



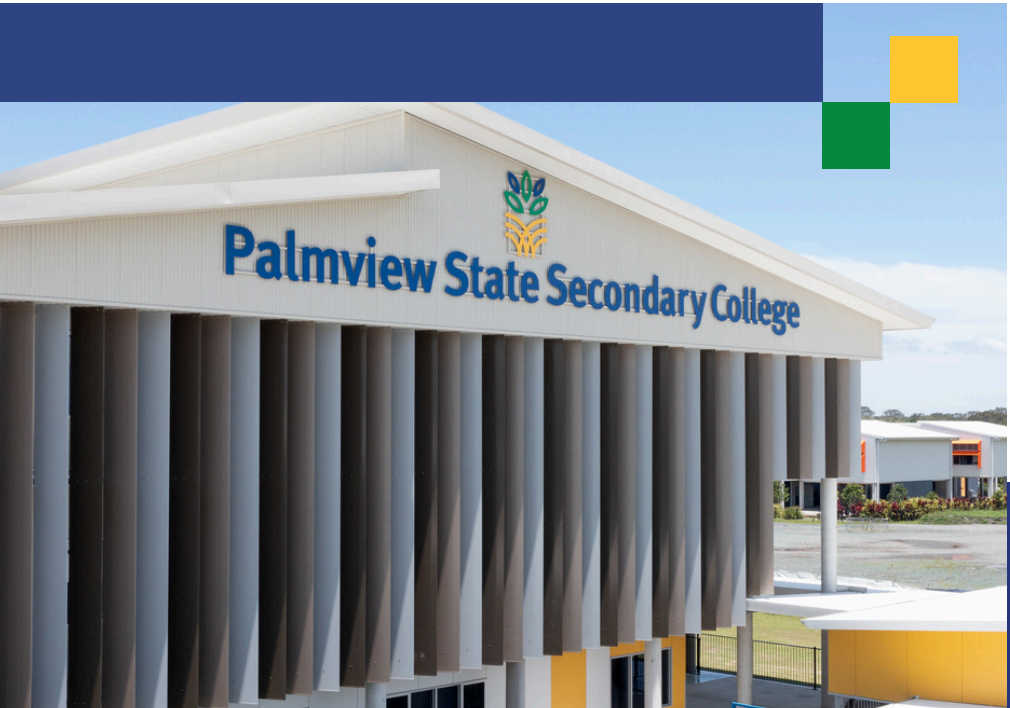
Palmview
State Secondary College



Getting ready for Year 10

Destination 2029

Pursuit of our personal best



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Principal's Introduction



Dear students and families,

Welcome to Senior Schooling at Palmview SSC. We are thrilled to be working alongside our students and families to begin navigating the variety of opportunities that senior schooling brings.

Our focus on leveraging partnerships that are founded in curiosity, collaboration, creativity and commitment will assist us to collectively support our students to plan for this next phase of their individual learning pathways. Through the Junior Learning Guarantee conversations, skills and knowledge learnt in the experiencing and exploring phases of learning at Palmview SSC, will be utilised to shape and purposefully navigate pathway options into year 10 in preparation for deeper study and mastery in years 11 and 12.

The senior phase of learning provides students with the opportunity to focus on subjects they are passionate about, subjects they excel in, subjects that are stepping stones to their preferred future pathway and career options. Along with school-based subjects, students may choose to undertake opportunities in Vocational Education and Training (VET), TAFE, Headstart (UniSC), Work Experience, as well as school-based apprenticeships and traineeships. These options make up part of the individualised Junior and Senior Learning Guarantee conversations.

Students are supported to make informed decisions about their options as they step into senior secondary and our staff at Palmview SSC, look forward to working collectively with our students and families to support the purposeful pursuit of personal best.

Warm regards,

A handwritten signature in black ink, appearing to read 'BD', written over a thin horizontal line.

Barry Dittman
Principal

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School Profile



Motto

As one of three co-located schools in the Palmview Learning Community, our team at Palmview State Secondary College are committed to working in partnership with our students, families and the wider community to collectively guarantee learning that engages your child to strive for success on a daily basis. We are **“Purposeful in our Pursuit of Personal Best.”**

Vision

Our vision is articulated as a collective action for all in our community.

We lead the way through equity and excellence to create a dynamic school of first choice, where all are inspired and engaged in learning that delivers meaning, purpose and success.

Charter

Our Palmview Learning Community charter highlights the value we place in the attributes of:

Trust:

- earn respect through our actions; it is visible through our behaviours, heard through our language, and felt through the way we embrace diversity and cultural safety;
- relish in our challenge to do whatever it takes together to empower all in our learning community;
- create confidence by embracing how everyone is at different stages, knowing we all believe in our vision, in each other, and in what we do each and every day together.

Connect:

- deliberately choose inclusive behaviours, actions and language that enable a strong sense of belonging, acceptance and equity;
- adopt collaborative approaches to nurture the wellbeing of each individual in our community;
- empower staff to facilitate learning that delivers meaning, purpose and success.

Grow:

- invest in our learning community to create a dynamic and innovative learning environment;
- develop individual, collective, and cultural capability through collaboration, mentoring, coaching and evidence-informed research;
- inspire all students to learn, succeed and to achieve their personal best.

Ultimate Success

We aim to measure our ultimate impact through the voices of our students when they say:

At Palmview SSC, we are known, accepted and inspired to achieve our personal best. As a collective, the school community invests in whatever it takes to empower every student to successfully meet the challenges of their individual goals.

Destination 2029



2024-5 | Year 7-8

In Years 7 and 8, students **experience** the opportunities available in secondary school through a wide variety of learning experiences. By participating in different subject areas, students develop their knowledge, skills and confidence while beginning to identify their strengths and interests.



2026 | Year 9

Year 9 marks the beginning of the **exploring** stage of learning, where students start making more purposeful choices about their education. Through subject selection and involvement in extracurricular activities, students gain valuable experiences that help them discover their interests, talents and future possibilities.



2027 | Year 10

During Year 10, students refine their interests and strengths while preparing to **navigate** the transition to senior schooling. Through subject selection, career exploration and pathway planning, students develop a clearer understanding of the opportunities available to them and the steps needed to achieve their goals.



2028 | Year 11

Year 11 provides students with the opportunity to further **master** their strengths and passions through specialised study, utilising flexible learning options. Students take increasing ownership of their learning, applying their knowledge in more complex contexts while preparing for future pathways in education, training and employment.



2029 | Year 12

Year 12 marks the culmination of a student's educational journey at Palmview. After 13 years of learning, growth and achievement, students demonstrate **mastery** in their chosen subjects and pathways, earning their Queensland Certificate of Education (QCE) and leaving school ready to pursue their aspirations with confidence, purpose and capability.



What is Year 10?

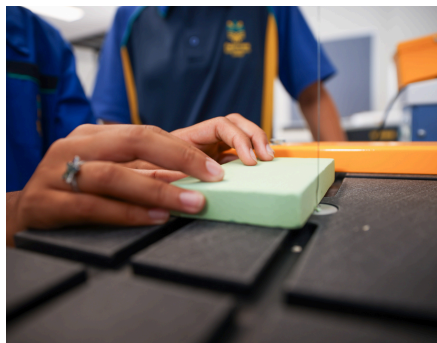
Year 10 is the beginning of the Senior Secondary journey and represents the Navigating phase of learning at Palmview State Secondary College. In this phase, students begin to make more informed decisions about their future pathways while continuing to build the knowledge, understanding and skills developed through the Australian Curriculum.

As students move into Senior Secondary, they are supported to explore curriculum, vocational and extracurricular opportunities that connect with their interests, strengths and future goals. The Year 10 program is designed to help students navigate their options with confidence, purpose and a growing sense of independence.

During Year 10, students begin working towards their Queensland Certificate of Education (QCE) and, where appropriate, may engage in external learning opportunities that support their chosen pathway. This may include vocational education, career education, work-related learning, UniSC Headstart, and other opportunities that help prepare them for Years 11 and 12.

At Palmview State Secondary College, we support students to make purposeful choices so they are well positioned for success in Senior Secondary and beyond.

Excellence Institutes



At Palmview State Secondary College, every student is supported to achieve their personal best through a broad, engaging and future-focused curriculum. From Years 7–10, students learn across the eight learning areas of the Australian Curriculum, building the knowledge and skills needed for future success. In Years 11 and 12, students can pursue a range of academic, vocational and applied learning pathways, supported by opportunities such as school-based apprenticeships and traineeships, university programs, industry qualifications and leadership experiences.

A distinctive feature of Palmview is our Excellence Institutes: STEAM, Creative and Cultural Pursuits, Health and Wellbeing, and Global Learners. These institutes provide opportunities for students to explore their interests, extend their learning and connect with future study, training and career pathways.

As students progress through their learning journey, they engage more deeply with their areas of interest, developing increasing levels of expertise as they move from *Exploring* and *Experiencing*, to *Navigating* and ultimately *Mastering* their learning.



Creative & Cultural Pursuits

The Creative and Cultural Pursuits Institute is designed for students who enjoy expressing themselves, developing their creativity and exploring different cultures. Through subjects such as Visual Art, the Performing Arts and Japanese, students have opportunities to create, perform, communicate and share ideas in meaningful and engaging ways.

The Arts encourage students to use their imagination, develop confidence and express their thoughts, experiences and perspectives. Students learn to create and respond to a range of artistic forms while gaining an appreciation of the important role the Arts play in communities and cultures around the world.

Students can further enrich their learning through a variety of co-curricular opportunities, including Instrumental Music, Vocal Group, Guitar Group, Small Group Guitar Tuition and Dance, to develop their talents, build connections with others and participate in performances and events throughout the year. Learning Japanese provides students with the opportunity to communicate in another language while developing an understanding of different cultures and ways of thinking. Language learning helps students build confidence, broaden their global perspective and develop skills that are valuable in an increasingly connected world.

In Years 7 and 8, students explore creative and cultural learning through a range of experiences across the Institute. In Years 9 and 10, students can choose subjects that match their interests and strengths, allowing them to further develop their skills and passions. In Years 11 and 12, students can specialise in subjects they enjoy and that support their future study, training and career pathways, while continuing to develop their creativity, confidence and cultural understanding.

Subject information	<p>In Year 10 Dance, students will choreograph and perform solo, duet and group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences. They will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices. Students will develop awareness of Australian and international dance artists, companies and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances. They will use the language of dance to analyse and respond critically to a range of dance works.</p>			
Unit Summary	Unit 1	Unit 2	Unit 3	Unit 4
	<p>Commercial Scene Students learn about the commercial world and what it takes to be a commercial artist. They will explore various styles and learn two teacher devised commercial routines.</p>	<p>Let Me Entertain You Students explore musical theatre and demonstrate their knowledge and understanding of the style through their own choreography. Students also learn to document their creative ideas through an analytical journal.</p>	<p>Palmview State Secondary College is committed to developing the curriculum for this course as it continues to grow and new subjects/units are offered to students for the first time.</p>	
Types of Assessment	Making - Performance	Making - Choreography Responding - Analysis	<i>In development</i>	
Special subject requirements	<ul style="list-style-type: none"> • At least a C in Year 9 English. • Responsibility, co-operation and commitment are essential characteristics which students must display in order to be successful in this subject. 			
Fees	<p>Subject fees: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Dance that may incur a cost.</p>			
Why choose Dance?	<p>Dance:</p> <ul style="list-style-type: none"> • fosters student development as creative, complex thinkers, effective communicators, reflective and independent learners as they study and participate in various dance contexts, genres and styles. • enables students to critically examine their experiences and understandings of Dance and Dance forms, exploring the interrelationship between practical and theoretical aspects of Dance. • enables students to learn choreograph, perform and appreciate Dance works. • provides the opportunity for students to engage in problem solving and critical reflection, individually and in groups. 			
Pathways	<p>In Years 11 and 12 students can continue to study Dance (General), Dance in Practice (Applied) or complete a VET Certificate course.</p>			
Careers	<p>Possible career paths in Dance include: Performer, Teacher (schools, private studios, universities and professional dance programs), Entertainer, Choreographer, Dance Therapist, Dance Tutor, Dancer, Dance Sports, Physical Therapist, Massage Therapist, Yoga Instructor, Pilates Trainer, Arts Administrator, Community Arts Organiser, Stage Management, Events Management, Arts Editor, Creative Arts Journalist.</p>			

Subject information	<p>Drama connects students to their own creative processes and provides opportunities for them to imagine themselves as others exploring beliefs, feelings, behaviours and relationships across diverse situations. Through engagement with Drama, students develop knowledge, understanding and skills of dramatic languages and dramatic perspectives allowing students to demonstrate proficiency in Making and Responding. Elements of actor's craft and stagecraft will be studied and students will exercise creativity in a variety of performance situations with emphasis on the effective use of voice and movement. Student will build on their ability to analyse a variety of Dramatic forms.</p>	
Unit Summary	Unit 1	Unit 2
	<p style="text-align: center;"><i>Theatre Sports Challenge</i></p> <p>The first half of this unit focuses on the Elements of Drama in preparation for the year ahead. Students then learn improvisational skills to complete a unit on Theatre Sports. This unit will culminate in a Theatre Sports competition with selected teams performing in the Regional Theatre Sports Competition against schools.</p>	<p style="text-align: center;"><i>Make 'Em Laugh – The Art of Comedy</i></p> <p>In this Units students will learn the history, art and skill of Commedia del Arte, also know as "Italian Comedy". Masks, mayhem and trickery are the foundation of this unit with students developing their skills in improvised comedy. Students will respond to a live theatre performance either as an incursion (visiting company) or excursion to a professional theatre performance.</p>
Types of Assessment	Making - Theatre Sports Group Improvisation	Making - Commedia Group Performance Responding - Critical Analysis
Special subject requirements	<ul style="list-style-type: none"> • At least a C in Year 9 English. • Responsibility, co-operation and commitment are essential characteristics which students must display in order to be successful in this subject. 	
Fees	<p>Subject fees: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Drama that may incur a cost.</p>	
Why choose Drama?	<p>In Drama, students will develop:</p> <ul style="list-style-type: none"> • confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama. • knowledge and understanding in controlling, applying and analysing the elements of drama. • a sense of curiosity, empathy, aesthetic knowledge, enjoyment and achievement through exploring and playing roles. • knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences. 	
Pathways	<p>In Years 11 and 12 students can continue to study Drama (General), Drama in Practice (Applied) or complete a VET Certificate course.</p>	
Careers	<p>Possible career paths in Drama include:</p> <ul style="list-style-type: none"> • Arts administration and management, e.g. artist manager, arts administrator, booking agent, events and festivals manager/producer, • Communication, e.g. writer, communication strategist, arts editor, blogger/vlogger • Creative industries, e.g. professional performer, actor, director, costume designer, stage manager • Education, e.g. educator in schools, corporate, private studios, community, universities and professional drama company education programs 	

Instrumental Music

Creative and Cultural Pursuits

Subject information	<p>The overarching purpose of Instrumental Music as a curriculum subject is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles. Instrumental Music is a QCAA approved program of study, aligned with the National Curriculum framework.</p> <p>Continued participation in the Instrumental Music Program facilitates ongoing development of ACARA identified general capabilities; literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. Students that have progressed to Levels of 7-10 of the Instrumental Music Curriculum by Year 11/12 are also eligible for QCE points.</p>
Unit Summary	Technical Development, Small Ensemble performance, Solo performance, Large Ensemble performance
Timetabling	This subject is offered in all year levels for the year.
Types of Assessment	Each of the three dimensions of literacy, technique and performance are assessed equally. All tasks are performance based, across each semester students are assessed on the following objectives: Literacy: Instrument care, Symbols and Terms, Rhythm and Melody, Sightreading Technique: Posture, Tuning and Intonation, Tone, Articulation, Pitch Performance: Solo and ensemble performance and contribution
Special subject requirements	<p>Instrumental Music students:</p> <ul style="list-style-type: none">• should already be enrolled in the Instrumental Music Program from previous years OR be learning a brass, woodwind, percussion or orchestral string instrument privately.• are self-directed students who demonstrate or would like to develop their organisational skills.• are prepared to participate, to experiment in performance and to workshop in the lesson and rehearsal setting to overcome and use nervous energy effectively in performance work.• Must be able to attend weekly ensemble rehearsals as per the timetable• will be offered the opportunity to represent Palmview SSC through performances at school events and in the local community, as well as working with visiting artists.• are able to work both independently. <p>Student should have had prior enrolment in the Instrumental Music, be willing to participate in all areas of the subject and have access to an instrument (school instruments are available for hire).</p>

Instrumental Music

Creative and Cultural Pursuits

Fees	<p>Subject fees: A subject fee for Instrumental music includes:</p> <ul style="list-style-type: none">• Purchase of lesson and ensemble repertoire• Hire of school instrument if required• Maintenance of school instruments• Purchase of physical resources, including music stands <p>User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities, such as visiting artist workshops and excursions related to the study of Instrumental Music that may incur a cost.</p>
Why chose Instrumental Music?	<p>Music education: · has a significant positive effect on the brain and cognitive development. · improves motivation, boosts concentration, reinforces language skill while improving ready ability. · activates both the left and right brain at the same time, stimulating the brain to maximizing learning and improving memory. · allows creation and investigation of musical culture, its composition and practice throughout history, and prepares the musician to explore their talent and manage their own creations. · is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. · contributes to the holistic development of the individual. · improves health and wellbeing by reducing levels of anxiety and depression. Sociable and rewarding: learn how to write and play your own songs, explore different music styles and make music with your friends</p>
Pathways	<p>In Years 11 and 12 students can continue to study Instrumental Music as well as Music, Music Extension (Year 12 only) (General) and Music in Practice (Applied) or complete a VET Certificate course.</p>
Careers	<p>A course of study in Music can establish a basis for further education and employment in the fields of music performance, arts administration, communication, education, creative industries, stage and sound technicians, music production, public relations and science and technology. The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path. Possible careers include: Musician, Music Educator, Music Therapist, Events</p>

Subject information	<p>Media Arts A is designed to build on students' understanding of still and moving-image media production. Through the exploration of representations, sound, movement, lighting and technologies, the students will develop personal skills that are transferable to a range of life paths including self-discipline, problem-solving and project management. The ability to work individually and collaboratively to achieve goals is fundamental to success in this subject.</p>	
Unit Summary	<p style="text-align: center;">Unit 1</p>	<p style="text-align: center;">Unit 2</p>
	<p style="text-align: center;"><i>Video Killed the Radio Star!</i></p> <p>In this unit, students will explore the world of music videos as they plan, produce, and edit their own music videos, gaining hands-on experience with each stage of the creative process. Students will learn about the production process culminating in a showcase of their final projects.</p>	<p style="text-align: center;"><i>Tridentity</i></p> <p>In this unit, students work to design, produce and critique both moving and still image media techniques regularly used by media organisations to influence and position audiences. Students will explore photography and graphic design techniques to create a portfolio of digital images exploring their identity.</p>
Types of Assessment	<p style="text-align: center;">Making - responding</p>	
Special subject requirements	<ul style="list-style-type: none"> • At least a C in Year 9 English. • The study of Year 9 Media Arts is recommended but not required. 	
Fees	<p>Subject fees: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Media Arts that may incur a cost.</p>	
Why choose Media Arts?	<p>In today's digital age, media arts education is more important than ever. It equips students with critical skills that are essential for navigating and succeeding in a media-rich world.</p> <ul style="list-style-type: none"> • Fostering Creativity and Innovation: Media arts encourage creative thinking and innovation, allowing students to express ideas through film, photography, animation, and digital art. • Developing Critical Media Literacy: Students learn to critically analyze media messages, a crucial skill in a media-saturated world. • Enhancing Technological Proficiency: Hands-on experience with industry standard digital tools and software prepares students for future studies and careers. • Promoting Collaboration and Communication: Media arts projects foster teamwork, effective communication, and appreciation for diverse perspectives. • Preparing for Future Careers: The growing media and entertainment industry offers numerous career opportunities, and media arts education provides a strong foundation for these paths. 	
Pathways	<p>In Years 11 and 12 students can continue to study Film, Television and New Media (General). Media Arts in Practice (Applied) or complete a VET Certificate course.</p>	
Careers	<p>Possible career paths in Media Arts include: cameraman, photographer, advertising, arts, administration and management, communication, design, education, film and television, public relations.</p>	

Subject information	<p>Music fosters creative and expressive communication. By the end of this course students will develop musicianship through making (composition and performance) and responding (musicology) by apply music elements and concepts. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Experiences include creating music using a variety of instruments, and software such as Soundtrap and Noteflight. Students develop essential literacy skills to engage in a multimodal world.</p>			
Unit Summary	Unit 1	Unit 2	Unit 3	Unit 4
	<p><i>And that's Showbiz kid!</i> In this unit, students will explore music of the stage and screen that has made its way into our homes in the realm of Disney and Musical Theatre.</p>	<p><i>The Big Gig!</i> In this unit, students will investigate behind the scenes of the music industry for artists including those of today and yester year.</p>	<p><i>Yoda answers his Call of Duty</i> In this unit, students will explore the power and relevance of the orchestra in gaming and film music.</p>	<p><i>Music Therapy- A rewarding career!</i> In this unit, students will experiment with the elements of music through the career of Music Therapy. They will design and deliver a specialised program to students at the Special School.</p>
Types of Assessment	Responding Performing	Composition Performing	<i>In development</i>	
Special subject requirements	<ul style="list-style-type: none"> The study of Year 9 Music is recommended but not required. 			
Fees	<p>Subject fees: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Music that may incur a cost.</p>			
Why choose Music?	<p>Music education:</p> <ul style="list-style-type: none"> has a significant positive effect on the brain and cognitive development. improves motivation, boosts concentration, reinforces language skill while improving ready ability. activates both the left and right brain at the same time, stimulating the brain to maximizing learning and improving memory. allows creation and investigation of musical culture, its composition and practice throughout history, and prepares the musician to explore their talent and manage their own creations. is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. contributes to the holistic development of the individual. improves health and wellbeing by reducing levels of anxiety and depression. Sociable and rewarding: learn how to write and play your own songs, explore different music styles and make music with your friends 			
Pathways	<p>In Years 11 and 12 students can continue to study Music (General). Music Extension - Yr 12 (General.- Extension) Music in Practice (Applied) or complete a VET Certificate course.</p>			
Careers	<p>Possible career paths in Music include: musician, music therapist, speech therapist, sound technician, game music composer, music teacher, social media influencer.</p>			

<p>Subject information</p>	<p>By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.</p> <p>Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.</p>			
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
	<p>Metamorphosis In this unit, students explore the concept of transformation and change, both physically and conceptually. Through experimentation with a range of materials and techniques, students will develop a body of work that visually represents metamorphosis—such as growth, decay, evolution, or identity shifts</p>	<p>Cultural Impact This unit focuses on the creation of a highly resolved realistic portrait of a significant historical figure who has influenced culture, society, or innovation. Students will develop observational drawing skills while exploring how artists communicate identity, power, and legacy.</p>	<p>In the News In this unit, students respond to contemporary issues presented in the media. They will analyse how artists interpret and critique current events, then develop their own visual response to a chosen news topic.</p>	<p>Luxury Uncovered This unit explores the concept of luxury and what it represents in modern society, including ideas of consumerism, status, and value. Students design and create a sculpture that represents a luxury item while revealing its hidden social, environmental, or ethical cost.</p>
<p>Types of Assessment</p>	<p>Responding: short and extended response exams, artist reflections Making tasks: folio and/or body of work</p>			
<p>Special subject requirements</p>	<p>NA</p>			
<p>Fees</p>	<p>Subject fees: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Visual Arts that may incur a cost.</p>			
<p>Why choose Visual Arts?</p>	<p>Studying Visual Arts in high school is incredibly rewarding, as it develops important tactile skills, such as fine motor control and hand-eye coordination, through activities like drawing, painting, collage, and sculpting. These hands-on experiences are not only enjoyable but also keep students engaged and interested by allowing them to explore their creativity and imagination. Visual Arts encourages perseverance and attention to detail, qualities that are transferable to many other academic and professional pursuits.</p> <p>The study of art also fosters cultural and historical awareness and appreciation, by exposing students to diverse artistic traditions and their societal contexts, promoting a broader understanding of human experiences. In addition, studying art in high school is a great way to support your mental health. Engaging in art projects can reduce anxiety and improve your mood by providing a sense of accomplishment and boosting self-esteem. Art education also supports emotional well-being by providing a constructive outlet for self-expression and stress relief, which is crucial during the often-challenging teenage years.</p>			
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Visual Art (General), Visual Art in Practice (Applied) or complete a VET Certificate course.</p>			
<p>Careers</p>	<p>Possible career paths in Visual Art include: creation of fine arts, illustration, design careers (graphic design), interior design, work in studios, animation, gallery and curatorial work and teaching opportunities. Visual Art also builds skills prized by other industries in the 21st century including collaborative working, innovative thinking and independent problem solving.</p>			

Subject information	<p>By the end of Year 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken, and written language to collaborate, plan, and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They use structures and features of spoken and written Japanese to create texts and a combination of kana and a range of familiar kanji appropriate to context. Students will demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning, and create texts. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.</p>			
Unit Summary	Unit 1	Unit 2	Unit 3	Unit 4
	<p>My Town In this unit, students compare their local area with places in Japan, describing towns, landmarks and places of interest using familiar language. They develop their ability to share information and express opinions about locations and activities. Students interpret and respond to a range of texts, and create spoken and written descriptions of their own town. They explore how place and culture are connected, developing intercultural understanding through comparison.</p>	<p>Spill the Green Tea In this unit, students explore the cultural practices and language used when ordering food in Japan. They interact with others in practical contexts, using Japanese to order, respond and participate in a simulated or real restaurant experience. Students reflect on their experience and report on events using familiar language and structures. They develop their ability to communicate ideas and experiences, while building understanding of Japanese customs and social conventions.</p>	<p>Plans for the Future In this unit, students interact and collaborate with others to express preferences, opinions and future plans. They exchange ideas, negotiate decisions and reflect on shared experiences using Japanese in extended contexts. Students create spoken and written texts to communicate intentions and justify choices, using appropriate grammatical structures and cohesive language. They develop their ability to adjust language to suit context, purpose and audience.</p>	<p>My Perspectives In this unit, students interpret, analyse and synthesise information from a range of texts to explore different perspectives and cultural practices. They reflect on how ideas and viewpoints are represented in Japanese and Australian contexts. Students respond to texts by creating written and spoken responses, expressing and justifying their own perspectives. They use language purposefully to convey meaning and demonstrate intercultural understanding.</p>
Types of Assessment	Comprehension - writing	Collection of work - speaking, analysing	Comprehension - writing	Collection of work - speaking, analysing
Special subject requirements	<ul style="list-style-type: none"> Completion of Yr 9 Japanese advantageous but not required. 			
Fees	<p>Subject fees: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Japanese that may incur a cost.</p>			
Why choose Japanese?	<p>Students study Japanese because:</p> <ul style="list-style-type: none"> they're interested in the culture! Japan has a wide variety of interesting things, from history and ninja and the samurai, to geisha, to modern day anime and manga, to Japanese leadership on green energy and technology. their understanding of the language will open up a whole new world for them. they're interested in travelling to Japan and seeing the culture for themselves. learning languages teaches amazing problem solving skills and skills students will need every day. Japanese is the 9th most commonly spoken language in the world! 			
Pathways	<p>In Years 11 and 12 students can continue to study Japanese (General).</p>			
Careers	<p>Possible career paths in Japanese include: translating, teaching (English in Japan or Japanese in Australia), computing and coding.</p>			



Global Learners

The Global Learners Institute helps students become confident communicators, critical thinkers and informed citizens. Through subjects such as English, History, Geography, Economics and Business, Civics and Citizenship, and Legal Studies, students learn about the world around them and their place within it.

English is studied by all students from Years 7–12. Through reading, writing, speaking, listening and creating, students develop the skills to communicate effectively, think critically and engage with a wide range of ideas, perspectives and texts.

In the Humanities, students explore how people, societies and environments have changed over time and continue to shape the world today. They investigate historical events, geographical issues, economic decisions, government systems and the responsibilities of active citizenship. These subjects help students develop problem-solving, communication and decision-making skills that are valuable in everyday life and future careers.

In Years 7 and 8, all students experience History, Geography, Economics and Business, and Civics and Citizenship as part of a broad and engaging curriculum. In Years 9 and 10, students continue their study of History and can choose electives such as Geography, Economics and Business, or Legal Studies to further explore their interests.

In Years 11 and 12, students select subjects that align with their strengths, interests and future goals. English pathways include General English and Essential English, while Humanities subjects may include Modern History, Ancient History, Geography, Economics, Business and Legal Studies. These subjects provide valuable knowledge and skills for a wide range of future pathways, including university study, vocational training and careers in areas such as law, business, government, education, environmental management and international relations.

Through the Global Learners Institute, students are encouraged to understand the past, engage with the present and prepare for the future as active and informed members of their communities.

<p>Subject information</p>	<p>All students will participate in an English program. The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.</p> <p>Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:</p> <ul style="list-style-type: none"> • skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts • skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences • enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style • creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others <p>A course of study in English promotes open mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</p>
<p>Unit Summary</p>	<p style="text-align: center;">Units</p> <p>Across 4 units, students will engage with a range of texts that may include novels, plays, poetry, media texts, film and television.</p>
<p>Types of Assessment</p>	<p>Students will undertake a combination of both written and spoken tasks. They will explore imaginative, persuasive and analytical genres throughout the year.</p>
<p>Timetabling</p>	<p>This subject is a requirement for all students in Year 10 for the whole year.</p>
<p>Special subject requirements</p>	<p>NA</p>
<p>Fees</p>	<p>School resource scheme: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of English that may incur a cost.</p>
<p>Why choose English?</p>	<p>By studying English students will develop skills in:</p> <ul style="list-style-type: none"> • Communication: Studying English enhances written and verbal communication abilities, essential for effective interaction in any profession, from law to customer service. • Critical Thinking: Analysing literature and texts develops critical thinking and interpretative skills, valuable for problem-solving and decision-making in careers like business, science, and technology. • Creativity and Imagination: Engaging with diverse literary genres fosters creativity and imaginative thinking, beneficial in fields such as marketing, design, and the arts.
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study English, Literature (General), or Essential English (Applied).</p>
<p>Careers</p>	<p>Possible career paths in English include: Journalism, Law, Communication, Writing, Marketing, Advertising, International Diplomacy, ESL Teacher, Publishing, Public Relations, Publicity, Social Media Manager, Speech Writer, Events Management, Tourism, Speech Pathology, Media Presenter, Critic, Cultural Anthropologist, Museum/Gallery/ Library Curating, Community Outreach, HR, Social Work, Charity Management, Editing and Copywriting.</p>

<p>Subject information</p>	<p>All students will participate in an English program. In semester one, students will study the same English program as their peers. In semester two Essential English students will then study texts, ideas and concepts that have an Essential English focus. This subject focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.</p> <p>Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:</p> <ul style="list-style-type: none"> • skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts • skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences • enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style • creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others <p>A course of study in English promotes open mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</p>
<p>Unit Summary</p>	<p style="text-align: center;">Units</p>
<p>Unit Summary</p>	<p>Across 4 units, students will engage with a range of texts that may include novels, plays, poetry, media texts, film and television.</p>
<p>Types of Assessment</p>	<p>Students will undertake a combination of both written and spoken tasks. They will explore imaginative, persuasive and analytical genres throughout the year.</p>
<p>Timetabling</p>	<p>The study of English is a requirement for all students in Year 10 for the whole year. Students who select “Essential English” will study “English” in semester one but will study “Essential English” in semester two.</p>
<p>Special subject requirements</p>	<p>NA</p>
<p>Fees</p>	<p>School resource scheme: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of English that may incur a cost.</p>
<p>Why choose English?</p>	<p>By studying English students will develop skills in:</p> <ul style="list-style-type: none"> • Communication: Studying English enhances written and verbal communication abilities, essential for effective interaction in any profession, from law to customer service. • Critical Thinking: Analysing literature and texts develops critical thinking and interpretative skills, valuable for problem-solving and decision-making in careers like business, science, and technology. • Creativity and Imagination: Engaging with diverse literary genres fosters creativity and imaginative thinking, beneficial in fields such as marketing, design, and the arts.
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study English, Literature (General), or Essential English (Applied).</p>
<p>Careers</p>	<p>Possible career paths in English include: Journalism, Law, Communication, Writing, Marketing, Advertising, International Diplomacy, ESL Teacher, Publishing, Public Relations, Publicity, Social Media Manager, Speech Writer, Events Management, Tourism, Speech Pathology, Media Presenter, Critic, Cultural Anthropologist, Museum/Gallery/ Library Curating, Community Outreach, HR, Social Work, Charity Management, Editing and Copywriting.</p>

<p>Subject information</p>	<p>Business and Economics provides opportunities to develop along two pathways. Economics, being integral to every aspect of our lives, challenges students to use evidence and be innovative when solving problems and considering policies from various perspectives. Business is represented in every aspect of society, and challenges students academically, and exposes them to real life practices. The knowledge and skills developed in Business prepare students to be potential employees, employers, leaders, or managers of the future. A foundation in these subjects is recommended for students who intend to do further study in either Business or Economics in year 11 and 12.</p>	
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>
	<p>Managing the Economy Students investigate a range of factors that influence individual, financial and economic decision-making. They will examine the government's management of the economy to improve economic growth and living standards.</p>	<p>Business Productivity Students investigate a range of factors that influence individual, financial and economic decision-making. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.</p>
<p>Types of Assessment</p>	<p>Combination response exam</p>	<p>Investigation - Case Studies</p>
<p>Timetabling</p>	<p>This subject is offered for one semester only and can not be repeated. Students may choose more than one Humanities subject.</p>	
<p>Special subject requirements</p>	<p>NA</p>	
<p>Fees</p>	<p>School resource scheme: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Business & Economics that may incur a cost.</p>	
<p>Why choose Business & Economics?</p>	<p>By studying Business and Economics students will develop skills in:</p> <ul style="list-style-type: none"> • Financial Literacy: Business education provides a solid understanding of financial principles and management, essential for personal finance and roles in any industry. • Strategic Thinking: It develops strategic planning and decision-making skills, valuable for leadership positions and entrepreneurial endeavours. • Effective Communication: The subject enhances communication skills through presentations, reports, and collaborative projects, crucial for teamwork and client interactions in all professions. • Problem-Solving Skills: Business studies foster analytical and problem-solving abilities by examining case studies and real-world scenarios, applicable in operations, marketing, and beyond. 	
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Economics, Legal Studies, Business, Ancient History, Modern History and Geography (General), Business Studies and Social and Community Studies (Applied) or complete a VET Certificate course in Business.</p>	
<p>Careers</p>	<p>Possible career paths in Economics and Business include: Business manager/operator, Accountant, Financial Planner, Financial Analyst, Marketing, Public Relations, International Relations, Economist, Journalist, Teacher & Actuary.</p>	

<p>Subject information</p>	<p>In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe.. These challenges include managing environmental change and human wellbeing. Fieldwork and spatial technologies are central to the study of Geography in the 21st century. They provide authentic opportunities for students to engage in real-world applications of geographical skills. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.</p>	
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>
	<p><i>Human Wellbeing and the Geography of Disease</i></p> <p>Students will investigate the differences in human wellbeing on a local, national and global scale. They will explore spatial variations in wellbeing and examine possible reasons why a person's wellbeing is influenced by where they live. Potential case studies include disease, war and inequality within countries.</p>	<p><i>Coastal Environments (Marine Environments)</i></p> <p>Students will investigate coastal and marine environments and how to manage these areas to ensure sustainability in for future generations. There will be a focus on fieldwork in this unit to collect primary data to analyse to help make informed decisions to best manage coastal environments.</p>
<p>Types of Assessment</p>	<p>Combination response exam</p> <p>Field Report</p>	
<p>Timetabling</p>	<p>This subject is offered for one semester only and can not be repeated. Students may choose more than one Humanities subject.</p>	
<p>Special subject requirements</p>	<p>NA</p>	
<p>Fees</p>	<p>School resource scheme: \$45 which includes resource hire of Cambridge Humanities text (\$20) and stationery (geospatial skills book, coloured pencils, cardboard, stationery, graph paper) (\$25) User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities, such as a field trip related to the study of Geography that may incur a cost.</p>	
<p>Why choose Geography?</p>	<p>By studying Geography students will develop skills in:</p> <ul style="list-style-type: none"> fieldwork. As Geography is a practical subject it will involve students participating in excursions and/or camps to collect data to analyse in class. critical and creative thinking: Geography fosters critical analysis and problem-solving skills by examining complex systems such as ecosystems, urban planning, and climate patterns, which are applicable in fields ranging from business to engineering the use of spatial technologies. Geographic Information Systems (GIS) are recognised as Science, Technology, Engineer and Mathematics (STEM), which is a fast-growing area of employment. 	
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Geography, Legal Studies, Economics, Ancient History, Modern History and Business (General), Tourism and Social and Community Studies (Applied) or complete a VET Certificate course.</p>	
<p>Careers</p>	<p>Possible career paths in Geography include: urban and environmental design, planning and management, biological and environmental science, conservation and land management, emergency response and hazard management, oceanography, surveying, demographer, global security, economics, business, law and information technology.</p>	

<p>Subject information</p>	<p>Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures. Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.</p>	
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>
	<p>Second World War Students will explore the origins of the Second World War by investigating the rise of Adolf Hitler, the Holocaust, as well as key battles in both the European and Pacific theatres of war. This comprehensive study will provide insights into the political, social, and economic factors that led to the global conflict, as well as the profound impact it had on the world.</p>	<p>Building Modern Australia Students will investigate how Australian society was affected by significant global events and changes in this period and how these events have shaped life in Australia today. They will explore the impacts of the Cold war and the Vietnam war, civil rights movements and Australia's immigration and border protection policies.</p>
<p>Types of Assessment</p>	<p>Investigation - Historical essay based on research</p>	<p>Exam - responding to sources</p>
<p>Timetabling</p>	<p>This subject is offered for one semester only and can not be repeated. Students may choose more than one Humanities subject.</p>	
<p>Special subject requirements</p>	<p>NA</p>	
<p>Fees</p>	<p>School resource scheme: \$40 which includes resource hire of Cambridge Humanities text (\$60) and stationery (coloured pencils, cardboard, pens, cardboard, art materials) (\$20) User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of History that may incur a cost.</p>	
<p>Why choose History?</p>	<p>How can the skills you gained by studying History transfer to your future career pathway?</p> <ul style="list-style-type: none"> • Critical Thinking: History teaches students to critically evaluate sources and evidence, fostering analytical skills that are essential in law, journalism, and research. • Understanding Context: It provides insights into the context behind current events and societal trends, enhancing decision-making abilities in fields like politics, business, and public policy. • Communication Skills: Studying history involves constructing coherent narratives and arguments, improving written and verbal communication skills valuable in any profession. • Interdisciplinary Research Skills: The rigorous research methodologies practiced in history can be transferred to other subjects, enhancing academic performance. 	
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Geography, Legal Studies, Economics, Ancient History, Modern History and Business (General), Tourism and Social and Community Studies (Applied) or complete a VET Certificate course.</p>	
<p>Careers</p>	<p>Possible career paths in Modern History Include: Politician, Lawyer, Film Maker, University Lecturer, International Diplomat, Political Advisor, Commentator Journalist, Tour Guide, Writer, Historian, Creative and Travel, Teacher, Archaeologist, Museum Curator, and Librarian.</p>	

Please note that the information in this subject guide is subject to change. We encourage you to stay in touch with the College for the most up-to-date details and any adjustments to the curriculum.

Subject information	<p>Legal Studies provides students with an understanding of their legal rights and responsibilities. They will develop an understanding of the ways in which the legal system can affect the lives of Australian citizens, and how it affects their rights and responsibilities. As a member of the Australian community, it is important to know and understand the impacts that legal decisions can have on society and how diverse groups influence and are influenced by the legal system. Importantly, students will learn about their legal obligations to the society in which they live and the individual rights and freedoms of those living in a democracy.</p>	
Unit Summary	<p style="text-align: center;">Unit 1</p>	<p style="text-align: center;">Unit 2</p>
	<p>Controversial Cases in Australian Law Students will delve into the world of legal controversies focusing on high-profile High Court cases in Australia. Through immersive case studies students discover how these critical rulings have shaped the nation's legal framework.</p>	<p>Human Rights & International Law Dive into the fascinating world of law as we explore how Australia's international obligations shape its legal system. This unit will use captivating case studies on different human rights issues impacting Australia and neighbouring countries.</p>
Types of Assessment	<p style="text-align: center;">Investigation - Argumentative Essay</p>	<p style="text-align: center;">Combination Response Exam</p>
Timetabling	<p>This subject is offered for one semester only and can not be repeated. Students may choose more than one Humanities subject.</p>	
Special subject requirements	<p>NA</p>	
Fees	<p>School resource scheme: \$40 which includes resource hire of Cambridge Humanities text (\$60) and stationery (coloured pencils, cardboard, pens, cardboard, art materials) (\$20) User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of History that may incur a cost.</p>	
Why choose Legal Studies?	<p>How can the skills you gained by studying Legal Studies transfer to your future career pathway?</p> <ul style="list-style-type: none"> • Critical Analysis: Studying law develops the ability to critically analyse complex information and arguments, a skill applicable in professions like business, journalism, and science. • Effective Communication: It enhances both written and verbal communication skills through structured debates and clear, persuasive writing, essential for careers in management, marketing, and education. • Problem-Solving Abilities: It builds problem-solving skills by examining legal cases and scenarios, useful in conflict resolution, project management, and strategic planning in various industries. • Research Skills: The subject equips students with robust research skills, including legal research and case analysis, which are transferable to other academic subjects and essential for evidence-based decision-making in any profession. 	
Pathways	<p>In Years 11 and 12 students can continue to study Geography, Legal Studies, Economics, Ancient History, Modern History and Business (General), Tourism and Social and Community Studies (Applied) or complete a VET Certificate course, such as Certificate III in Crime and Justice.</p>	
Careers	<p>Possible career paths in Legal Studies Include: Lawyer, Barrister, Police Officer, Paralegal, Politics, Judge, Criminologist, Journalist, Politician, International Diplomat & Human Resources</p>	



Health & Wellbeing

The Health and Wellbeing Institute supports students to develop the knowledge, skills and confidence needed to lead healthy, active and balanced lives. Through engaging and practical learning experiences, students learn how to care for their physical, social and emotional wellbeing while building habits that support lifelong health.

A key focus of the Institute is helping students develop movement skills, teamwork and confidence through participation in a wide range of physical activities. Students learn how to work effectively with others, challenge themselves and enjoy being active in a supportive environment.

Students also explore important health and wellbeing topics that help them understand themselves and others. They develop skills in resilience, decision-making, communication and relationship building, empowering them to make positive choices and contribute to healthy communities.

In Years 7–9, all students participate in Health and Physical Education, where they experience a variety of individual and team activities while learning about topics that support their overall wellbeing.

In Years 10–12, students can choose specialised subjects such as Physical Education, Health, and Sport and Recreation. Additional opportunities, including outdoor education, fitness and industry-related programs, may also be available, allowing students to pursue their interests and prepare for future study, training and career pathways in health, sport and wellbeing.



Subject information	<p>Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.</p> <p>Students critique health information, services and media messaging about lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions.</p>	
Unit Summary	Unit 1	Unit 2
	<i>Health benefits of physical activity</i>	<i>Sustainable food and nutrition</i>
Types of Assessment	Investigation - Inquiry	Project - folio
Timetabling	<p>This subject is offered for one semester only and cannot be repeated. Students may choose more than one Health and Physical Education subject.</p>	
Special subject requirements	NA	
Fees	<p>School resource scheme: School resource scheme: \$20 for stationery (exercise books, poster paper, pencils, pens)</p> <p>User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Health that may incur a cost.</p>	
Why choose Health Education?	<p>How can the skills you gained by studying Health Education transfer to your future career pathway? Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.</p>	
Pathways	<p>In Years 11 and 12 students can continue to study Health and Physical Education (General), Sport & Recreation (Applied) or complete a VET Certificate course.</p>	
Careers	<p>Health is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.</p>	

Physical Education

Health and Wellbeing

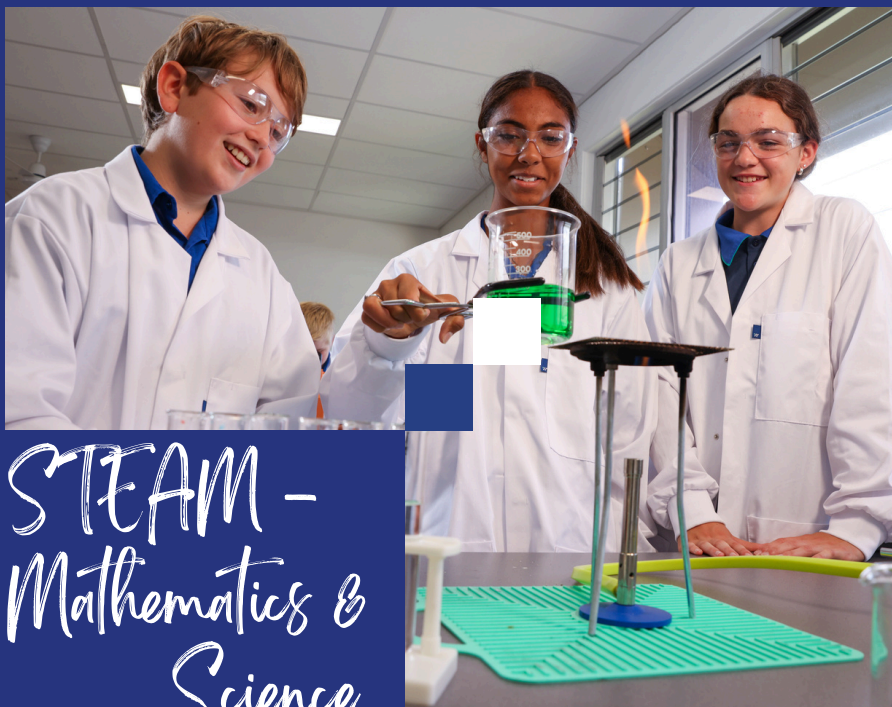
<p>Subject information</p>	<p>The skills developed in Physical Education may be oriented toward work, further study, personal fitness or general health and wellbeing. Student learning experiences in Physical Education focus on enhancing performance, participation and engagement in physical activities for self and others. Learners in Physical Education will also develop critical thinking skills, communication skills, personal and social skills as well as ICT skills.</p> <p>Active participation in Physical Education is central to success. An integrated approach between classroom and physical activity settings allows students to learn in, through and about physical activity. Active participation in physical education allows students to learn how body and movement concepts as well as biophysical and sociocultural concepts and principles can be used to optimise performance and engagement in physical activity.</p>			
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
	<p><i>Primary and secondary data in physical activities</i></p>	<p><i>Exercise physiology</i></p>	<p><i>Ethics in sport and physical activities</i></p>	<p><i>Using biomechanics to enhance performance</i></p>
<p>Types of Assessment</p>	<p>Project - folio</p>	<p>Project - folio</p>	<p>Project - folio</p>	<p>Project - folio</p>
<p>Special subject requirements</p>	<p>NA</p>			
<p>Fees</p>	<p>School resource scheme: \$20 for stationery (exercise books, poster paper, pencils, pens) User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Physical Education that may incur a cost.</p>			
<p>Why choose Physical Education?</p>	<p>How can the skills you gained by studying Physical Education transfer to your future career pathway? Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.</p>			
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Health and Physical Education (General), Sport & Recreation (Applied) or complete a VET Certificate course.</p>			
<p>Careers</p>	<p>Physical Education is a subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.</p>			

Please note that the information in this subject guide is subject to change. We encourage you to stay in touch with the College for the most up-to-date details and any adjustments to the curriculum.

Sport & Recreation

Health and Wellbeing

<p>Subject information</p>	<p>The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.</p> <p>Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.</p>			
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
	<p>Community Coaching & Officiating Sport Australia Community Coaching Course Level 1 Referee Course</p>	<p>Tournament & Events Management Volunteer at a major athletic even on Sunshine Coast (e.g. Oztag Super Series/Fittest %)</p>	<p>Outdoor Leadership Orienteering Compete at the All Schools Orienteering Event</p>	<p>Athlete Development Weight training</p>
<p>Types of Assessment</p>	<p>Investigation - inquiry</p>	<p>Project - folio</p>	<p>Practical/Performance</p>	<p>Project - folio</p>
<p>Special subject requirements</p>	<p>NA</p>			
<p>Fees</p>	<p>School resource scheme: \$20 for stationery (exercise books, poster paper, pencils, pens) User pays: To support engagement with the curriculum, students will be participating in activities related to the study of Sport & Recreation. This will incur a cost of approximately \$50 for this unit, to be confirmed at the time of each excursion.</p>			
<p>Why choose Sport & Recreation?</p>	<p>In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals. Sport and recreation involves students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.</p>			
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Health and Physical Education (General), Sport & Recreation (Applied) or complete a VET Certificate course, such as a Certificate II in Sport & Recreation or a Certificate II in Fitness.</p>			
<p>Careers</p>	<p>A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.</p>			



STEAM - Mathematics & Science

In the STEAM Institute - Mathematics and Science is designed to guide student inquiry, dialogue and critical thinking.

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives. The study of mathematics is essential for employment in the Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world. Mathematics can help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. The study of science supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers. Not only is learning science a valuable pursuit in its own right through the natural curiosity and joy of scientific discovery, but it is also enables students to develop, model, analyse and improve solutions to real-world problems, and supports students to access further study and a variety of careers and jobs within or outside of STEM fields.

Subject information	<p>This course allows students to develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes. It develops an ability to reason as well as pose and solve problems in number and algebra, measurement and geometry, statistics and probability.</p> <p>Students will be able to recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.</p>			
Unit Summary	Unit 1	Unit 2	Unit 3	Unit 4
	<i>Number & Algebra</i>	<i>Statistics & Probability</i>	<i>Measurement & Space</i>	<i>Modelling using functions</i>
Types of Assessment	<p>Students will be assessed using a selection of Problem Solving and Modelling Tasks and examinations.</p>			
Timetabling	<p>This subject is a requirement for all students in Year 10 for the whole year.</p>			
Special subject requirements	<p>NA</p>			
Fees	<p>School resource scheme: \$50 includes textbook hire, exercise books, stationery and calculators.</p> <p>Subject fees: There may be a fee attached to this subject. Cost to be advised.</p> <p>User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Mathematics that may incur a cost.</p>			
Why choose Mathematics?	<p>The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematical ideas have evolved across cultures over thousands of years and are continually developing. The modern world is influenced by ever expanding computational power, digital systems, automation, artificial intelligence, economics and a data driven society. This leads to the need for a capable Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning and logical thinking. Interdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing these competencies supports students in pursuing a variety of careers and occupations within STEM and other fields.</p>			
Pathways	<p>In Years 11 and 12 students can continue to study General Mathematics, Mathematical Methods and Specialist Mathematics (General). and Essential Mathematics (Applied).</p>			
Careers	<p>Confident, creative users and communicators of mathematics are able to investigate, represent and interpret situations in their personal and work lives and become active citizens. Mathematics is useful in a wide variety of careers including finance, science, advanced manufacturing, business, various trades, health and education.</p>			

<p>Subject information</p>	<p>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. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the various disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. Students have the opportunity 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. Students are guided towards the science area(s) they would like to pursue in senior studies through their navigation of this subject.</p>			
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
	<p><i>Life and Evolution within a larger ecosystem</i></p>	<p><i>Why is the periodic table such a big deal?</i></p>	<p><i>How does the creation and use of energy effect our lives?</i></p>	<p><i>Why is accelerating climate change a threat to biodiversity?</i></p>
<p>Types of Assessment</p>	<p>Students will be assessed using a selection of research tasks, data tests, student experiments and examinations.</p>			
<p>Timetabling</p>	<p>This subject is a requirement for all students in Year 10 for the whole year.</p>			
<p>Special subject requirements</p>	<p>The Science course is designed to enable all students to acquire and develop the prerequisite skills and understanding to work scientifically, and to prepare students for the range of QCAA year 11 to 12 science syllabuses.</p>			
<p>Fees</p>	<p>School resource scheme: \$50 textbook hire, chemicals. Subject fees: There may be a fee attached to the subject. Cost to be advised. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Science that may incur a cost.</p>			
<p>Why choose Science?</p>	<p>Learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery. They can nurture their natural curiosity about the world around them. In developing scientific literacy, students use critical and creative thinking skills, and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices. The wider benefits of scientific literacy include enabling students to engage meaningfully with contemporary issues, evaluate different points of view and make informed decisions. Learning science is important for a diverse and capable science, technology, engineering and mathematics (STEM) workforce. Transdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing STEM competencies enables students to develop, model, analyse and improve solutions to real-world problems, and supports students to access further study and a variety of careers and jobs within or outside of STEM fields</p>			
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study a range of Science subjects including Biology, Chemistry, Physics and Marine Science (General), and Science in Practice (Applied).</p>			
<p>Careers</p>	<p>A course in science allows students to develop the ability to analyse, evaluate and synthesize scientific information and claims. Science students have the ability to approach unfamiliar situations with creativity and resilience. They design and model solutions to local and global problems in a scientific context. Students develop technology skills in a scientific context. Scientific understanding supports careers in Health, Education, Science, Trades and Business. Some careers e.g. electrician require Science in Year 10.</p>			

Please note that the information in this subject guide is subject to change. We encourage you to stay in touch with the College for the most up-to-date details and any adjustments to the curriculum.



STEAM – Technologies



The Technologies learning area within the STEAM Institute helps students develop the knowledge, skills and confidence needed to succeed in a rapidly changing world. Through practical, hands-on learning, students are encouraged to be creative, think critically, solve problems and design innovative solutions to real-world challenges.

Students explore how technology influences everyday life and discover how ideas can be transformed into products, services and solutions that meet the needs of individuals and communities.

In Years 7–9, students engage in a range of exciting learning experiences across Design and Technologies, Food Specialisations and Digital Technologies. They may design and create products, investigate sustainable solutions, develop digital skills, explore engineering concepts, learn coding and robotics, and create food products while developing an understanding of nutrition and food design. These experiences help students build practical skills, creativity and confidence.

In Years 10–12, students can choose specialised Technology subjects that align with their interests, strengths and future goals. Subjects may include Materials Specialisations, Food Specialisations, Design, and Emerging Technologies. Students undertake more complex projects, apply industry-standard processes and develop skills that prepare them for further study, vocational training and future careers.

The Technologies curriculum provides students with opportunities to become innovative thinkers, capable problem-solvers and confident creators who are well prepared for the opportunities and challenges of the future.

Design Technologies



STEAM - Technologies

<p>Subject information</p>	<p>Explore the exciting world of design in Year 10, where students enhance their creative and critical thinking, problem-solving, decision-making, and practical skills. By the end of the semester, students will have developed impressive portfolios that showcase their design ideas and production processes through sketching, prototyping, and 3D modelling. Students will learn the skills to independently create lo-fidelity prototypes using contemporary methods like 3D printing and laser cutting, and will design and produce innovative products, services, or environments. Join us to unleash your potential and bring your innovative ideas to life!</p>			
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
	<p>EcoCoast Home In this unit, students design and model a sustainable tiny home, exploring energy-efficient solutions, space optimization, and eco-friendly materials.</p>	<p>Street Furniture In this unit, students design functional and creative street furniture, considering usability, aesthetics, and public space needs.</p>	<p>Zero-waste Design In this unit, students will develop their design thinking and visual communication skills to present a sustainable service design.</p>	<p>Cultural Commerce In this unit, students will consider the role of the client and consumer to design for a product diverse market.</p>
<p>Types of Assessment</p>	<p>Project (10 weeks)</p>	<p>Examination</p>	<p>Project (10 weeks)</p>	<p>Examination</p>
<p>Special subject requirements</p>	<p>NA</p>			
<p>Fees</p>	<p>Subject fees: \$50 includes sketching and prototype stationery, fine liner pens, coloured pens, colour pencils, sketching pencils, ruler, eraser. User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Design Technologies that may incur a cost.</p>			
<p>Why choose Design Technologies?</p>	<p>Design technologies enriches us in every aspect of our daily lives, moulding our experiences moment by moment. Each day, we engage with meticulously crafted products, environments, and services that captivate our senses through touch, sight, sound, and so much more.</p> <p>Studying Design technologies offers students a unique opportunity to develop their critical thinking, creativity, and problem-solving skills. Engaging with design principles and prototyping processes, allows students to explore innovative solutions to real-world challenges, fostering a sense of curiosity and inventiveness. Design education significantly boosts visual communication abilities and technological proficiency, both of which are essential in today's rapidly evolving world of work. By studying design, students can build a strong foundation for future careers in various creative fields or use they can use the versatile and beneficial skills gained across other disciplines. Studying design ensures students are well-prepared for a wide range of opportunities.</p>			
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Design (General), Building & Construction Skills, Furnishing Skills, Industrial Technology Skills (Applied) or complete a VET Certificate course.</p>			
<p>Careers</p>	<p>Studying Design technologies can establish a basis for further education and employment in a variety of creative problem-solving fields of architecture, interior design, landscape design, fashion design, graphic design and digital media design.</p>			

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Subject information	<p>In Year 10 Digital Technologies, students strengthen their creative and critical thinking, problem-solving, and decision-making skills using advanced digital tools. They explore data collection, visualisation, and interpretation, and design interactive digital products using industry-standard software. By the end of the course, students develop a portfolio of coding projects and digital designs, showcasing their ability to create functional digital solutions.</p>			
Unit Summary	Unit 1	Unit 2	Unit 3	Unit 4
	<p>Driving the Future with Smart Cars</p> <p>In this unit, students step into the role of data analysts developing autonomous vehicles. Investigating how data can be used to improve decision-making, navigation and safety.</p>	<p>Code Quest Game Design</p> <p>In this unit, students design and develop an interactive text-based or graphical game using object-oriented programming principles.</p>	<p>Palmview State Secondary College is committed to developing the curriculum for this course as it continues to grow and new subjects/units are offered to students for the first time.</p>	
Types of Assessment	Project (10 weeks)	Project (10 weeks)	<i>In development</i>	
Special subject requirements	NA			
Fees	<p>Subject fees: \$40 includes sketching and prototype stationery, project resources, LEDs, Programmable Nano.</p> <p>User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Digital Technologies that may incur a cost.</p>			
Why choose Digital Technologies?	<p>Studying Digital Technologies gives students the opportunity to develop skills in coding, data handling, and digital design, while exploring the social and ethical impacts of technology. The subject builds creativity, critical thinking, and problem-solving as students design solutions to real-world challenges. Students gain hands-on experience with industry-relevant tools, building practical knowledge for everyday use and future pathways such as software development, cybersecurity, and digital media. Overall, the subject prepares students for a technology-driven future, combining practical skills with an understanding of the digital world.</p>			
Pathways	<p>In Years 11 and 12 students can continue to study Aerospace or Digital Solutions (General), Information & Communication Technology (Applied) or complete a VET Certificate course, for example Certificate II in Applied Technologies.</p>			
Careers	<p>Studying Digital Technologies can establish a foundation for further education and employment in a wide range of technology-driven fields. This includes careers in software development, game design, data science, cybersecurity, artificial intelligence, digital media, web and app development, and information systems management.</p>			

Food Specialisation

STEAM - Technologies

<p>Subject information</p>	<p>Dive into the fascinating world of Food Specialisations within the Year 10 Australian Curriculum. Students will enhance their creative and critical thinking, problem-solving, decision-making, and practical skills in this comprehensive program. By the end of the semester, they will have developed impressive portfolios showcasing their understanding of food science, nutrition, and culinary principles through research, analysis, and innovative projects. Students will gain hands-on experience in food-related activities, including food safety, sensory evaluations, and product development. Join us to unleash your potential and bring your innovative food ideas to life!</p>			
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
	<p>Food Truck In this unit, students experience the excitement of street food as students plan, prepare, and serve a complete food truck-style meal.</p>	<p>Sustainable Cook Off In this unit, students research sustainable food practices, organic farming and how to reduce food waste.</p>	<p>Palmview State Secondary College is committed to developing the curriculum for this course as it continues to grow and new subjects/units are offered to students for the first time.</p>	
<p>Types of Assessment</p>	<p>Project (10 weeks)</p>	<p>Examination</p>	<p><i>In development</i></p>	
<p>Special subject requirements</p>	<p>NA</p>			
<p>Fees</p>	<p>Subject fees: \$60 for food consumables User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Food Specialisation that may incur a cost.</p>			
<p>Why choose Food Specialisation?</p>	<p>Studying Food Specialisation offers students a unique opportunity to develop essential skills in nutrition, food science, and food safety, while also exploring the cultural, social, and environmental aspects of food. Engaging in this subject fosters creativity, critical thinking, and problem-solving abilities, as students tackle real-world challenges such as sustainable food practices and healthy eating. Additionally, students gain practical knowledge that enhances everyday life and lays a strong foundation for careers in the food industry, health sciences, or hospitality.</p> <p>By studying Food Specialisation, students not only enrich their understanding of the foods we consume but also prepare themselves for a world of opportunities in a field that touches every aspect of our lives. It's an exciting and versatile subject that offers a blend of theoretical knowledge and practical skills, equipping students to make informed choices and contribute positively to their community.</p>			
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Food & Nutrition (General), Hospitality Practices (Applied) or complete a VET Certificate course, for example Certificate II in Hospitality.</p>			
<p>Careers</p>	<p>Studying Food Specialisation can establish a foundation for further education and employment in various fields within the Hospitality and Food and Nutrition sectors. This includes careers in culinary arts, food science and technology, nutrition and dietetics, hospitality management, food marketing, and event planning.</p>			

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Materials and Specialisation

STEAM - Technologies

<p>Subject information</p>	<p>Explore the exciting world of Materials and Technologies in Year 10, where students enhance their creative and critical thinking, problem-solving, decision-making, and practical skills. By the end of the semester, students will have developed a solid foundation in working with various materials such as wood, plastics and foam. They will learn to skilfully and safely produce projects in the workshop, gaining hands-on experience and valuable skills that will benefit them in many future endeavours. This course not only equips students with technical know-how but also fosters a sense of accomplishment and confidence as they see their creative ideas come to life.</p>			
<p>Unit Summary</p>	<p>Unit 1</p>	<p>Unit 2</p>	<p>Unit 3</p>	<p>Unit 4</p>
	<p>Jewellery Box In this unit, students build craftsmanship and production skills by working with a variety of materials to safely design and create a jewellery box.</p>	<p>Coffee Table In this project, students build a coffee table, developing skills in planning, measuring, and construction. They work with a range of materials and tools to safely produce a functional and well-finished product.</p>	<p>Blue Tooth Speaker In this project, students design and build a functional Bluetooth speaker, combining creativity with practical electronics and construction skills.</p>	<p>Chess Board In this unit, students are to craft a custom chessboard, developing precision, craftsmanship, and practical woodworking skills.</p>
<p>Types of Assessment</p>	<p>Project (10 weeks)</p>	<p>Project (10 weeks)</p>	<p>Project (10 weeks)</p>	<p>Project (7 weeks)</p>
<p>Special subject requirements</p>	<p>Leather enclosed shoes must be worn at all times for this subject.</p>			
<p>Fees</p>	<p>Subject fees: \$75 includes project resources User pays: To support engagement with the curriculum, students may be given an opportunity to participate in activities related to the study of Materials Specialisation that may incur a cost.</p>			
<p>Why choose Technology and Material Specialisation (Wood)?</p>	<p>This hands-on course develops students' craftsmanship, problem-solving, and practical skills, including the safe and effective use of tools and machinery. Students learn to interpret technical information, plan and sequence processes, evaluate their work, and adapt designs—preparing them for trade careers while building confidence and practical problem-solving abilities.</p>			
<p>Pathways</p>	<p>In Years 11 and 12 students can continue to study Design (General), Building & Construction Skills, Furnishing Skills, Industrial Technology Skills (Applied) or complete a VET Certificate course.</p>			
<p>Careers</p>	<p>Studying Materials Specialisation can establish a basis for further education and employment in the trade industry. With additional training and experience, potential employment opportunities may be found in trades such as, wood machinist, cabinet-maker, painter and decorator, carpenter, plumber, landscaper and electrician.</p>			

Fees

Student Resource Scheme

Palmview State Secondary College operates a Student Resource Scheme (SRS) for Years 7 to 11 to:

- Minimise the costs to parents/carers of providing textbooks and other learning resources for their child/ren, by securing discounts, through early payment and bulk ordering.
- Ensure that an adequate bank of resources is available to guarantee a good quality education for all students.

The SRS is organised by the school and has the support of the Parents' and Citizens' Association.

The SRS operates under the policies and guidelines of the Department of Education and parents/carers are under no obligation to join. A parent who does not wish to join the scheme is responsible for providing the student with the items that would otherwise have been provided to the student by the scheme, as detailed on the year level subject requirements list.

Parents wishing to take advantage of the services provided by the SRS sign the relevant form agreeing to the conditions therein upon enrolment and then pay the annual SRS participation fee. The SRS provides the entire package for the specified participation fee and is not available in part.

Elective Fees

Please note that there may be changes to elective fees outlined in the subject pages.

Some subjects require students to use materials to fulfil assessment requirements. For example, in Art, students produce paintings, in Design and Technology, students design and produce a number of workshop items. These projects become the personal property of students. The subject fee is for the costs of materials used in producing these items. Students who have an approved pathway change during the term, will receive an adjusted invoice for the new subject fees.

Additional items/ excursions

Where a third party charges the school for the activity a user pay fee is charged to the parent/guardian. User pays are for external charges to the school, for example bus hire, admission costs, guest speakers and camp fees.

User pays are to be balanced for each activity and a refund must be given if the amount calculated for the refund is over \$10 per student (as per school refund policy, endorsed by the Parents' and Citizens' Association).

User pays are invoiced throughout the year prior to each activity. Invoices are emailed home and must be paid prior to the activity in order for the student to attend.