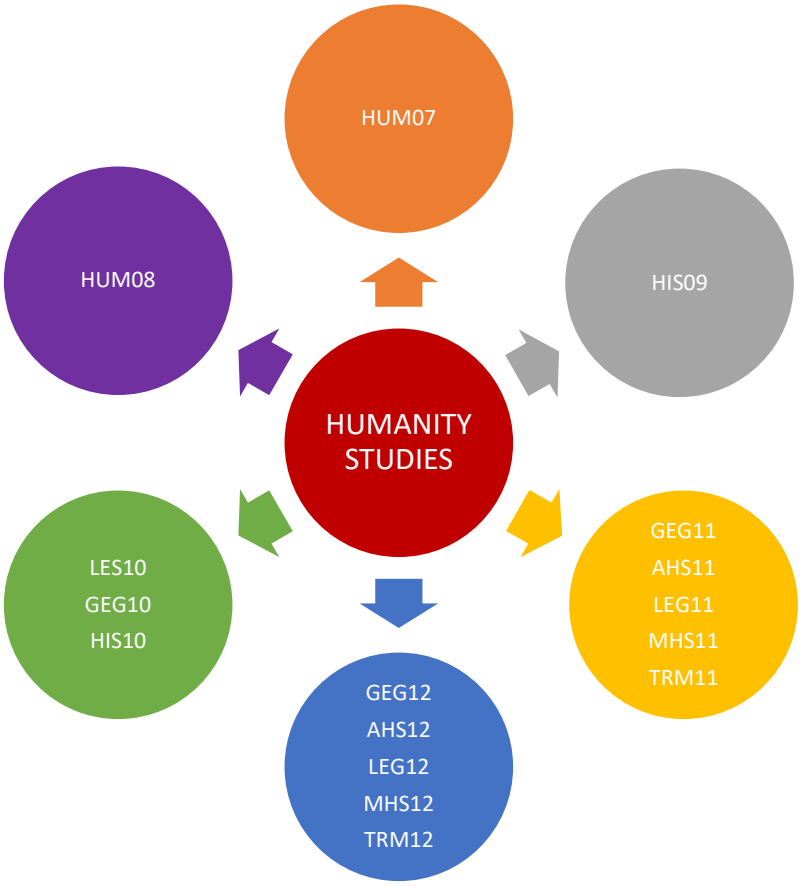
GEOGRAPHY

UNIT CODE	**GEG10**
Unit Title	**Year 10 Introduction to Geography**
Recommended Prior Learning	Year 9 History
Unit Description	This unit offers students an introduction to Senior Geography. Students will study the coast, including such topics as how waves work, why people are attracted to the coast and the human impact on costal landscapes. They will also examine factors including natural hazards, environmental change along with the role humans play in the natural ecology of the planet. In doing so, students will become more informed citizens with a greater awareness of the links between humanity and the various biomes of the planet.
Expected Outcomes	Students will gain the necessary skills to allow them to successfully undertake a study of Geography in the senior years.
Other important information	This unit is highly recommended if students are going to study Geography in Year 11.
Assessment	• Investigation Field trip report • Investigation Data Report • Practical test • Knowledge test
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Excursion – Field Trip.
Description of fee	**Excursion**: Bribie Water Front
Textbooks Required	Geography Alive Year 10. Jacaranda SOSE 2.
Specific Equipment	See general stationery requirements on page 6 of this document. Network connected BYOD compliant digital device.
Connecting Senior Subjects	General subject (contributes to ATAR): Geography
Cost	Nil - ***The fee structure is indicative only and subject to change in 2027.***

INTRODUCTION TO LEGAL STUDIES

UNIT CODE	**LES10**
Unit Title	**Year 10 Introduction to Legal Studies**
Recommended Prior Learning	A/B in Junior Humanities
Unit Description	This course offers students an introduction to Senior Legal Studies. As part of their course of study, students will focus on the interaction between society and the law and explores the role of law in response to current issues. Students will study the legal system and how it aims to protect the rights of individuals whilst balancing these obligations and responsibilities. Topics typically covered can include but not limited to: civics and citizenship, summary and indicatable offences (e.g. Murder, manslaughter, drugs etc.) and family law.
Expected Outcomes	Students will gain the necessary skills to allow them to successfully undertake a study of Legal Studies in senior years
Other important information	This unit is strongly recommended if students are intending to study Legal Studies in Year 11.
Assessment	• Response to Stimulus exam • Analytical Essay • Inquiry Report
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities. Risk Level – Medium: Excursion to Police Museum and Supreme Court.
Textbooks Required	Jacaranda Civics textbook
Specific Equipment	Network connected BYOD compliant digital device
Connecting Senior Subjects	General subject (contributes to ATAR): Legal Studies
Cost	$40.00 - ***The fee structure is indicative only and subject to change in 2027.***

Humanities and Social Sciences Faculty Subject Progression Flowchart.



Code Description

HUM07 – Year 7 General Humanities
HUM08 – Year 8 General Humanities
HIS09 – Year 9 General History
LES10 – Year 10 Legal Studies
GEG10 – Year 10 Gegography
HIS10 - Year 10 History

GEG11/12 – Year 11/12 Gegography
AHS11/12 – Year 11/12 Ancient History
LEG11/12 – Year 11/12 Legal Studies
MHS11/12 – Year 11/12 Modern History
TRM12/12 – Year 11/12 Tourism

THE ARTS

Introduction

The Arts Key Learning aree a encompasses those artistic pursuits that express and communicate what it is to be human through Dance, Drama, Media, Music and Visual Arts. Through education in the Arts students develop creative talents, competencies and skills that can be transferred to their working and recreational life. In the Arts we value these key attributes in a lifelong learner:

- A knowledgeable person with deep understanding
- A complex thinker
- A responsive creator
- An active investigator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner.

In each of the Arts strands students will be assessed in the dimensions of that area:

Choreographing, Performing and Appreciating

Forming, Presenting and Responding

Making and Responding

Musicology, Performance, Composition

Making Images and Objects, Making and Displaying and Appraising Images and Objects

DANCE

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

UNIT CODE	**DAN10**
Unit Title	Year 10 Dance
Recommended Prior Learning	Nil
Unit Description	**Semester 1:** Dance That Moves In this unit, students will explore the style of Musical Theatre, they will perform a teacher devised routine. Students choreograph Musical Theatre piece from a chosen Musical further examining the dance elements exploring how they can be used to convey choreographic intent. Students make and respond to dance cultures, from local, Australian and global contexts, that reflect and identify, self-expression and community values. **Semester 2:** Dance Down Under Dance Down Under will take students on an exploration of contemporary dance in Australian society. The students' study will centre around Indigenous/Contemporary fusion with direct links to Bangarra Dance Theatre. They will explore the specific techniques of this style of dance along with its power as a story telling medium. This unit will also provide students with a continued opportunity to further expand their performance skills, movement vocabulary and ability to choreograph in a unique style, applying a broad range of the elements of dance to enhance meaning in choreography. The Responding area covered in this unit will solidify and extend upon all of the skills students have learnt in this area in semester one. Where possible, students will attend a live performance experience of an Australian Contemporary Dance company
Other important information	Students studying dance education not only develop self-esteem, fitness, presentation skills, self-confidence, problem solving abilities, team working skills, belief in independent ideas, discipline and negotiation skills, all of which are valued skills in any vocation, but they also develop dance industry skills that lead to employment in that vocational area. Dance can be studied by students through to senior, dependant on student numbers
Assessment	• Performing, Choreographing and Appreciating • Students will need to perform for an unfamiliar audience
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Exploring movement and creating a dance
Description of fee	Costumes & access to recorded performances, music, lighting/sound for performances
Textbooks Required	Nil
Specific Equipment	Suitable pants for dancing
Connecting Senior Subjects	General subject (contributes to ATAR): Dance Applied subject: Dance in Practice
Cost	$60.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Dance



Code Description

DAN07 – Year 7 General Dance
DAN08 – Year 8 General Dance
DAN09 – Year 9 General Dance
DAN10 – Year 10 General Dance
DAN11/12 – Year 11/12 General Dance
DIP11/12 – Year 11/12 Dance in Practice

DRAMA

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

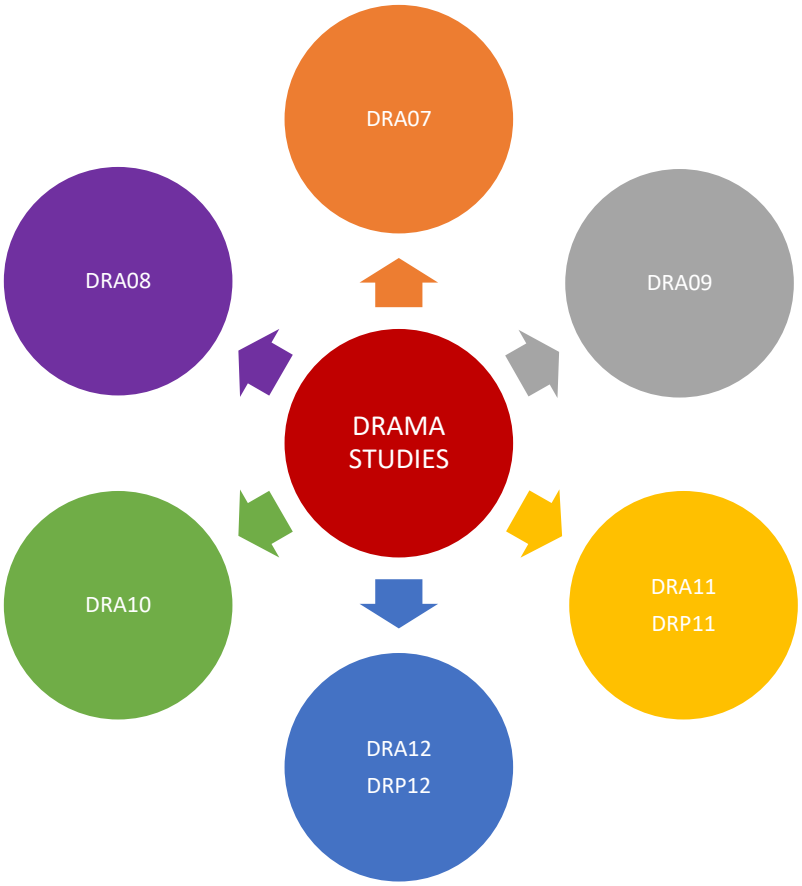
Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

UNIT CODE	**DRA10**
Unit Title	**Year 10 Drama**
Recommended Prior Learning	Nil
Unit Description	**Semester 1:** "The Truth Hurts and True Story" The purpose of this unit is to engage students in a range of dramatic forms, whilst allowing students to develop their performance skills and understanding of drama and theatre. Students engage with several styles of theatre, both historical and contemporary, to develop as a performer. Students work with both scripted and student devised scripts and present several pieces of dramatic action to peer audiences. Students work creatively as an individual and collaboratively to explore and create drama that empowers and challenges audiences. **Semester 2:** "Two truths and a Lie" and "To thy own self be true" This unit provides an awesome opportunity for students to explore and respond to the context and purpose of drama and live performance. This unit invites students to question and explore issues and themes around social change through the study of non realist styles and Shakespeare. Learning experiences may include performance skills, live performance, participating in a collaborative live performance, studying and evaluating scripted playtext, scriptwriting, stagecraft and theatre direction viewing.
Other important information	Drama leads to General Drama in senior or Applied Drama
Assessment	Students will be assessed in the objectives of Making and Responding. Students will also be expected to perform in front of a public audience
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Low: Vocal and physical activities
Description of fee	Access to scripts, music files, videoed performances, costumes and props. Use of sound and lighting equipment.
Textbooks Required	Nil
Specific Equipment	Nil
Connecting Senior Subjects	General subject (contributes to ATAR): Drama Applied subject: Drama in Practice
Cost	$60.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Drama



Code Description

DRA07 – Year 7 General Drama
DRA08 – Year 8 General Drama
DRA09 – Year 9 General Drama
DRA10 – Year 10 General Drama
DRA11/12 – Year 11/12 General Drama
DRP11/12 – Year 11/12 Drama in Practice

MEDIA STUDIES

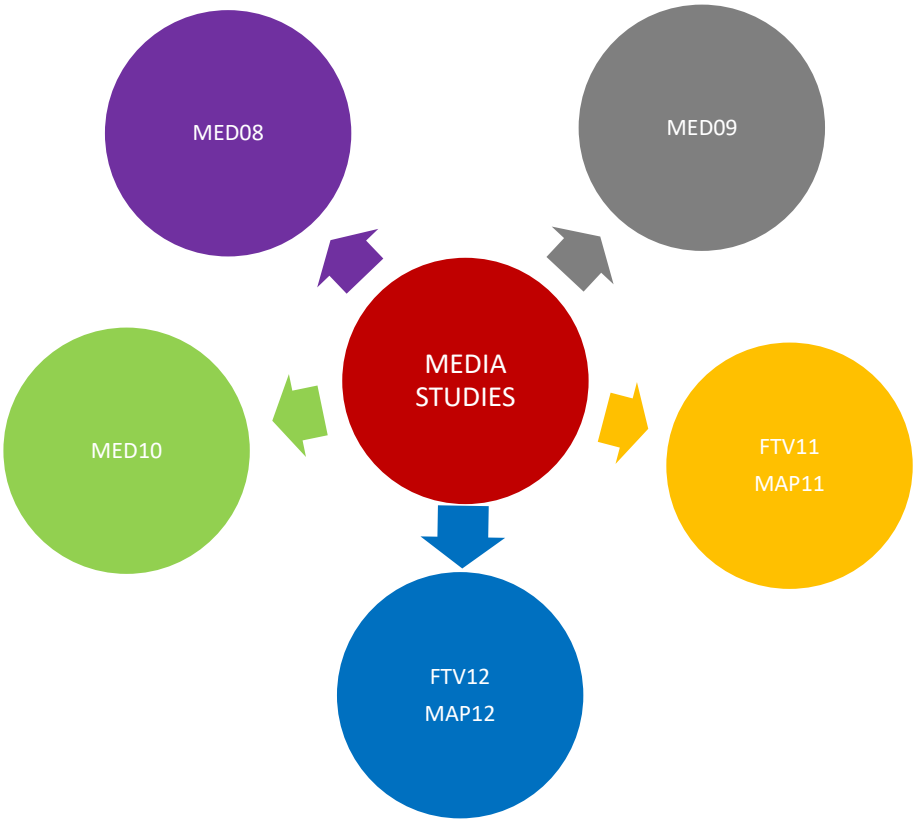
WHY STUDY MEDIA?

Screen media is all around us. Its ever-increasing proliferation has seen the average time we spend in front of a screen grow such that engaging with a film, television or new media product is often the first and last thing we do each day. Such is the significance of these media forms in our lives. The information and creative industries continue to be among the fastest-growing and are already among the largest employers and drivers of the economy in many countries. Opportunities for employment within these industries have never been so plentiful and have seen many of our past students find work as professional editors, camera operators, graphic designers and more.

UNIT CODE	**MED10**
Unit Title	**Year 10 Media Studies**
Recommended Prior Learning	At least a Sound Level of Achievement in Year 9 English
Unit Description	Students study the design, production and critique of products by using five (5) key concepts that operate in the contexts of production and use. These key concepts are: ***Technologies*:** The tools and associated processes that are used to create meaning in moving-image media production and use ***Representations*:** Constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use ***Audiences*:** Individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products ***Institutions*:** The organisations and people whose operational processes and practices enable or constrain moving-image media production and use ***Languages*:** Systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use
Expected Outcomes	• Explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media • Make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products • Interact with guest speakers from industry or online • Discuss, analyse and evaluate concepts and ideas • Complete a storyboard based on a film script / screenplay identifying different shots, angles, composition, timing and transitions • Design a product for two different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, youth, local, global • Investigate how community standards, decisions about public funding and political decisions affect production and use • Compare the social and cultural conventions used in creating meaning in products made in two different countries • Use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these • Make a product that incorporates the principles for successful interactivity • Plan and organise for production • Work effectively in groups • Solve technical and other problems
Other important information	Students study film, television and new media in order to develop critical literacy and an awareness of how media messages construct a social conscience. They learn to appreciate the creative process by developing understandings and practical media-making skills. Students who enjoy films, television, internet media and computer/video game platforms are all likely to enjoy and benefit from the study of media.

Assessment	Schools select from a wide range of assessment techniques to judge student achievement. *Designs* for productions include: oral and written treatments, character outlines, level descriptions, character images, three-column-scripts, film screenplays, storyboards. *Productions* (whole or part) include: whole or sequence of a video, whole or segment of camera footage, editing, soundtrack; advertisement. *Critiques* include: extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as director's commentary, seminar).
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.
Description of fee	Hire of the following specialise photography/ filming equipment: SLR cameras, tripods, micorphone and SD cards. Use of green screen facilites, lighting equipment & sound equipment.
Textbooks Required	Nil
Specific Equipment	Students must bring a network connected BYOD compliant digital device to each class.
Connecting Senior Subjects	Applied subject: Media in Practice. General Subject: Film, Television & New Media.
Cost	$65.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Media



Code Description

MED08 – Year 8 Media Studies
MED09 - Year 9 Media Studies
MED10 – Year 10 Media Studies
FTV11/12 – Year 11/12 Film & Television
MAP11/12 – Year 11/12 Media in Practice

MUSIC

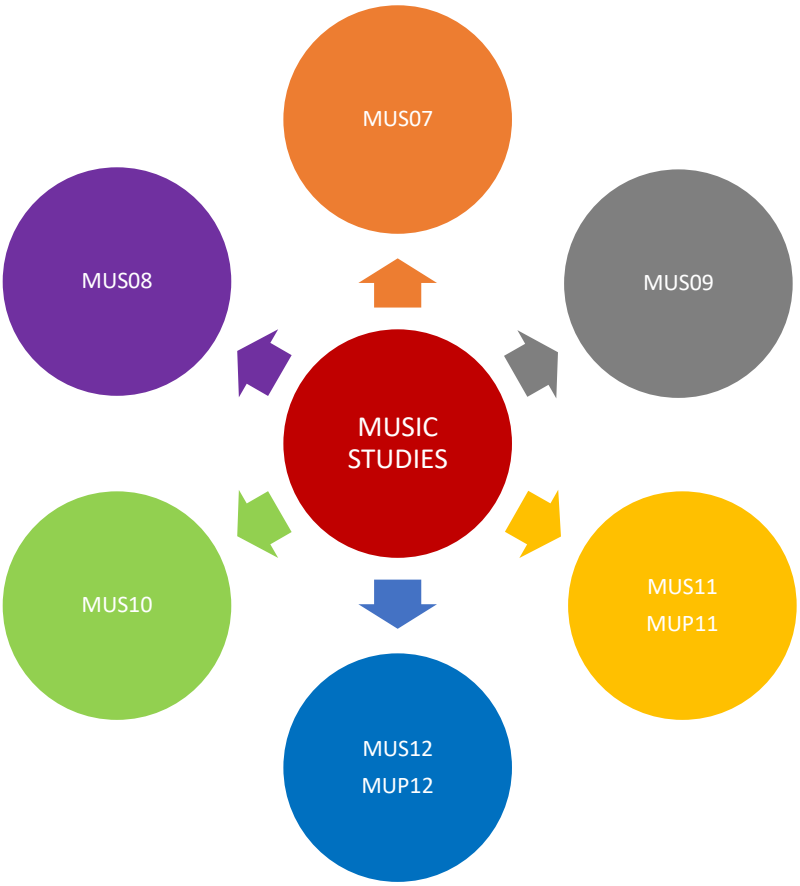
Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.
Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

UNIT CODE	**MUS10**
Unit Title	**Year 10 Music**
Recommended Prior Learning	**It is highly recommended that students wishing to undertake Music in the senior school complete their studies in Music.**
Unit Description	**Semester 1:** "Race Around the World" – World Music Students will experience the music and instruments of different cultures through listening, composing and performing. This includes traditional and contemporary popular music of Africa, South America, New Zealand and countries of Europe. Students will learn African drumming and percussion as well as guitar and keyboard. **Semester 2:** "Be Heard" – Protest Music Music powerfully communicates messages to a wide audience, and composers and songwriters use this medium to express their dissatisfaction and hopes. Through listening, performing and composing, students will investigate protest music from across cultures and different times, including modern day, by studying the use of different musical elements and lyrics.
Other important information	Music and music extension may be offered in Senior dependant on student numbers
Assessment	Students will be assessed in the assessable elements of Making (composing/performing) and Responding (analysing/reflecting on practice)
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities
Description of fee	Access to music files, musical scores and instruments
Textbooks Required	Students will use the *a* series of texts
Specific Equipment	Nil
Connecting Senior Subjects	General subject (contributes to ATAR): Music Applied Subject: Music in Practice
Cost	$70.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faculty Subject Progression Flowchart – Music



Code Description

MUS07 – Year 7 General Music
MUS08 – Year 8 General Music
MUS09 – Year 9 General Music
MUS10 – Year 10 General Music
MUS11/12 – Year 11/12 General Music
MUP11/12 – Year 11/12 Music in Practice

VISUAL ARTS

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

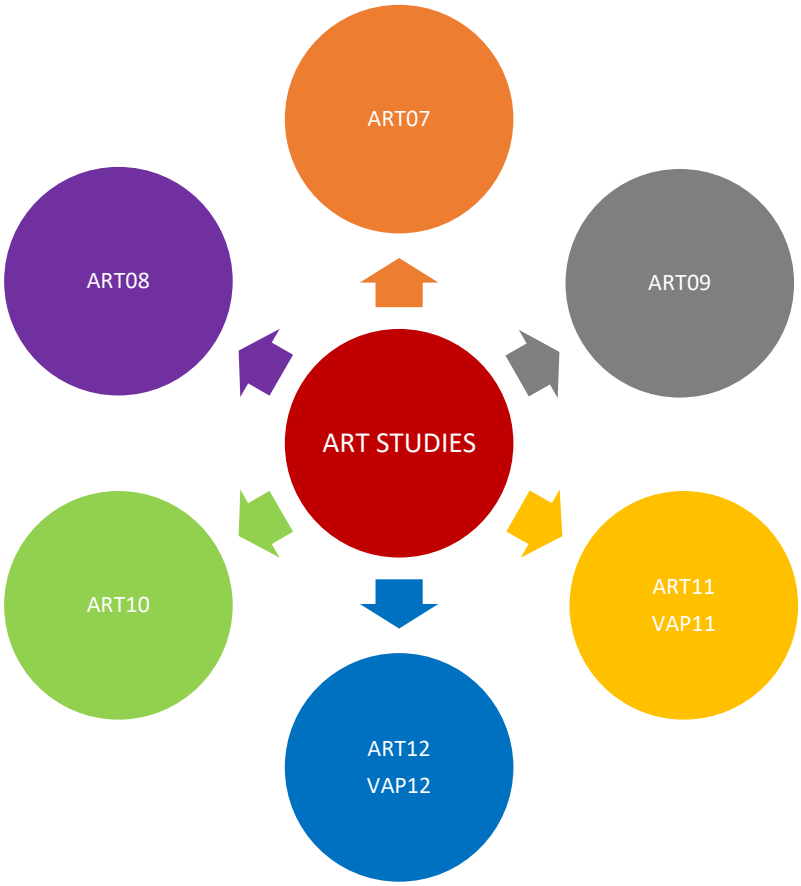
In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

In each of the Arts strands students will be assessed in line with ACARA guidelines in the dimensions of making and responding.

UNIT CODE	**ART10**
Unit Title	**Year 10 Visual Art**
Recommended Prior Learning	ART08 or ART09 - Preferred
Unit Description	**Unit 1 – Realism to Abstraction** Students will experiment in a variety of 2D and 3D areas. They will use a variety of social, contemporary and historical contexts to resolve themes and ideas. Students will work collaboratively to make, respond to and display a variety of 2D and 3D artworks. **Unit 2 – Words, Signs and Symbols** This unit is designed to extend students and prepare them for the transition in to Senior Visual Arts. Students will have the opportunity to make personal decisions regarding media and concepts using a variety of social, contemporary and historical concepts as stimulus. Students will make and respond to a variety of artworks.
Other important information	Visual Art, Dance, Drama, Media and Music all lead to further study at a tertiary level; whereas Visual Art in Practice leads to further art study in the design and graphic art areas. The outcomes for this unit are aligned with the essential learning for Visual Art as per QCAA guidelines.
Assessment	• Making Tasks • Responding Tasks Assessment tasks include: Drawing/painting folio, 3D construction folio, costume design folio, 3D functional ceramics folio, costume design folio, written responding reflections and evaluations
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities • Risk Level – Medium: Painting and drawing with toxic materials, Printmaking • Risk Level – Medium: Ceramics, Managing hazardous materials in art
Description of fee	**Unit 1 & 2:** A3 Sketchbook, ½ ream of A3 drawing cartridge paper, pencils – 2B, 4B, 6B, set of watercolour pencils 24, coloured pencils box 24 colours, set of brushes, eraser, sharpener, ruler, set of acrylic paints,fineline pens, wallpaper glue, hot glue gun use and glue gun cartridges, masking tape, clay
Textbooks Required	Nil
Specific Equipment	Apron
Connecting Senior Subjects	Applied subject: General Visual Art
Cost	$135.00 - ***The fee structure is indicative only and subject to change in 2027.***

Arts Faulty Subject Progression Flowchart – Visual Arts



Code Description

ART07 – Year 7 General Art
ART08 – Year 8 General Art
ART09 – Year 9 General Art
ART10 – Year 10 General Art
ART11/12 – Year 11/12 General Art
VAP11/12 – Year 11/12 Visual Art in Practice

DIGITAL TECHNOLOGIES

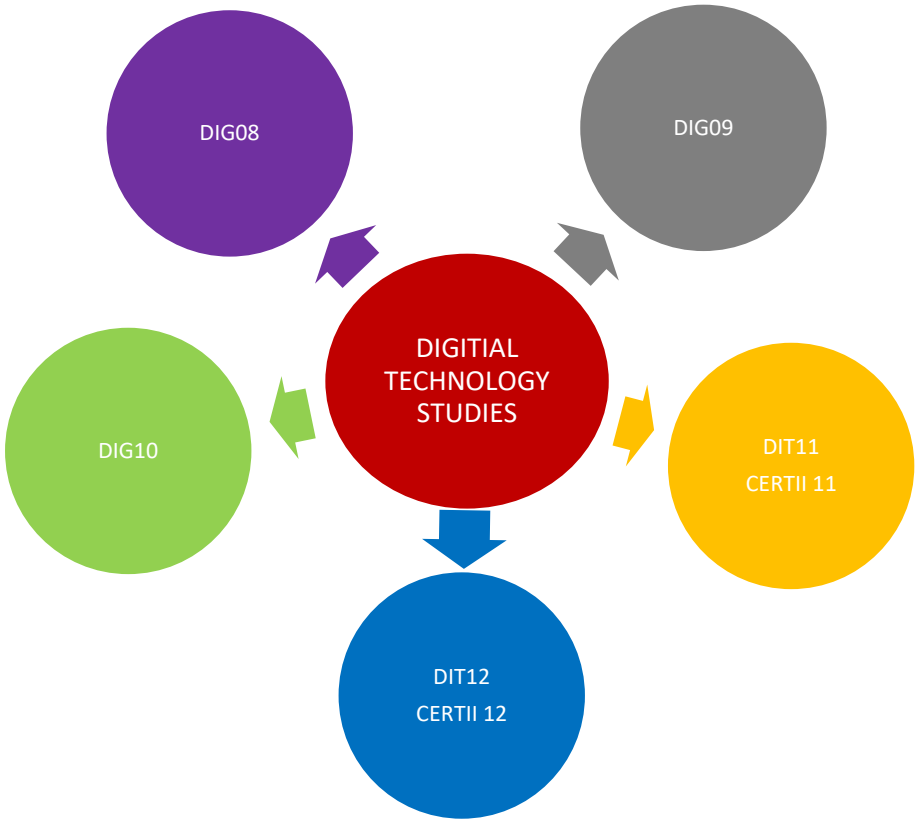
Introduction

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as describing problems and approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. Students develop solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions.

UNIT CODE	**DIT10**
Unit Title	**Year 10 Digital Technologies**
Recommended Prior Learning	Network connected BYOD compliant digital device
Unit Description	**Web-Based Design** Students will use a code editor of their choosing to create a website using the HTML programming language. The website can be based on a topic of the students choosing and include design elements using CSS. **JavaScript Programming** As a continuation of Web-Based Design, students will be able to create interactive elements on their websites using JavaScript programming. This includes, altering images and content, and creating interactive web-based games. **Arduino** Students will be able to create and program circuitry to complete multiple tasks. Students will be using Arduino circuits and learning to code temperature sensors, traffic lights and earthquake detectors using C++ coding language. **App Marketing** Students will be able to research mobile applications and pitch an idea for a socially changing application. Students will research data policies to understand how companies use data and collect private information.
Expected Outcomes	Students will be able to create fully functioning website using HTML, CSS and JavaScript programming languages Students will be able to create and program circuits that are self-sustaining using the Arduino software and hardware Students will be able to understand the information applications collect and use. Students will be able to create a mock-up of a mobile application that has an impact on society.
Other important information	Students in year 8, 9 and 10 can choose to study Digital Technologies. It is recommended that students who are aiming to study Digital Solutions or Certificate III in IDMT in year 11 and 12 should complete a junior digital technologies subject. Students wishing to study Digital Technology, Web Design and Development, Cyber Security Development and Programming are encouraged to study Digital Solutions which provides students with a snapshot of the type of study undertaken at university level.
Assessment	• Portfolio's - Projects • Assignments • Presentations
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities.

Description of fee	N/A
Textbooks Required	Nil
Specific Equipment	Network connected BYOD compliant digital device USB
Connecting Senior Subjects	Applied subject (contributes to QCE, only one applied subject can count towards ATAR) **Certificate III in IDMT** (VET qualifications). DIS - General subject involves external assessment at end of unit 4
Cost	$20.00 - ***The fee structure is indicative only and subject to change in 2027.***

Technology Faculty Subject Progression flowchart



Code Description

DIG08 – Year 8 Digital Technology Studies
DIT09 - Year 9 Digital Technology Studies
DIG10 – Year 10 Digital Technology Studies
DIT11/12 – Year 11/12 Digital Solutions General
CERT III 11/12 – Year 11/12 Information Digital Media & Technologies

INDUSTRIAL TECHNOLOGIES ENGINEERING – Metal Fabrication

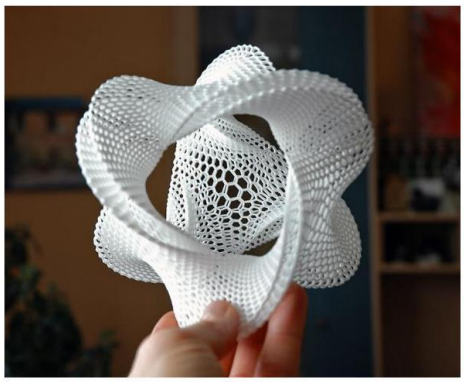
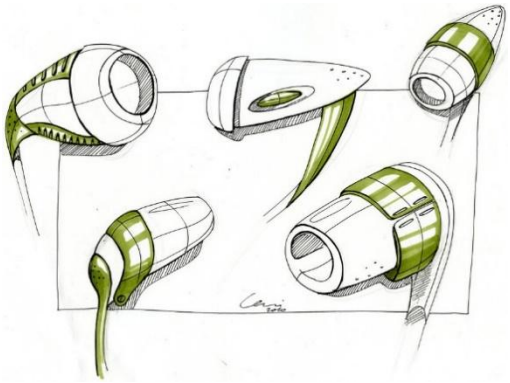
UNIT CODE	**IME10**
Unit Title	**Year 10 Engineering (Metal Fabrication)**
Recommended Prior Learning	Nil
Unit Description	Industrial Manufacturing Engineering is a two (2) semester course which prepares students for Industrial Engineering Studies in the year 11 and 12. This course is predominantly a practical course aiming to enhance knowledge and skill associated with fitting and turning, metal fabrication, introduction to Oxy Acetylene welding and the study of Occupational Health and Safety. All base project designs are reviewed with the intent of students gaining a better understanding of design processes. Workshop drawings, cutting lists, manufacturing schedules and projects costs are developed to replicate a realistic vocational approach to project realisation.
Expected Outcomes	A course of study in Industrial Manufacturing Engineering can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.
Other important information	As part of the course, students will be required to complete a number of practical projects. Once completed, students are permitted to take these items home. Parents need to be aware that the projects are the result of a teaching exercise only. They do not conform to Australian Standards.
Assessment	The construction of practical projects in the workshop environment . Production log book Online workplace health and safety modules
Curriculum Activity Risk Assessment (CARA)	**Risk Level – Low:** Classroom curriculum activities, Fixed Machines, Portable Electric Power Tools. **Risk Level – Medium:** Fixed Machines, Portable Electric Power Tools, Woodworking, Plastics-Thermoforming. **Risk Level – High:** Welding Electric Arc, Welding, Gas Heating and Cutting, Metalworking, Fixed Machines, Portable Electric Power Tools. Please refer to the CARA section on the school website for more information on high risk activities.
Description of fee	Project materials, hardware supplies and workshop consumables used during the manufacture of practical projects. Scrapbook, subscription to an online safety training package, and an Engineering student workbook.
Specific Equipment	Safety is an important part of workshop practice. It is essential that parents/carers ensure their student has the necessary safety equipment (safety glasses). Students who are unable to comply with safety standards will be withdrawn from practical learning activities.
Connecting Senior Subjects	Applied subject: Engineering Skills
Cost	$135.00 - ***The fee structure is indicative only and subject to change in 2027.***

INDUSTRIAL TECHNOLOGIES FURNISHING – Woodwork

UNIT CODE	**IMF10**
Unit Title	**Year 10 Furnishing (Woodwork)**
Recommended Prior Learning	Nil
Unit Description	Furnishing is a two (2) semester course. Student awareness of the Furnishing Industry will be enhanced through developing and applying skills in furniture manufacture techniques. This includes analysis of material suitability and preparation requirements, fabrication techniques, related hardware, use of hand and power tools, surface finishes and the study of Occupational Health and Safety. All base project designs are reviewed with the intent of students gaining a better understanding of design processes. Workshop drawings, cutting lists, manufacturing schedules and projects costs are developed to replicate a realistic vocational approach to design realisation.
Expected Outcomes	A course of study in Industrial manufacture furnishings can establish a basis for further education and employment in the manufacturing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.
Other important information	As part of the course, students will be required to complete a number of practical projects. Once completed, students are permitted to take these items home. Parents need to be aware that the projects are the result of a teaching exercise only. They do not conform to Australian Standards.
Assessment	• The construction of practical projects in the workshop environment . • Digital folio. • Online Workplace Health and Safety modules.
Curriculum Activity Risk Assessment (CARA)	Risk Level – Low: Classroom curriculum activities, Fixed Machines, Portable Electric Power Tools. Risk Level – Medium: Fixed Machines, Portable Electric Power Tools, Woodworking, Plastics-Thermoforming. Risk Level – High: Welding Electric Arc, Welding, Gas Heating and Cutting, Metalworking, Fixed Machines, Portable Electric Power Tools. Please refer to the CARA section on the school website for more information on high risk activities.
Description of fee	Project materials, hardware supplies and workshop consumables used during the manufacture of practical projects. Scrapbook, subscription to an online safety training package, and a Furnishings student workbook..
Specific Equipment	• HB and 2H pencils • White gum eraser • 48 page exercise book Safety is an important part of workshop practice. It is essential that parents/carers ensure their student has the necessary safety equipment. Students who are unable to comply with safety standards will be withdrawn from practical learning activities.
Connecting Senior Subjects	Applied subject: Furnishing Skills
Cost	$135.00 - ***The fee structure is indicative only and subject to change in 2027.***

INDUSTRIAL TECHNOLOGIES DESIGN TECHNOLOGIES

UNIT CODE	**DAT10**
Unit Title	**Year 10 Design Technologies**
Recommended Prior Learning	Students must bring a network connected digital device to each class.
Unit Description	Students of Design engage in: • Exploring design thinking • Identifing stakeholders and clients • Investigating needs and wants of users • Drawing and sketching • Devising multiple ideas and refining them • Producing 3D objects; generated by cuting, joining, forming materials such as card,clay metal, paper,plastic,textile and wood. • Producing multimodial folio. Introduction to Design is a two (2) semester course. The Introduction to Design subject focuses on the practical application of design thinking, drawing skills and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities. Students will gain an appreciation of designers and their role in society. Design equips students with hightly transferable, future focused thinking skills relevant to a global context. Students will learn Computer Aided Design, Sketching and Prototyping Skills based around design problems and design briefs. These problems or briefs will be developed in the context of Industrial, Architectural, Interior, Landscape, Fashion, Digiital media and Graphic Design.
Expected Outcomes	A course of study in Design can establish a basis for further education and employment in the fields of: • Architecture • Digital media design • Fashion design • Graphic design • Industrial design • Interior design Landscape architecture.
Other important information	**Students must bring a network connected digital device to each class.** This subject offers a direct link to the Senior "Design" subject. (General)
Assessment	Assessment techniques include Design Projects (Multimodal presentations, Digital folios and Visual Diary), Examination – response to Design Brief or stimulus.
Curriculum Activity Risk Assessment (CARA)	Risk Level – Medium: Classroom curriculum activities
Description of fee	Pencils, coloured pencils, ABS filament, 3D printer consumables, modelling clay, paper, electronics kit, cardboard and an A4 visual display book.
Specific Equipment	Network connected BYOD compliant digital device

Photograph of sample projects / links to website	  
Connecting Senior Subjects	General subject (includes external assessment at end of unit 4): Design
Cost	$20.00 - ***The fee structure is indicative only and subject to change in 2027.***

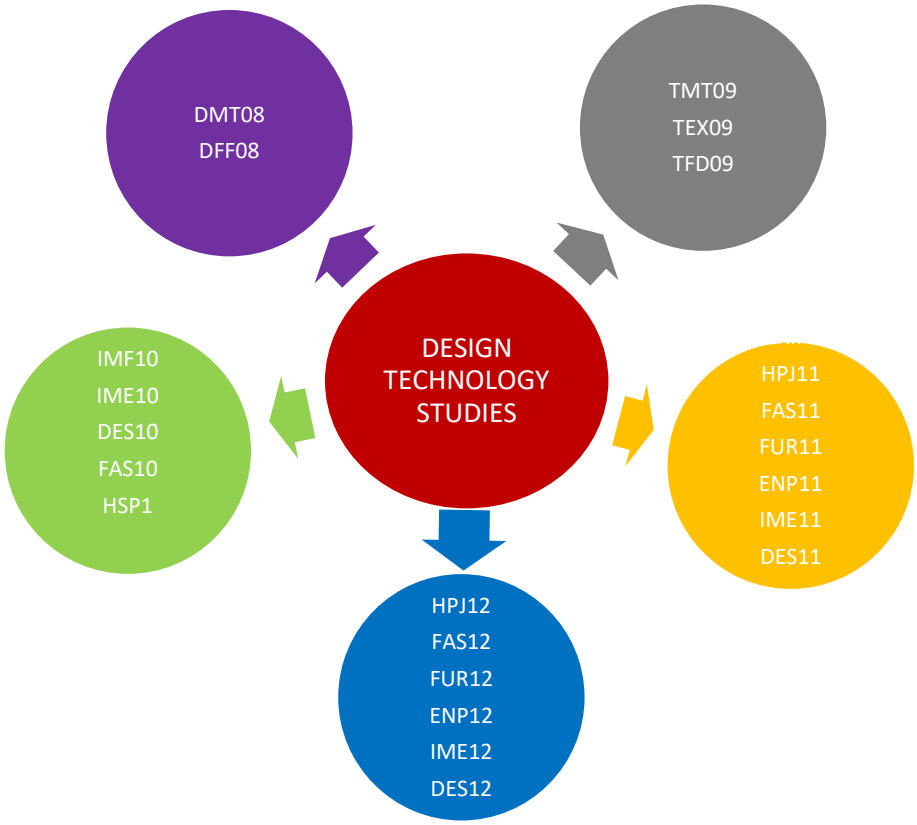
HOSPITALITY

UNIT CODE	**HSP10**
Unit Title	**Year 10 Hospitality**
Recommended Prior Learning	Nil
Unit Description	This course provides the basic skills and understandings for students to be competent in routine tasks in a range of hospitality settings such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Students will be involved in designing menus, budgets, planning and preparing foods for social occasions (BBQ's, morning teas, lunches, markets, stalls, special celebrations – birthdays, Easter, Christmas). Advanced practical and management skills will be developed through entertaining and interacting with groups in the school and local community.
Expected Outcomes	A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.
Other important information	By selecting Hospitality (HSP10), students are introduced to the hospitality industry, which leads directly into Senior Hospitality Practices in the senior phase.
Assessment	• Written assessment • Practical assessment • Function work (during class and own time).
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Food handling. • Risk Level – High: Maintaining a safe kitchen. Please refer to the CARA section on the school website for more information on high risk activities.
Description of fee	All cooking ingredients are supplied for this subject, recipes will be supplied at the weekly. Also includes whole class demonstration ingredients, hairnets, cleaning and maintenance of aprons, general kitchen and cleaning supplies (packaging, cling wrap, alfoil baking paper, hand soap, detergent). Includes additional ingredients for trials for functions. Onguard Safety training subscription.
Textbooks Required	Nil
Specific Equipment	Connected BYOD device
Connecting Senior Subjects	Applied subject: Hospitality Practices. Certificate III in Hospitality
Cost	$145.00 - ***The fee structure is indicative only and subject to change in 2027.***

FASHION AND DESIGN

UNIT CODE	**FAS10**
Unit Title	**Year 10 Fashion and Design**
Recommended Prior Learning	HEC09
Unit Description	This course aims to further develop students' knowledge and skills in the area of fashion and design. This subject prepares students for further study in this area in Year 11 and 12. Student may cover topics such as: • working with a basic patchwork block to create a pillow case for personal use; • using fleece fabric to design and construct a Hoodie; • completing a design challenge with the production of a beach wrap; and recycle textiles to create a functional product
Expected Outcomes	Students will explore design challenges to create functional textile items. They will need to : Demonstrate and apply technical skills in fashion contexts, Synthesis of ideas and technical skills to create design solutions, communicate and document projects for a range of audiences, apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary and critique design solutions and processes
Other important information	In Fashion and Design (FAS10), students will be prepared to continue into Senior Fashion in Year 11 and 12.
Assessment	Written and Practical assessments. Portfolios
Curriculum Activity Risk Assessment (CARA)	• Risk Level – Low: Classroom curriculum activities. • Risk Level – Medium: Textiles.
Description of fee	All fabric, patterns and sewing consumables (thread, fabrics and other haberdashery essentials) are supplied for this subject. Visual Diary for journaling. Embellishing consumables - embroidery designs, fabric pencils and blocks, dyes, paint brushes, printing ink and blocks.
Textbooks Required	Nil
Specific Equipment	BYOD connected Device
Connecting Senior Subjects	Applied subject: Fashion
Cost	$120.00 - ***The fee structure is indicative only and subject to change in 2027.***

IndustrialTechnologies/Home Economics Faculty Subject Progression Flowchart



Code Description

DMT08 – Year 8 Materials & Technology Specialistions
DFF08 – Year 8 Food, Fibre Production
TMT09 - Year 9 Materials & Technology Specialistions
TEX09 – Year 9 Textiles
TFD09 – Year 9 Food Specialisations
IMF10 – Year 10 Furnishing
IME10 – Year 10 Engineering
DES10 – Year 10 Design
FAS10 – Year 10 Fashion
HSP10 – Year 10 Hospitality

HCX11/12 – Year 11/12CERT II
HPJ11/12 – Year 11/12 Hospitality Studies
FAS11/12 – Year 11/12 Fashion Studies
FUR11/12 – Year 11/12 Furnishing
ENP11/12 – Year 11/12 Cert II Engineering
IME11/12 – Engineering Studies
DES11/12 – Design

FINANCIAL COMMITMENTS

Financial Commitments
The information that you are about to read will assist you in making an informed decision regarding your financial commitments and ensure your student is equipped to commence the school year. Financial commitments will include stationery items, camps, excursions and joining the voluntary Student Resource Scheme.

Why pay the Student Resource Scheme (SRS) fee before the school year begins?
We ask for all parents and carers to pay fees in full on or before the start of the school year, so that student learning materials and books may be purchased early and discounts secured through early payment and bulk ordering. All students will then have the opportunity of accessing their resources when they commence school.

Payment options and methods
Parents are asked to indicate on the participation form the preferred method of payment. Payment can be made at the school's finance office by cash, cheque, EFTPOS, credit card or online via QParents, BPOINT, BPOINT direct debit or Centrepay. The school provides a range of payment options to suit your financial situation.

Family discount
Due to the low cost of the SRS scheme, we are unable to offer family discounts. However, we do offer a range of extended payment plans for families.

Important information regarding invoicing parents
Invoices should be raised to the parent who has agreed for the child to participate in an activity or agreed to purchase goods or services from the school, and agreed to pay applicable charges.
It is a matter for the parents to determine who pays the invoiced fees, however, the parent who has been invoiced is liable for the payment. If there is a payment arrangement between the parents that has not been adhered to, that is a matter for the parents to resolve between themselves.
If both parents require a separate invoice to be issued by the school for a percentage of a charge, the school must have evidence from both parents that they have both agreed to the charge. Each parent can then be established as a debtor and issued an invoice for the agreed percentage of the charge.

Non-compulsory (enrichment) activities and curriculum related excursions
Opportunities for students to participate in various excursions may occur during the school year. The SRS scheme does not include such activities. Before a student can be considered for any of the above activities, a parent who has joined the SRS scheme is expected to have:
- fully paid the student resource scheme and user pays fees; or
- have made regular on-going payments towards the student resource scheme and user pays fees, as previously arranged with the school Finance Office or Principal on an official "payment plan"; and
- students must also maintain appropriate behaviour and full compliance with the Dress Code.

Financial difficulty
Anyone experiencing financial difficulty and wishing to pay the fees over an extended period should phone the school's Finance Office to arrange an appointment on 3400 2457. It is our intention to encourage all families to join the scheme and enjoy its benefits.

Equity Progam
The school has special arrangements available for students who are not able to purchase laptops. An Equity Program has been established to support families with genuine financial hardship. Applications must be made directly to the Principal annually. The Equity Program provides parents/caregivers and students access to a school owned device if they are not able to purchase a device for their student. It is designed for parents suffering severe financial hardship, who have a healthcare card or for students in care. Devices will be issued based on greatest need and any enquires may be made by contacting the school. This Equity Program Application form must be signed and returned to the school before a school owned equity device will be approved and connected to the school network.

Refund of SRS Scheme fees
If a student, having paid a participation fee, leaves the school through the year, a refund will be made to the parent, calculated on the participation fee paid, less the cost of consumed materials and the replacement cost of scheme items that are lost or negligently damaged or not returned, plus the pro-rata Textbook and Resource Allowance calculated on a 40-week school year basis. Please refer to the school refund policy for a full review of refund terms and conditions.

Stationery items – general requirements

These will need to be purchased by individual students / parents / caregivers.

- 1 Exercise book or loose leaf folder per subject (one book with multiple sections is not appropriate)
- Red, blue and black pens and coloured pencils
- Ruler
- Pencil, sharpener, eraser
- Glue stick

Items excluded from the SRS scheme

General stationery requirements as outlined above, and materials required for student home assignment work.

Government textbook allowance

The Department of Education encourages schools to provide student resource schemes in an effort to reduce costs to parents. This allows books and materials to be purchased early and discounts to be secured through early payment and bulk ordering. To this end, schools with approval of the School Council, may elect to receive a direct bulk payment equivalent to the total of the Textbook Allowance for all students. In 2022, the Government Textbook Allowance paid to the school was $130.00 for Years 7 to 10 and $281.00 for Years 11 and 12. Our School Council has currently approved direct payment of the Government Textbook Allowance to the school in bulk.

Eligibility for government textbook allowance

All students are eligible to receive the Government Textbook Allowance, except for the following categories of students:

- students undertaking part-time study;
- international students and students on exchange programs; and
- students enrolled after the second Friday of Term 4.

Student Resource Scheme (SRS) fee

Every effort has been made to minimise costs to parents while ensuring that adequate resources are available for student use. Parents wishing to take advantage of the services provided by the SRS scheme, pay an annual fee and sign a contract agreeing to the conditions therein.

Great value

The SRS scheme represents excellent value and provides substantial savings to parents of students in all year levels. The cost of textbooks alone is a significant saving.

Participation in the SRS scheme

On the SRS scheme participation form, parents are asked to indicate whether they would like to join the voluntary scheme or not. Parents wishing to join the SRS scheme will need to sign the participation form indicating that they have read and understood the Terms and Conditions.

Non participation in the scheme

The school will provide a comprehensive list of all items that are covered under the SRS scheme applicable to your student (a general list is outlined in this document). It is the responsibility of non-participants of the scheme to purchase all the textbooks and resources provided by the scheme.

Bring your own device (BYOD) program

Students must bring their own device, however, it must meet the required specifications as outlined in the BYOD agreement. This device must be connected through our school network to provide protection and access. No stand-alone devices are allowed at school. Minimum specifications can be found on the last page.

YEAR 10 Student Resource Scheme Fees (SRS)

Supplied under SRS scheme	Items Charged at Cost	SRS Participation fee
English - Text hire: class novel for unit of work (teacher discretion)	**$5.00**	**$2.00**
English - Journals: warm up activities (quick writes, dictation, spelling)	**$4.00**	**$2.00**
English - Folios: store classroom journals, completed activities and homework	**$4.00**	**$2.00**
English - Resources: Write that Essay resources, class mini whiteboard sets, English literacy games, worksheets, large and small post-it notes, pens, pencils, erasers, coloured texters, coloured pencils, whiteboard markers, rulers, scissors, sharpeners, whiteout, highlighters, glue	**$4.00**	**$2.00**
Online textbooks (Or alternative)	**$400.00**	**$87.00**
Mathematics - Student folios for both summative assessment and formative classroom activities	**$5.00**	**$2.00**
Mathematics – Resources: post-it notes, graph paper, lined paper, pens, coloured texters, pencils, erasers, sharpeners, rulers, protractors, compasses, scissors, highlighters, glue, masking tape, chalk	**$4.00**	**$2.00**
Mathematics - hands-on resources and games including but not limited to dice, dominoes, tape measures, playing cards, 3D models, counters, spinners, linking cubes, board games, large number lines	**$12.00**	**$2.00**
Mathematics - variety of whiteboards (e.g. graphing, hand-held, clear for worksheet insert), whiteboard markers and whiteboard erasers	**$8.00**	**$1.00**
Mathematics - Calculator - Kept in classrooms for your student for Years 9-10	**$30.00**	**$10.00**
Science - Laboratory consumables	**$10.00**	**$2.00**
Science – Student and Classroom Teacher stationery	**$8.00**	**$2.00**
Humanities - Student Consumables	**$4.00**	**$2.00**
Humanities - Student and Classroom Teacher Stationery	**$5.00**	**$2.00**
HPE – Student and Classroom Teacher Resources and Stationery	**$10.00**	**$5.00**
Technology - Compass Subscription	**$15.00**	**$11.00**
Technology - Adobe licensing fees	**$115.00**	**$11.00**
Student Engagement – Red Frogs workshop	**$20.00**	**$10.00**
Curriculum - Photocopying	**$100.00**	**$50.00**
SUBTOTAL	**$763.00**	**$207.00**
Less: State Textbook and Resource Allowance (provided direct to School, based on 2024 grants)	-$164.00	-$164.00
TOTAL COST TO PARENT	**$599.00**	**$43.00**

Please note: The fee structure above is indicative only and subject to change in 2027.

SUBJECT SELECTION AND THE USER PAYS PRINCIPLE

The table below is a list of all subjects offered to Year 10 students to assist you in making your selection.

User Pays Fees

Schools are able to charge fees for educational services, including materials and consumables, not defined as instruction, general administration and facilities. User Pays fees are charged for materials for subjects where the instruction is extended through providing practical learning experiences in excess of materials provided by school grants and for curriculum excursions. Please refer to the Student Resource Scheme Participation and Subject Selection form for User Pays fees associated with each subject including curriculum excursions costs.

SUBJECT CODE GUIDE YEAR 10			
Subject Description		**Costed value**	**User pay fee charged**
ART10	**Visual Arts** - Includes: A4 visual art diary, ½ block hand building clay, clay modelling to0ls, stretched canvas, acrylic paints, sculpture materials, eraser, sharpener, rules, drawing pencils, A3 drawing paper, set of brushed	$280.00	$135.00
BSS10	**Business Studies** - Future Anything, Design materials - vinyl, cardboard	$170.00	$60.00
BSB10	**Certificate II** - Workplace Skills		$0.00
CAF10	CREST – Australian Rules Football		$350.00
CDA10	CREST - Dance		$300.00
CFU10	CREST - Futsal		$350.00
CMU10	CREST - Music		$
CRL10	CREST – Rugby League		$350.00
DAN10	**Dance -** Costume hire and materials for costume construction. Includes music and video camera hire for assessment.	$425.00	$60.00
DAT10	**Design** - Pencils, coloured pencils, ABS filament, 3D printer consumables, modelling clay, paper, cardboard and an A4 visual display book. Onguard Safety training subscription.	$80.00	$20.00
DIG10	**Digital Technologies** - Ardunio consumable parts	$10.00	$0.00
DRA10	**Drama** - Visiting Performance – live theatre review. Includes costume hire, video camera hire for assessment, play texts	$540.00	$60.00
ENF10	**English** - Foundation	$0.00	$0.00
ENG10	**English**	$0.00	$0.00
FAZ10	**Fashion Studies** - All fabric, patterns and sewing consumables (thread, fabrics and other haberdashery essentials) are supplied for this subject. Visual Diary for journaling. Embellishing consumables - embroidery designs, fabric pencils and blocks, dyes, paint brushes, printing ink and blocks. Onguard Safety training subscription.	$180.00	$120.00
FEC10	**Early Childhood** - Foundational Early Years Childhood Studies		$100.00
FNS10	**Certificate II** - Financial Services		0.00
GEG10	**Geography**	$0.00	$0.00
HIS10	**History**	$0.00	$0.00
HPE10	**Health & Physical Education**	$0.00	$78.00

HSP10	**Hospitality** - All cooking ingredients are supplied for this subject, recipes will be supplied at the weekly. Also includes whole class demonstration ingredients, hairnets, cleaning and maintenance of aprons, general kitchen and cleaning supplies (packaging, cling wrap, alfoil baking paper, hand soap, detergent). Includes additional ingredients for trials for functions. Onguard Safety training subscription.	$190.00	$145.00
IME10	**Industrial Engineering** - All project materials, hardware supplies, surface finish materials and workshop consumables items are included. Scrap book, paper and pencils. Personal protective equipment such as safety glasses hearing protection, aprons and gloves are provided. Onguard Safety training subscription. D.Sychlder Engineering student workbook no 1	$190.00	$135.00
IMF10	**Industrial Furnishing** - All project materials. Hardware supplies, surface finish materials and workshop consumables items are included. Scrap book, paper and pencils. Personal protective equipment such as safety glasses hearing protection, aprons and gloves are provided. Onguard Safety training subscription. D.Schlyder Furnishings student workbook no 2	$190.00	$135.00
IM	**Instrumental Music** - Participation Fee (Application Only)		$35.00
IMHIRE	**Instrumental Music** - Hire (Application Only)		$95.00
IMPERCUS	**Instrumental Music** - Percussion Fee (Application Only)		$65.00
LES10	**Legal Studies**	$0.00	$40.00
MED10	**Media Studies** - Hire of camera and specialised filming equipment (ie: tripod, microphone, SD Cards). Includes special effects makeup	$150.00	$50.00
MAT10	**Mathematics**	$0.00	$0.00
MUS10	**Music** - Instrument hire fee. Includes musical scores. Technical equipment for use (microphones, instruments, drum kit)	$680.00	$70.00
SCL10	**Literacy** - Short Course in Literacy		$0.00
SGN10	**General** - Science	$0.00	$0.00
SNT10	**Natural** - Science	$0.00	$0.00
SPY10	**Physics** - Science	$0.00	$0.00
SPR10	**Sport & Recreation**	$0.00	$20.00

Please note: The fee structure above is indicative only and subject to change in 2027.

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MANAGING RISKS IN SCHOOL CURRICULUM ACTIVITIES

The Department of Education and Training and Bribie Island State High School is committed to the health, safety and well-being of students, staff and *others* involved in all curriculum activities conducted at schools or other locations. The Curriculum Activity Risk Assessment (CARA) enables schools to identify potential hazards, assess risks, and implement control measures to keep everyone safe. The workplace health and safety risk management process involves the following steps:

1. Identify the potential hazards;
2. Assess the risk;
3. Decide on the control measures;
4. Implement the control measures;
5. Monitor and review;
6. Appropriate risk management reduces the risk level of activities.

The majority of routine classroom curriculum activities undertaken with students involves minimal risk of safety and could therefore be considered of 'low' risk. As these types of activities have little inherent risk a formal written risk assessment is not required. High or extreme risk activities require formal risk assessment documentation which is available from the school's website http://bribislashs.eq.edu.au/. Appropriate approvals and permissions need to be given prior to students participating in these activities. Subjects chosen that include **High Risk** activities must be approved by the parent/carer by signing the consent section in the Student Resource Scheme Participation and Subject Selection form before students can participate. Subject chosen that include **Extreme Risk** activities must be approved by the parent/carer by signing the Activity Consent form before students can participate.

Please refer to the Curriculum Activity Risk Assessment (CARA) section of this booklet for more information on high and extreme risk activities.

Curriculum activity risk levels

Low	when there is little chance of incident or injury
Medium	when there is some chance of an incident or injury requiring first aid
High	when there is a likely chance of a serious incident or injury requiring medical treatment
Extreme	when there is a high chance of a serious incident resulting in a highly debilitating injury

Activity Risks & Insurance

The activity outlined above carries an inherent risk of physical injury occurring. Please note that the Department of Education and Training does not have personal accident insurance cover for students. If your child is injured as a result of an accident or incident, all costs associated with the injury, including medical costs are the responsibility of the parent/carer. Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may be also be covered by your provider. Any other costs must be covered by parents/carers. It is up to all parents/carers to decide what types and what level of private insurance they wish to arrange to cover their child. Please take this into consideration in deciding whether or not to allow your child to participate in this activity. For more information about CARA go to - http://education.qld.gov.au/curriculum/carmg.

BRING YOUR OWN DEVICE PROGRAM (BYOD)

Information and Communication Technology (ICT) Charter

Technology at Bribie Island State High School

Schools are now educating a generation of students who have been born into a digital world. As the use of Information Communication Technology (ICT) continues to grow globally, students will increasingly demand an education that embraces ICT. Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications

In order to provide these learning experiences students must have access to devices that support this learning. The goal when formulating a direction for technology access at Bribie Island State High School is to deliver options that are affordable as well as providing students the opportunity to satisfy their educational needs.

Bring Your Own Device (BYOD) is an information technology (IT) model that supports the learning of students in a 21st century classroom. This model allows students to bring an IT device to school, provided it meets the specifications supported by the resources of Bribie Island State High School, that best supports the students learning needs.

To support families who are unable to provide their sons/daughters with a device due to financial circumstances, the school has purchased a limited number of devices. There is an application process for these devices and the criteria for allocating these are explained in the Equity Device Application Form. These forms are available from the front office and there is documentation required, to support the application.

The school will continue to support students by diagnosing IT issues and consulting with families if further action is required. It is expected that students will have an IT device ready for the first day of school.

Choosing your device

You are welcome to purchase a device from any vendor you choose. In order to support your purchase, we have developed a checklist for you to take when making your purchase.

What do you look for when purchasing a device through an online store or store front?

- The devices are built for education or corporate environments.
- Notebooks and tablets come with a three-year, Onsite warranty and three-year Antivirus subscription.
- Accidental Damage Protection Policy: ADP is an enhanced Warranty Service provided by the vendor. If a Notebook/ Tablet fails because of accidental damage, the vendor will repair the device as necessary or replace the device with a new product which is equivalent to the damaged product. Check how many claims can be made and what, if any, excess is payable.

Software specifications

Please refer to the student resource booklet for the most up to date minimum specification requirements for BYOD.

Care of device

It is the responsibility of families to keep their chosen IT device in good working order to ensure minimal disruption to learning. It is expected that students bring their IT device to school each day fully charged. Each device should be clearly labelled with the student's name. Students should take care to put their device to sleep when moving around, as failure to do so can damage the hard drive and potentially lose files. Choosing a device with solid state drive (SSD) can alleviate some of these issues.

It is REQUIRED that all devices have some form of protective casing. This will minimize the likelihood of damage as students travel to and from school.

Insurance and Warranty

Purchasing insurance is a personal choice. Bribie Island State High School strongly recommends that you purchase Accidental Damage Protection Insurance with your device. When purchasing your laptop please learn about your options to purchase accidental damage protection for your IT device. This covers your device for accidental damage on and off the school campus. Fire, theft and acts of God are usually not covered under these programs and we request you to include it in your personal or home insurance. The insurance can be purchased with your computer vendor or any insurance company. All insurance claims must be settled between you and the insurance company.

We advise that all devices are covered by an extended warranty. Statistically a computer will require, on average, 2.5 repairs during its 3-year life cycle. This is a computer requiring a hardware repair due to component failure (warranty) or accidental damage (non-warranty). On average 70% of these repairs are warranty and 30% non- warranty.

Repairs and school support

All maintenance for the IT device, operating system, software and/or apps purchased by the family are the responsibility of the family. Families should ensure quick maintenance turnaround for student devices.

If you run into a problem, we advise students to see the school IT staff who will attempt to diagnose the fault. If this is not able to be resolved, they can recommend a course of action for repair (e.g. warranty claim, insurance claim etc.). Troubleshooting will be limited to running an inbuilt diagnostic that has been installed by the manufacturer of your device and will only be performed in the presence of the student or parent.

Laptop guidelines

It is expected that students will have their device during all lessons except under special circumstances for example practical lessons.

To ensure you can access the school networks:

- please treat your device with great care;
- follow the Student Responsibility Agreement at all times;
- back up your data. At least once a week, you should make copies of your important schoolwork by copying to the network servers (H: Drive) or use your USB flash drive to back up work in progress;
- keep up to date with all messages sent to your MIS email address;
- regularly restart your laptop to ensure the device engages new updates.

If you have questions about whether a specific model will meet the requirements, please feel free to contact the Bribie Island State High School IT Department on (07) 3400 2444 or BYOD@bribieislandshs.eq.edu.au. More information can be found in the ICT Charter 2020 on our school website www.bribieislandshs.eq.edu.au.