

2026



Lower School Curriculum Information Handbook

RESPECT ASPIRE RESILIENCE

INDEPENDENT PUBLIC SCHOOL | STEM INNOVATION SCHOOL

Approved Specialist Program STEM

**CHAMPION BAY
SENIOR HIGH SCHOOL**



ENLIGHTEN

Table of Contents

Introduction	2
Contributions and Charges	3
General Information	4
Specialist Programs.....	6
Afterschool Interest Groups.....	10
Year 7 and Year 9 NAPLAN.....	10
Course Pathways.....	12
Year 10 Examinations.....	16
Compulsory Courses	17
English.....	17
Health and Physical Education.....	18
Humanities and Social Sciences	19
Languages	20
Literacy.....	21
Mathematics.....	22
Science	23
Technologies	24
The Arts.....	25
Elective Courses in Year 9	27
Elective Courses in Year 10	33
Endorsed Programs.....	40
Year 10 Champions At Work Program	40
Further information	42
Useful Terms and Acronyms	43
Year 9 - Planning Your Choices	44
Year 10 - Planning Your Choices	45

Important key terms used in this Curriculum Information Handbook are:

ATAR	Australian Tertiary Admission Rank
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
SCSA	School Curriculum and Standards Authority
STEM	Science, Technology, Engineering and Mathematics
VET	Vocational and Education Training
WACE	Western Australian Certificate of Education

Finalised contributions and charges will be published in Term 4, 2025.

In **Years 9 and 10**, a 50% deposit for all **high-cost electives** is required to secure a place in courses. Finalised course contributions and charges will be published in Term 4, 2025. Some elective courses may not be timetabled where there are very small student numbers selecting that course.

Introduction

It is with great pleasure that I provide our Lower School Curriculum Handbook, whether you are a new student starting your secondary schooling journey with us or a continuing student at Champion Bay Senior High School.

All students undertake compulsory courses in English, Health, Humanities and Social Sciences, Mathematics, Physical Education and Science from the Western Australian year-level syllabus. We also have comprehensive programs in Technologies and the Arts. If your child is part of our specialist Instrumental Music School Services (IMSS) program, then they undertake year-long Specialist Music, in conjunction with their instrumental lessons, Visual Arts and Technologies. Students also do a Second Language, such as Indonesian, unless they are identified as requiring Literacy and Numeracy Enrichment.

Our **Science, Technology, Engineering and Mathematics (STEM) Specialist Approved Program – the Champions Innovation Academy** commenced in 2020. This program is selective and parents from outside our local intake area can nominate their students to undergo testing for a place in this specialist program. Year 7 students who are successful will be offered a place in this program until Year 10. Approved Specialist Programs give children real world skills and a head start in reaching career goals.

Champion Bay Senior High School also supports the Department of Education Gifted and Talented Education program online. Some students work across all of the Mathematics, English, Science and Humanities and Social Sciences (MESH) Learning Areas online. Other students work across two selected MESH Learning Areas.

Year 7 and 9 students sit the National Assessment Program – Literacy and Numeracy (NAPLAN) in Term One. In Term 4, Year 9 students who have not met the literacy and numeracy standard in NAPLAN will do the Online Literacy and Numeracy Assessment (OLNA). Year 10 students who did not meet the standard also sit OLNA.

We believe in empowering our students to become independent learners, critical thinkers and problem solvers, in order for them to achieve their academic, social and emotional potential.

We hope you will encourage your child to make this their goal and to develop or consolidate a home study routine and timetable which allocates time each night (or five hours over the week) to complete specific work assigned by teachers or review notes to consolidate what you have learnt during the day at school. Students should also be reading each night for thirty minutes for interest and pleasure.

Our RAR motto, **'Respect, Aspire, Resilience'** are at the core of all we do. Our *Good Standing Policy* requires maintaining attendance, behaviour, and completing all assessments in a timely manner and meeting all deadlines – the A, B, C.

Our school is a vibrant, welcoming place with many activities beyond the classroom environment to extend and challenge our students. We encourage all of our students to become involved and take the academic, sporting, cultural and artistic opportunities our school provides and be an involved respectful and resilient member of our learning team, house and school community. Our good standing policy enables all students to make positive decisions about their learning.

As you read through this handbook, if you require further information, please contact Champion Senior High School on 9965 8300 or championbay.shs@education.wa.edu.au.

Helen Lydon
Principal

Contributions and Charges

Government funding is provided to schools for the operating costs associated with the education of students. These costs include the salaries of teaching and support staff, student support services, school buildings, furniture and equipment, school maintenance, school security and operational costs.

Parents may be responsible for the cost of certain materials, services and facilities directly used or consumed by their students. This can include textbooks and the provision of text materials, specialist materials used in practical subjects (including Visual Arts, Media, Materials Technology and Food Technology), excursion costs, hire of specialist equipment and venues etc.

Parents are responsible for providing the student's personal items, such as pens, pencils, paper, files, notebooks, calculators, etc. These are required to be 'topped' up during the year as the need arises.

Eligible parents are advised to apply for the Secondary Assistance Scheme or Abstudy before the end of Term One each year. See the Administration office for details.

CONTRIBUTIONS

A contribution is a voluntary payment requested from parents towards the cost of materials, services and facilities used by students in the educational program. Each secondary school in Western Australia can request a contribution of \$235 per student per year in Years 7 to 10. Parents are asked to pay the contribution towards the cost of providing an education program that meets the requirements of the Western Australian Curriculum. It may include the hire of textbooks and provision of text materials, course materials etc. **This contribution is voluntary; however, the government has stated that parents who can afford to do so are expected and encouraged to pay the contribution costs.**

EXTRA COST ELECTIVE CHARGES (Years 7 to 10)

Charges are applied to students who have elected to participate in electives which incur an extra cost, such as our approved specialist programs in STEM and instrumental music/specialist music. **High cost (HC) electives in Years 9 and 10 require a 50% deposit upon selection. If full payment is not received**, students may be removed from the high cost elective to the low cost option provided.

Optional extra cost items are provided via a range of activities and services, such as Country week, excursions, HASS Tour, etc. **Participation is subject to payment in full prior to the event.** Where students wish to participate, payment will be requested during the school year when events are confirmed, and costs are finalised. **There is a requirement to discuss any outstanding contributions and charges prior to making a deposit for any camps, tours and Country week.**

If required parents/carers need to contact the school to negotiate a payment plan.

The contributions and charges listed in this handbook are anticipated charges based on 2025 costs and may be subject to change. The Board of Champion Bay Senior High School will determine final contributions and charges during Semester 2 2025. Parents will then be advised of actual course costs for 2026. The Contributions and Charges invoice for 2026 will be mailed to parents.

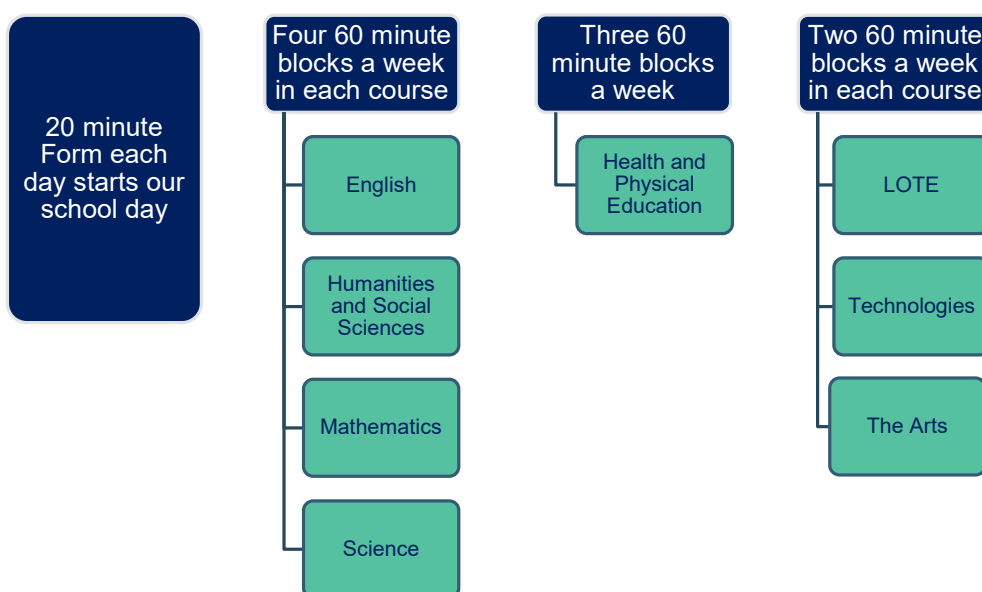
Our school has built up an excellent range of resources and students have been able to participate in a wide range of educational experiences. We hope that we will be able to continue to rely on the support of parents to provide these resources. Your support through payment of contributions and charges will help us ensure the continued provision of excellent facilities and services to your child. More detailed information regarding the payment of contributions and charges will be provided to all parents during Term 4. In the meantime, if you have any queries regarding contributions and charges, please contact either the Manager of Corporate Services or the Principal.

General Information

Champion Bay Senior High School has a weekly timetable. Students are provided with a copy of their timetable at the beginning of the year and are asked to copy this onto their iPad and into their school diary. Classes run for five, sixty minute sessions per day, i.e. 25 sessions per week in accordance with Department of Education policy.

Each morning, students attend Form for twenty minutes where daily attendance is recorded and information is given about student teams, school activities and events, absences are explained, and uniform and iPad devices are checked.

Your child will complete a **common compulsory curriculum** in all learning areas based on the Western Australian curriculum year-level syllabus set by the School Curriculum and Standards Authority (SCSA) each year from Years 7 to 10.



Student Teams

Students in Years 7 and 8 are organised into Student Teams with a Team Leader. This has a team focus and is designed to develop closer relationships between teachers, students and families/caregivers. It enables all stakeholders (school and home) to collaboratively respond to student needs by providing support and encouragement as well as assisting in problem solving as the need arises.

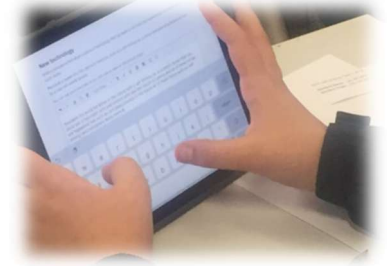
Students have their English, Humanities and Social Sciences and Mathematics classes with a team of specialist teachers in the Student Team building. Students access the laboratories for Science. Students are in mixed ability classes for all subjects and access specialist facilities for Physical Education, Technologies and the Arts. This is exclusive of the students who have been selected for a place in our **Champions Innovation Academy (Approved Specialist Program in STEM)**.

Students in Years 9, 10, 11 and 12 are part of the Learning Team structure. Their classes may be located in different parts of the school as they move to more specialised areas depending on their learning program. Students in Years 9, 10, 11 and 12 are supported by a Year Coordinator.

1:1 ICT Devices and Facilities

Each student is provided with an iPad to use in all classes to access curriculum and research materials, to increase their skills in the use of technology and to achieve positive learning outcomes. Students receive training on iPad use at the start of the year. Sessions on cyber safety, digital citizenship, and appropriate uses of a range of technologies in everyday use occur through the year.

They may also use desktop person computers in the Library, Cinema/Media Arts or Technologies laboratory as part of their coursework. A range of other devices including cameras and STEM equipment is also used across classes when needed.



The Network and Online Services Agreement outlines the need for **all ICT equipment to be used for work purposes only**.

STEM at Champion Bay Senior High School

As a **STEM Innovation School**, we understand the importance of integrating both STEM and STEAM thinking into our educational programs at Champion Bay Senior High School. This is in addition to our **STEM Specialist Approved Program – the Champions Innovation Academy**, which requires students to meet rigid selection criteria.

We offer students the opportunity to be involved in a number of programs throughout the year including being part of our Solar Car Challenge, First Lego League Robotics Teams and the University of Newcastle Science and Engineering Challenge.

Our Maker Space is open to students at recess, lunch and afterschool for students to work on personal projects and provides access to computers, stationary, robot components and small electronics.

During Science Week, we hold activities where students have opportunities to win some great prizes and trophies. There are live demonstrations and interactive displays, crafts, themed food and engineering challenges.

Throughout the year we also participate in competitions including the Australian Mathematics Competition, Big Science Competition and Have Sum Fun.

Keep an eye out for challenges and events over the year as we like to celebrate STEM.

Specialist Programs

Champions Innovation Academy (STEM Specialist Approved Program)

Champion Bay Senior High School has the only selective **Specialist Approved Program** in the Midwest region.



Students in the **Champions Innovation Academy** are provided with a differentiated curriculum which includes extension in Mathematics and Science, enrichment in English and Humanities and Social Sciences, and the study of Indonesian as a Second Language, to challenge and promote high achievement. Developing strong study skills and the key STEM competencies are an essential aspect of the program.

Students participate in STEM term-based inquiry learning projects, external competitions, school-based workshops and afterschool activities to further deepen and broaden their STEM knowledge and skills beyond the mandatory curriculum and to excel academically.

Students from **all** primary schools in the Geraldton region will be able to apply for this selective program.

Selection in the **STEM Approved Specialist Program – the Champions Innovation Academy** is based on a number of criteria. Students sit a selective assessment. Performance in system testing (National Assessment Program Literacy and Numeracy [NAPLAN]), school reports and participation in the Primary Extension and Academic Challenge (PEAC) program are also considered, along with consultation with the current primary school.

Successful candidates will be notified by a formal offer of a place in the **STEM Specialist Approved Program – the Champions Innovation Academy** and will continue in the **Champions Innovation Academy** until the end of Year 10.

Students are expected to maintain the “**ABC**” of our Good Standing Policy in all three areas; **A**ttendance, **B**ehaviour and **C**oursework completion.

- 90% and above **Attendance** (with all absences explained and authorised).
- Maintain good **Behaviour** by showing exemplary behaviour within the school environment and whilst representing the Champion Bay Senior High School community
- Complete all **Coursework** (tasks, assessments & assignments) on time, demonstrating a superior work ethic.

Participation in a minimum number of afterschool STEM activities each term is required.



Champions at Music Selective Program

Champion Bay offers an exciting and unique opportunity for students to explore and extend their interest in contemporary music in our school-based **Champions at Music** selective program in our purpose-built facilities.

Students accepted into **Champions at Music**

- have **Specialist Music classes** each week in Years 7 to 10 being immersed in performance, composition, analysis and musicianship (theory and aural skills).
- complete the **Australian Music Examination Board (AMEB) program** which is an international qualification that is tailored to individual skill levels, musical interests with weekly feedback and grading. Students can achieve gold, silver or bronze awards.
- have the opportunity to join one of our **ensembles** including the String Ensemble, Junior and Senior Concert Band, Rock Band, Guitar Ensemble, Show Choir and small group projects.
- receive **weekly instrumental music lessons** with teachers from the Instrumental Music School Services (IMSS) or our school-based music specialist who are also working industry musicians.
- be involved in **regular performances** in and outside of school and in the broader community.
- be invited on camps, excursions and inter-state trips.
- access industry professionals on visiting incursions and excursions.
- continue your instrumental music study in senior school with **PIMS (Instrumental and Ensemble Music Performance) and the AMEB endorsed programs**.

Prerequisites and Selection

- Primary School IMSS instrumental lessons (for 1 to 2 years) or 1 to 2 years of private instrumental or vocal lessons.
- Demonstrated commitment to learning, playing music individually and with others.
- Demonstrated history of independent practice and self-discipline.
- Availability to attend after school ensembles on a weekly basis and attend performances after hours.
- Applicants complete an audition/interview and provide previous music and/or school reports.
- Students must be receiving IMSS music lessons or tuition on an instrument privately to be eligible for the program. Private lessons must be organised by the parent/guardian at their own expense. IMSS music lessons are provided free; however, parents are expected to provide an instrument, books and any other relevant equipment.

Students who studied music in primary school with IMSS can continue their study of brass (trumpet, trombone or baritone) and woodwind (clarinet or flute) instruments, guitar or bass, or saxophone.

New students entering Year 7 may apply for a beginner place in IMSS guitar and bass, saxophone, percussion, vocals. Places in IMSS instrumental lessons are limited. Beginner students who are ranked more highly as a result of the application process, will be offered these places first.

An [Application Form](#) is included in our Enrolment Package.

Testing for Year 7 IMSS Beginner students is conducted early in Term 4 and during our three-day Year 6 Transition to Champion Bay Senior High School.



Follow the Dream



The **Follow the Dream: Partnerships for Success Program** is a voluntary program for high-achieving Aboriginal and Torres Strait Islander secondary school students to assist them in reaching their career potential.

It provides after-school and in-school tuition, individual mentoring support and case management to assist and support students to continue to achieve excellent outcomes at school, complete Year 12 and attain university entry with an Australian Tertiary Admission Rank (ATAR). The program can also include high-achieving and motivated students who are leaning towards undertaking a vocational education and training (VET) school pathway.

Follow the Dream aims to provide these students with a supportive learning environment, enabling them to complete school at their full potential and go on to university, traineeships or apprenticeships. The Follow the Dream program helps Aboriginal and Torres Strait Islander students set their sights on challenging options and take the necessary steps to achieve their goals.

Follow the Dream students have the opportunity to:

- access highly committed teaching staff who provide quality individual and small group tutoring.
- develop an Individual Pathway Plan that provides a realistic pathway to set and reach academic and career goals.
- be engaged through a supportive and well-equipped facility for after school study.
- further develop life skills (confidence, assertiveness, self-awareness, leadership) through specialised training courses.
- be guided in investigating career options and employability skills.
- have access to tertiary motivational programs.
- participate in leadership, cultural and career-based camps and excursions.

The **selection criteria** are based on the aims of the program:

- **academic** minimum requirements are C grades or better on the school report and/or NAPLAN results which are at or above the minimum standard. The student also needs to complete homework, study for assessments and willing to achieve academic potential.
- have a minimum **attendance** of 85%.
- show **exemplary behaviour** by displaying leadership amongst peers; being courteous, using manners and showing respect for both peers and all school staff.
- display a **positive attitude** towards achieving, seeking assistance, working to full potential, accepting responsibility for actions, persevering despite difficulties and have goals/aspirations for their future.
- have **family support** where there is a desire to increase the potential outcomes for their child, a willingness to attend meetings about their child, understanding of the commitment required with Follow the Dream and provide a place to study at home.

Application forms are available from Champion Bay Senior High School.

If you would like future information about Follow the Dream, please contact the Follow the Dream Coordinator at Champion Bay Senior High School on 9965 8300.

Clontarf Academy at Champion Bay Senior High School

The Midwest Clontarf Academy exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and, by doing so, equips them to participate meaningfully in society. It engages students through leadership, well-being and self-esteem building activities. As a result of the program, academy boys spend more meaningful time at school.



At Champion Bay Senior High School, all male Aboriginal students are invited to be a part of Clontarf. Students participate in activities during school time (such as lunchtime) and before school.

During Clontarf, the boys take part in a varied program aimed at achieving the Clontarf Foundation mission statement, which includes health checks for all boys. Students with good attendance and school participation are invited to join major carnivals around WA. In Years 9 and 10, Clontarf students can select the Clontarf elective (see Section 3).

Deadly Sista Girlz

The Deadly Sista Girlz program at Champion Bay Senior High School aims to empower and equip all Aboriginal and Torres Strait Islander female students to make informed decisions about their personal health and wellbeing. Students are given the opportunity to expand their thinking, develop their personal skills and become active members and leaders in the school and community.



The program is delivered by strong Aboriginal and Torres Strait Islander mentors who are positive role models. Students have the opportunity to be mentored in groups and one-on-one throughout the program, during school time (such as lunchtime), and before and after school. Mentors ensure that students are developing positive social interactions with their fellow sistagirls in a fun, caring and vibrant environment.

Deadly Sista Girlz focuses on:

- building self-esteem and confidence
- building pride in Aboriginal and Torres Strait Islander identity
- having practical cultural contribution in the community
- having positive social interactions
- building relationships based on mutual respect
- encouraging active self-development
- yarning about sexual and women's health, drug and alcohol abuse, road safety, healthy nutrition, financial literacy and healthy relationships.

In Years 9 and 10, Deadly Sista Girlz students can select Deadly Sista Girlz elective (see Section 3).

SHINE

SHINE works with young women and girls at risk of disengaging from the education system and provides them with the essential life skills to support their personal, education and career development.

SHINE students broaden their future opportunities, gain personal confidence and develop a positive work ethic. More importantly, SHINE participants receive the guidance of positive adult mentors in a safe environment. Participants are provided with opportunities to be inspired, experience achievement and to gain a sense of belonging.

SHINE's programs are offered on school premises, encouraging attendance and supporting the students' confidence within the school environment.

Afterschool Interest Groups

A number of afterschool interest groups operate for all students enrolled at Champion Bay Senior High School, such as Homework, the annual School Production and Dance.

Participation is by an *Expression of Interest Form* in Term One.



Year 7 and Year 9 NAPLAN

Year 7 and Year 9 students sit NAPLAN online over a two-week period at school in Term 1. **In 2026, this will be in March (from 11 to 23 March).**

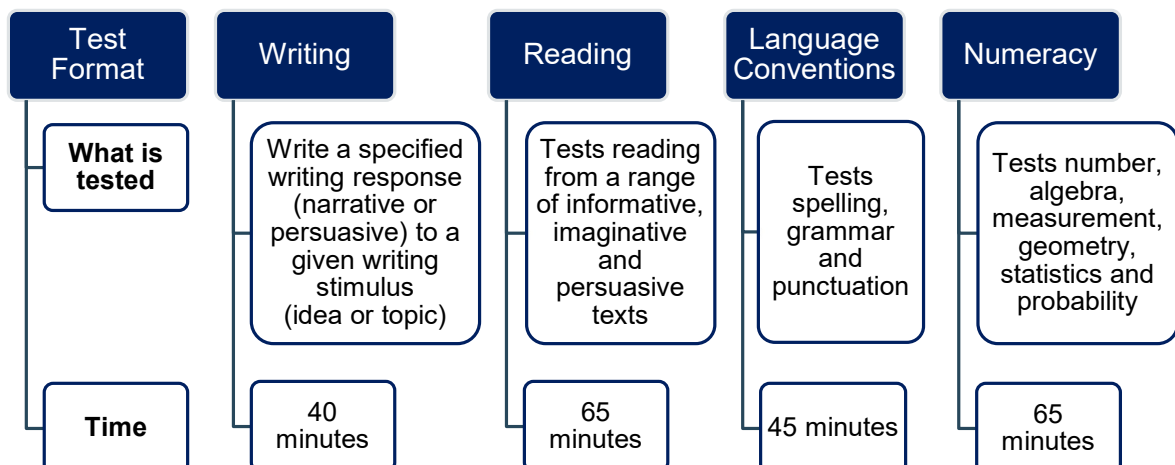
NAPLAN assesses literacy and numeracy skills that are essential for every child. It gives an understanding of how individual students are performing at the time of the tests and their learning progress. NAPLAN is just one aspect of the school assessment and reporting process - it does not replace ongoing assessments made by our teachers about student performance.

What is in the online assessment?

Students complete a writing, reading, conventions of language and numeracy test online. A tailored test design is used, which means students answer an initial set of questions and then do a subsequent set of questions (either more or less challenging) based on the accuracy of their responses. A student’s overall NAPLAN score is based on the number and complexity of questions they answer correctly.

The Online NAPLAN tests include a range of question formats and interactive features.

- Students answer questions by clicking, typing and dragging. Some questions have audio or interactive tools. All questions can be reviewed, answered, or flagged and returned to later.
- Headphones are used for some questions with sound in spelling, writing and numeracy. The conventions of language tests have spelling questions that include audio dictation.
- The numeracy test uses online ruler, protractor or calculator tools. The calculator-free questions occur before the online calculator questions. There is an onscreen alert when the calculator becomes active and students cannot go back to non-calculator questions.



Adjustments and exemptions

Students with disability may qualify for adjustments that reflect the support normally provided for in school assessments. Adjustments may include audio and visual alternative format questions (including colour contrast themes).

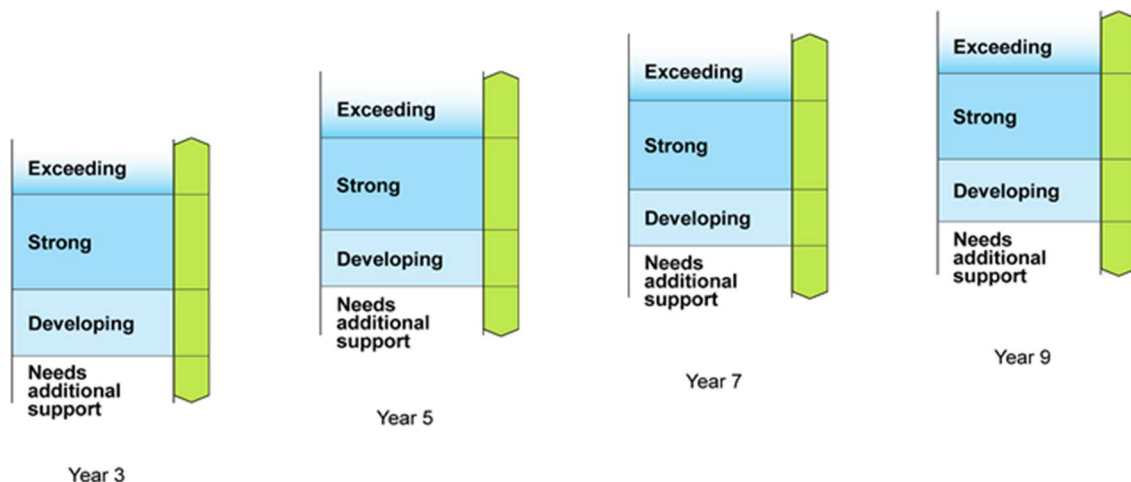
A formal exemption may be granted for a student with a disability that severely limits their capacity to participate in the assessment, or for a student who has recently arrived in Australia and has a non-English speaking background.

Please speak to the school about applying for NAPLAN adjustments or exemptions when you enrol your child at Champion Bay Senior High School.

What information from NAPLAN will I receive?

Parents receive an individual student report showing how students did in Literacy and Numeracy against four year-appropriate proficiency levels.

- **Exceeding:** the student’s result exceeds expectations at the time of testing.
- **Strong:** the student’s result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student’s result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student’s result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.



Course Pathways



Year 7

As a **Year 7** student, your child will complete a compulsory curriculum in all learning areas based on the Western Australian curriculum year-level syllabus set by SCSA. They do 'taster' courses in the different **Arts** and **Technologies Learning Areas** contexts over the year based on the year-level syllabus. **Champions at Music Extension** students, as part of the specialist IMSS program, do Specialist Music as one of these courses.



Year 8

As a **Year 8** student, your child will complete a compulsory curriculum in all learning areas based on the Western Australian curriculum year-level syllabus set by SCSA. They will continue doing 'taster' courses in the different **Arts** and **Technologies Learning Areas** contexts over the year based on the year-level syllabus. **Champions at Music Extension** students, as part of the specialist IMSS program, will continue with Specialist Music as one of these courses.



Year 9

In **Year 9**, students will continue to undertake compulsory courses based on the year-level syllabus in English, Health, Humanities and Social Sciences, Mathematics, Physical Education and Science. They will also do Employment and Workplace Literacy for two lessons each week unless they are continuing their study of Indonesian: Second Language.

Students select four elective semester-based courses; at least one of these choices must be from each of 'The Arts' and Technologies. **Champions at Music Extension** students, as part of the specialist IMSS program, will continue with Specialist Music as one of these electives.



Year 10

In **Year 10**, students have compulsory curriculum in English, Health and Physical Education, Humanities and Social Sciences, Mathematics and Science based on the SCSA set year-level syllabus. Students complete Year 10 Examinations in English, Humanities and Social Sciences, Mathematics and Science.

In Technologies and the Arts, students will select four elective semester-based courses. **Champions at Music Extension** students, as part of the specialist IMSS program, will continue with Specialist Music as one of these electives.

As Year 10 students, they will explore career opportunities in their Literacy and Numeracy for WACE and the Workplace course. They will also have course counselling for Years 11 and 12 course pathways.



Champions
Innovation
Academy
Years 8-10

Students who are successful in gaining a place in the **Champions Innovation Academy** (our **STEM Specialist Approved Program**) continue in the selective program until the end of Year 10. Students will continue to have a differentiated curriculum with extension in Mathematics and Science, enrichment in English and Humanities and Social Sciences, and study Indonesian as a Second Language.

In addition to the STEM term-based inquiry learning projects, external competitions, school-based workshops and afterschool activities, students will also be able to choose a STEM elective in Years 9 and 10 focusing on the key STEM competencies.

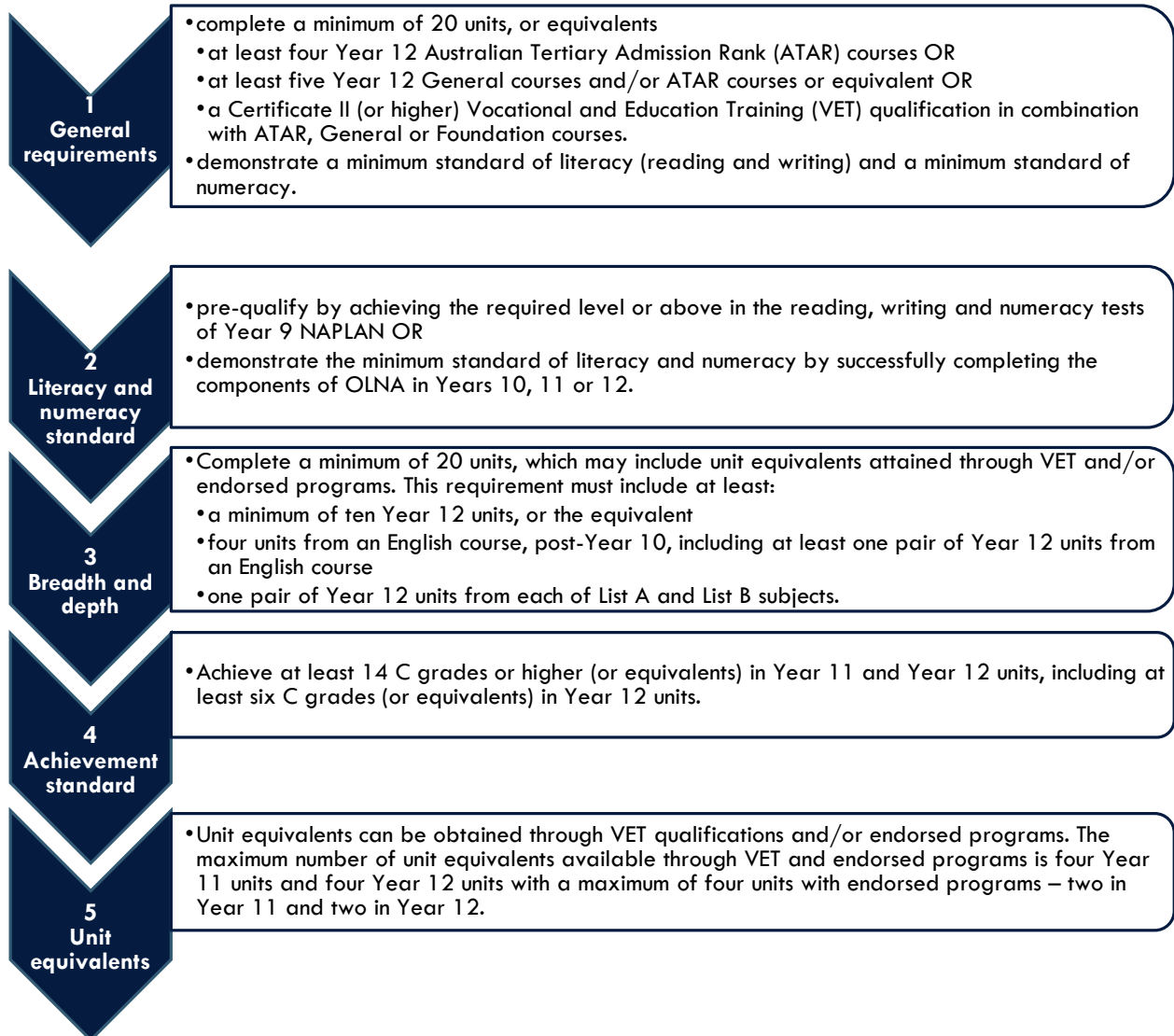
Participation in a minimum number of afterschool STEM activities each term will also be required.

What are the Course Pathways in Years 11 and 12?

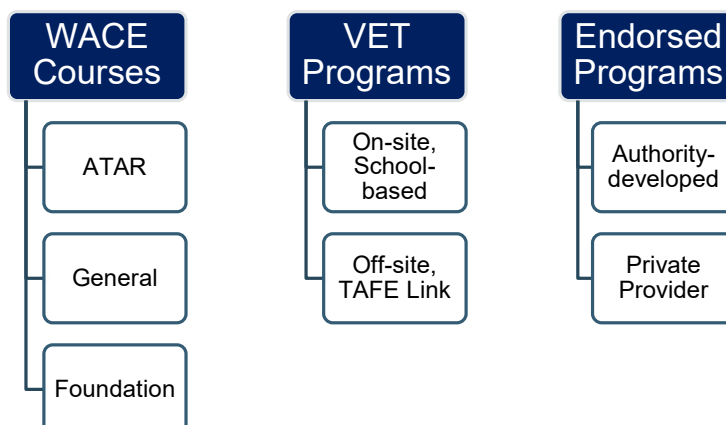
In Year 11 and Year 12, students select six courses (or equivalent) and continue this pathway into Year 12 with the aim to complete the requirements for the WACE.

The WACE is awarded by SCSA at the end of Year 12 when students successfully meet the WACE requirements to complete senior secondary schooling. The first of these is a set of general requirements about course completion. Other requirements include demonstrating the literacy and numeracy standard, the breadth and depth requirement and the achievement standard requirement. All requirements must be met for a student to be awarded a WACE.

WACE achievement requirements are:



Students can select from three types of Western Australian Certificate of Education (WACE) courses, VET programs and endorsed programs.



WACE courses

1. **ATAR courses** are designed for students who are typically aiming to enrol in a **university** course directly from school. These courses have an external examination set by SCSA, which students must sit. This contributes to the achievement of an ATAR which is calculated by the Tertiary Institutions Service Centre.
2. **General courses** are designed for students who are typically aiming to enter **vocationally based training** or the **workforce** directly from school. While these courses are not examined by SCSA, they each have an **externally set task (EST)** in Year 12 which is set by SCSA.
3. **Foundation courses** are designed for students who have **not** been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. They have an EST in Year 12 set by SCSA. Foundation courses focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills of importance for life and work. Only students who have **not demonstrated** the minimum standard of literacy and/or numeracy by the end of Year 10 can enrol in Foundation courses in Semester 1, Year 11.

A student enrolling in a Foundation course in Year 12 must complete a Certificate II (or higher) to achieve WACE and to make sure they are well prepared for the future.

VET programs

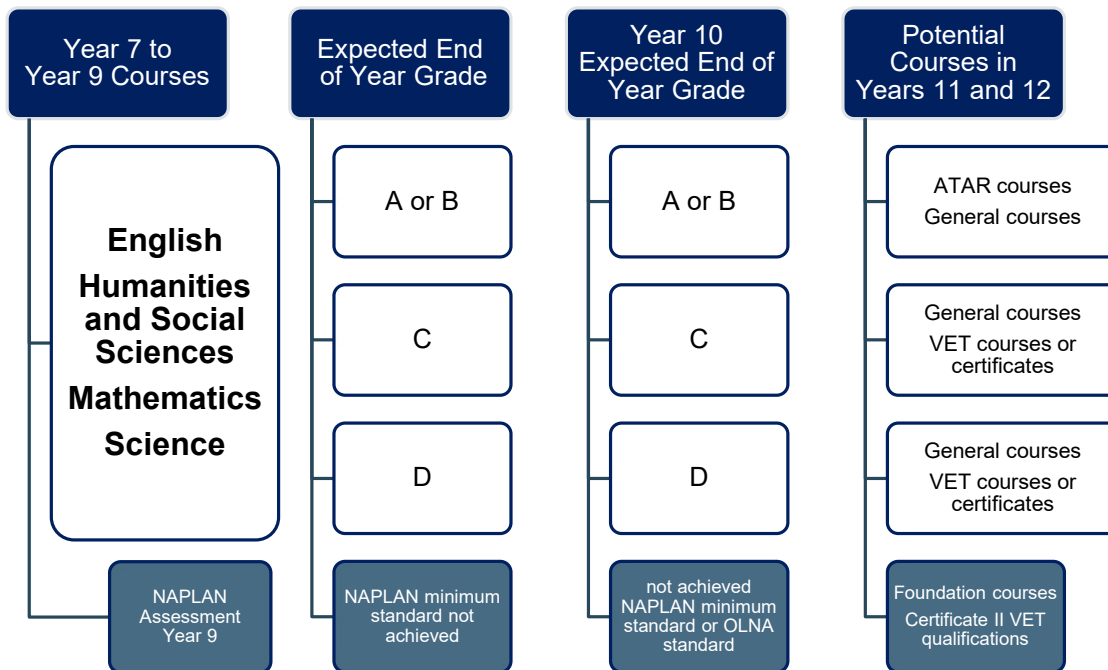
VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one option for meeting the requirements to achieve a WACE.

Endorsed programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

What Grades in Year 7 and Beyond are Needed?

To be prepared for ATAR courses in Year 11, students should be achieving an A or B grade by the end of Year 10, and be at in the exceeding level or high in the strong level their Year 9 NAPLAN assessments for literacy and numeracy (ie prequalified for OLNA), and achieved an examination score above 65% in the Year 10 examinations.



Why is Year 9 NAPLAN Important for Years 11 and 12?

Students are required to meet a minimum literacy and numeracy standard by the end of Year 12. This standard is equivalent to Level 3 of the *Australian Core Skills Framework* (<https://www.education.gov.au/australian-core-skills-framework>).

There are a number of ways for a student to meet this standard by the end of Year 12.

1. Prequalify through the NAPLAN reading, writing and numeracy. Students who reach a minimum score in NAPLAN prequalify. In 2023, this was a score in the Strong level. Students above this score qualified.

Year 9 NAPLAN	Reading	Writing	Numeracy
Prequalification Score Needed	570	572	594

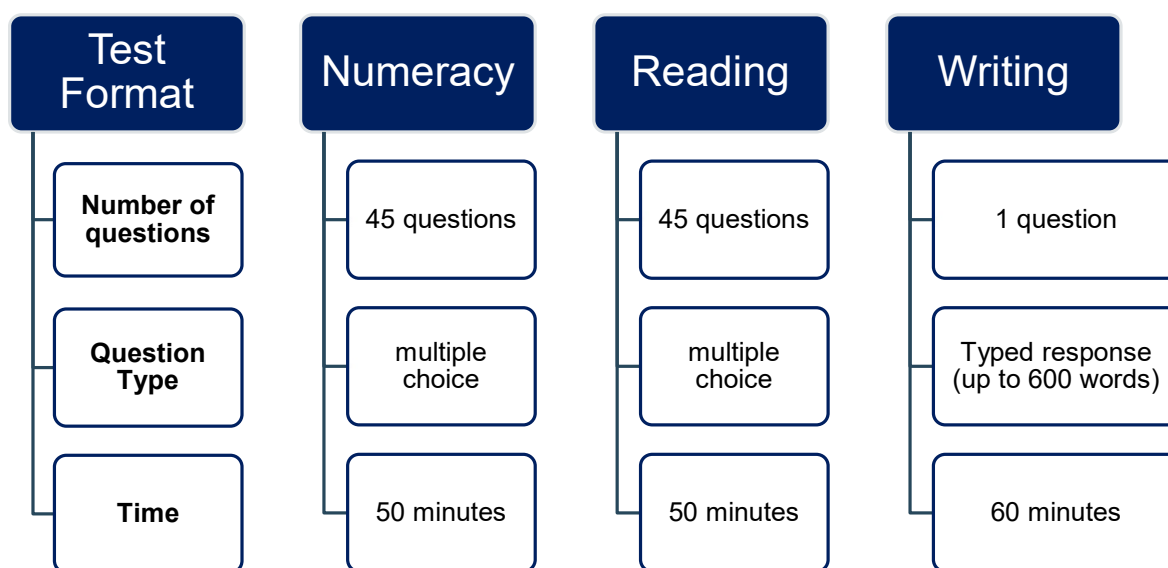
2. Students who don't meet the minimum standard (**prequalification score in Strong level**) in NAPLAN in reading, writing or numeracy have not pre-qualified for that component and will do the Online Literacy and Numeracy Assessment (OLNA) assessment in Year 10 in Semester 1. If they do not meet the standard in Semester 1, then they sit the OLNA in Semester 2, Year 10, and, if required, Semester 1, Year 11. Students have up to six opportunities (two times each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.
3. If a student has a disability or additional needs and chooses not to sit the assessment or has not demonstrated the standard through their performance in Year 9 NAPLAN, **they will not qualify for the WACE**. It is important that parents or carers discuss student options with staff at the school.

What does OLNA involve?

Students who have do not met the minimum literacy and numeracy standard by achieving the **required score in the Strong level** for reading, writing and numeracy will sit the OLNA in Year 10. This assessment is set by SCSA and occurs in March and September each year. Students have up to six opportunities before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.

What is in the test?

The reading and numeracy tests each have 45 multiple-choice questions. Students have 50 minutes to complete each of these tests. The writing test is a typed response of up to 600 words. Students have 60 minutes to complete the writing test. The test is done online at school.



Provisional testing dates for 2026 are:

- Year 9 students Round 1: 26-27 October (writing), 26 October to 6 November (numeracy and reading)
- Year 10 students
 - Round 1: students sit this in Year 9 in October\November in Term 4. If a student missed one or more components in this sit, they do Window A in April 28-29 (writing) and 28 April-8 May (numeracy and reading).
 - Round 2: 7-8 September (writing), 7-18 September (numeracy and reading).

Students who are absent for the Round One testing in one or more test components will have to wait until Round 2 to sit the test component they did not sit.

Year 10 Examinations

All Year 10 students will do a compulsory school-based examination, as part of the course and assessment outline, in English, Humanities and Social Sciences, Mathematics and Science. These occur twice a year. Provisional times for 2026 are Term 2, Week 8 and Term 4, Week 7.

Compulsory Courses

English

English is compulsory for all students (four blocks a week). Students will be assessed in the areas of:

- **Language:** students are assessed against, language for interacting with others; text structure, organisation and features; language for expressing and developing ideas; and word knowledge.
- **Literature:** students learn to interpret, appreciate, evaluate and create literature texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.
- **Literacy:** students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts. Students are assessed against, texts in context; interacting with others; analysing, interpreting and evaluating texts; and creating texts.

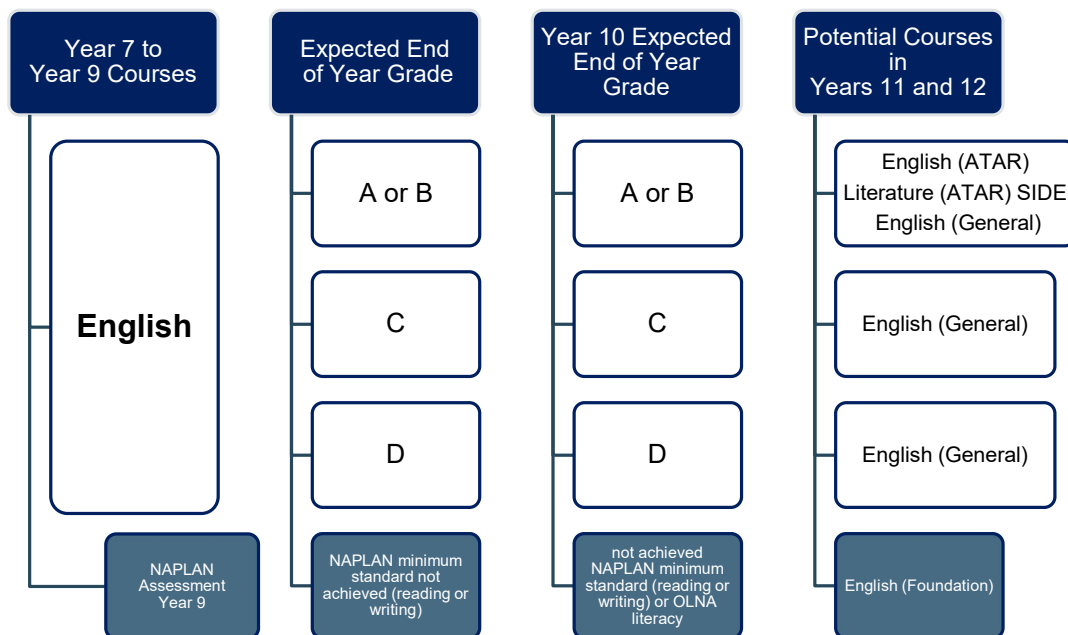
At the end of each semester, each student will be awarded a grade from A to E.

For students identified as needing to develop further literacy skills, a complementary Literacy Program operates through the Literacy area.

High-performing English students may be nominated to sit the annual international UNSW English Competition and are encouraged to enter the local annual Randolph Stow Writing Competition.

English Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Am I on track with my grades for Year 10 and beyond?

Students will be recommended for courses based on their Year 10 Semester 1 English grades, examination marks and teacher recommendations for Year 11 courses in Year 10.

Health and Physical Education

Health and Physical Education is compulsory for all students, with two blocks a week of Physical Education and one block a week for Health Education.

Physical Education activities have been divided into challenge and adventure, games and sports, health related physical activities, rhythmic and expressive movement.

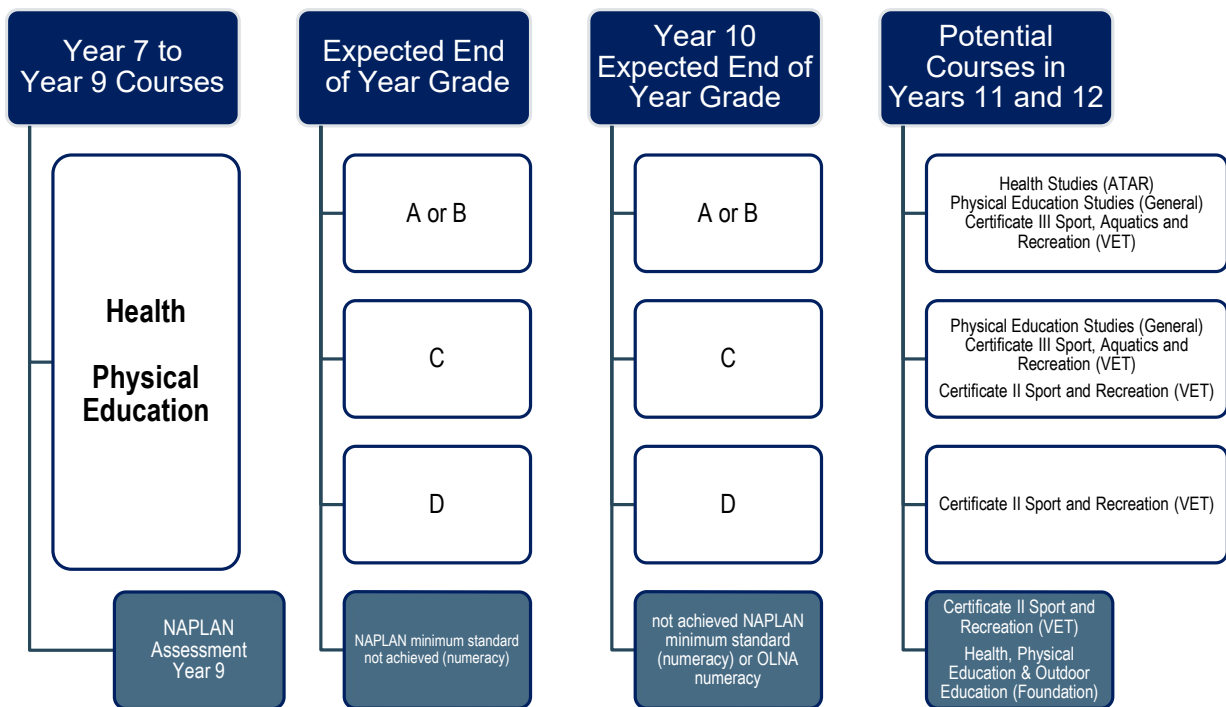
All students require a change of clothes when participating in Physical Education classes. No singlets or immodest clothing is permitted. A towel and hat are also highly recommended. Sunscreen is provided for students as the school endeavours to be as sun smart as possible. Parents are requested to provide roll on deodorant only as aerosol deodorant cans are not to be used at school.

Health Education covers smoking and drugs, food and nutrition, health benefits of physical activity, mental health and well-being, relationships and sexuality and safety. All students require paper and a folder to store their work in. Year 10 covers career pathways, Keys for Life and social issues that impact on our modern society.

In Years 9 and 10, **Outdoor Education** is available as a General Elective (refer Section 3). Outdoor Education offers students the opportunity to develop and use a variety of skills in the outdoor setting.

Health and Physical Education Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Am I on track with my grades for Year 10 and beyond?

Students will be recommended for courses based on their Year 10 Semester 1 grades, exam marks and teacher recommendations for Year 11 courses in Year 10.

Humanities and Social Sciences

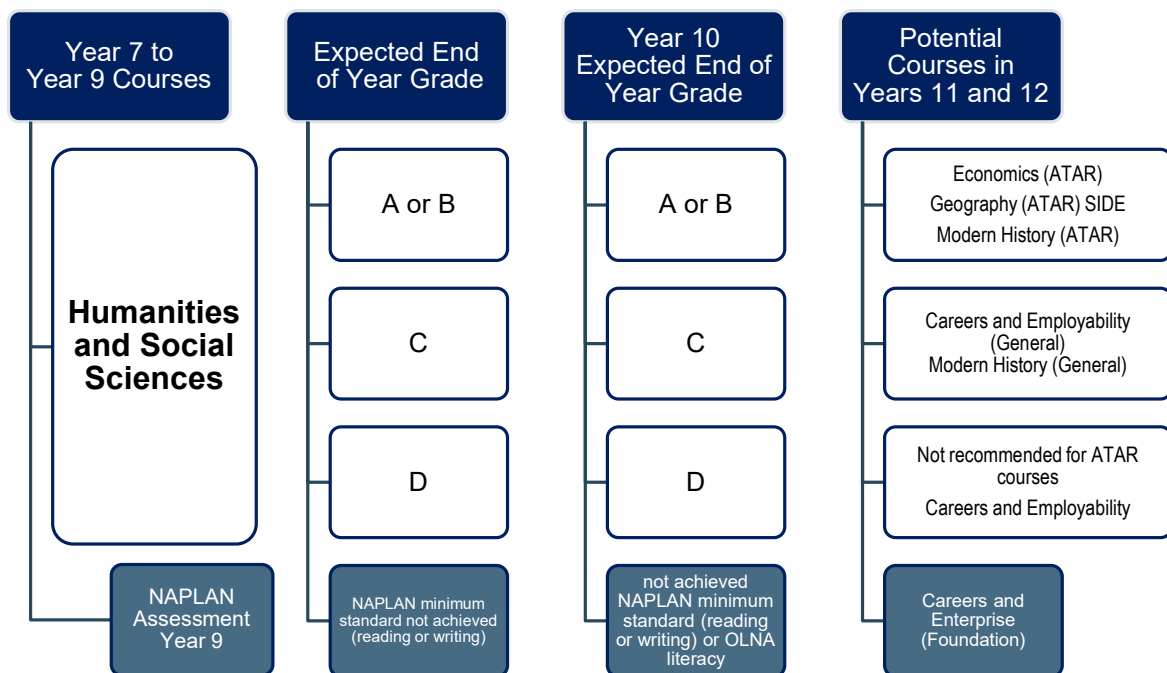
Humanities and Social Sciences is compulsory for all students (four blocks a week).

Content areas covered are **Civics and Citizenship, Economics and Business, Geography** and **History**.

Students are assessed through tests, inquiry tasks and portfolio work. They develop critical thinking skills (including questioning, researching, analysing, evaluating, communicating and reflecting). Students apply these skills to investigate events, developments, issues, and phenomena.

Humanities and Social Sciences Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Am I on track with my grades for Year 10 and beyond?

Students will be recommended for courses based on their Year 10 Semester 1 Humanities and Social Sciences grades, examination marks and teacher recommendations for Year 11 courses in Year 10.



Languages

Champion Bay Senior High School is an **Indonesian** Hub School and offers an Indonesian: Second Language program.

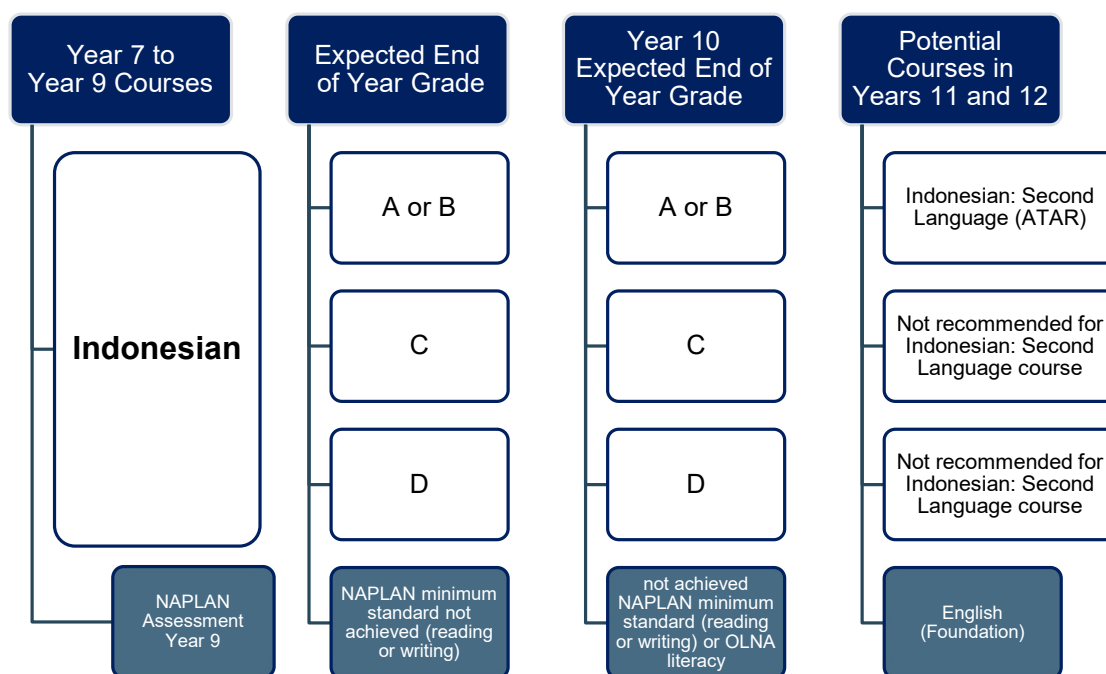
It is compulsory in Years 7 and 8 to study a second language unless they have been identified as requiring Literacy and Numeracy Enrichment.

Students selected for the **STEM Approved Specialist Program** will study Indonesian: Second Language until the end of Year 10.

The Indonesian: Second Language course focuses on oral and written **communication** skills and **understandings** of Indonesian language and culture to develop Indonesian literacy.

Languages Pathway

These recommendations are provided as a guide to pursue future preferred pathways in senior school. (Note, senior school language courses have enrolment criteria set by SCSA.)



Am I on track with my grades for Year 10 and beyond?

Students will be recommended for courses based on their ability to study Indonesian: Secondary Language (based on SCSA permission to enrol criteria), Year 10 Semester 1 Indonesian grades and teacher recommendations for Year 11 courses in Year 10.

What are the WACE criteria to enrol in a Second Language Course?

The Indonesian: Second Language course is for students for whom Indonesian is a second, or subsequent, language. This means students:

- have mostly learnt everything they know about the language and its culture through the classroom teaching in an Australian school or similar environment, where English is the language of school instruction
- have typically already studied the language for 200–400 hours at the commencement of Year 11 (typically from Year 7)

- may have experienced some short stays or exchanges (less than two years in total) in a country where the language is a medium of communication
- do not use, or infrequently use, the language outside the language classroom
- are not exposed to, or are infrequently exposed to, the language outside the language classroom.

The application for permission to enrol in a WACE language course is submitted in Year 10 (prior to enrolling in the course in Year 11). This information about the process and application form will be given to students before the end of Term 2, 2025.

Literacy

In **Years 7 and 8**, students identified as requiring additional literacy and numeracy enrichment are provided with the opportunity to enhance their reading, writing and numeracy skills.

Working with a specialist teacher, students are targeted at their level of ability in these areas rather than their current year level. Depending on student needs, this may involve:

- a phonics-based literacy program and/or a numeracy program using direct instruction,
- literacy and numeracy skill-building in a small group or as a whole class
- additional reading sessions focusing on fluency, vocabulary, and comprehension.

Student progress will be monitored and reviewed at regular intervals and at the end of each semester.

In Years 9 and 10, students will participate in a literacy program.

Year 9 Literacy Enrichment

Workplace and Employment Literacy provides students with the opportunity to enhance their spelling, grammar, reading and writing skills in both school-based and workplace contexts.

In the first semester, the students are assessed and are then encouraged to set personal targets to work towards. During two literacy blocks per week, students practise fundamental literacy skills, with a focus on writing improvement, which includes some preparation for NAPLAN testing.

During the second semester, students revisit their targets and refine their literacy skills according to the Australian Core Skills Framework (ACSF), which is used by training providers in the workplace. The ACSF is also used in the OLNA that students have to sit from Year 10 if they do not achieve the required pre-qualification score in Year 9 NAPLAN. OLNA preparation for this will also be incorporated into this program.

Year 10 Literacy Enrichment

Students will practise and consolidate their functional literacy skills and receive advice and coaching for OLNA, which is assessed against the Australian Core Skills Framework (ACSF), an industry-based assessment tool. The program will ensure students are provided with the opportunities to refine their literacy skills to prepare them for the demands of Year 11 and 12 courses, but also to prepare them for the workplace.

Careers

Year 10 students undertake a course over the year in Careers, looking at pathway planning for Years 11 and 12 and beyond school, and preparing a resume and letter of application. Students applying for a VETDSS course at the Midwest Regional TAFE for Year 11 are also assisted with the application process during their Careers lesson.

Mathematics

Mathematics is compulsory for all students (four blocks a week). Students will be provided with opportunities to demonstrate their understanding of the Mathematics outcomes at a level appropriate with their mathematical development.

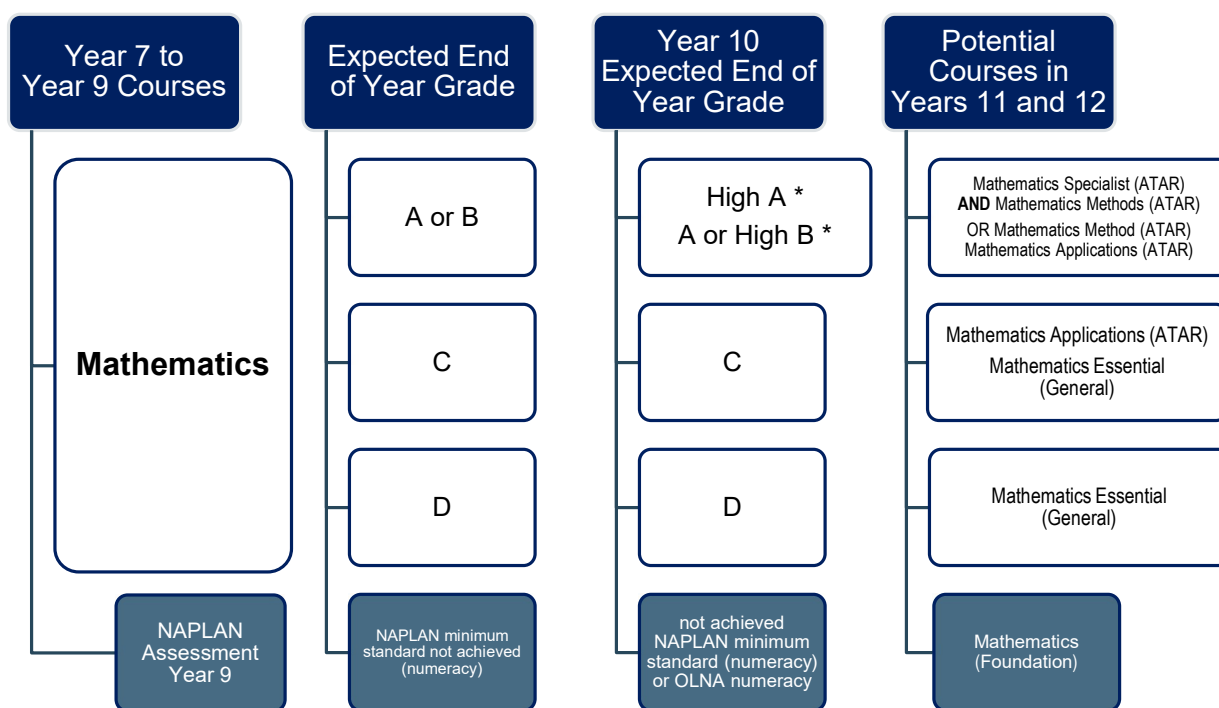
Number and Algebra: students use number and operations and the relationships between them efficiently and flexibly. They can also recognise and construct patterns, use algebraic symbols, diagrams and graphs to solve problems.

Statistics and Probability: students recognise, represent, summarise, interpret and analyse data and draw inferences. They develop critical evaluations of statistical information.

Measurement and Geometry: students develop their understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three dimensional objects in space. They make meaningful measurements of quantities, choosing appropriate metric units of measurement.

Mathematics Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



* Note – Year 10 Students are also required to successfully complete 10A content as a prerequisite for Mathematics Specialist and Mathematics Methods.

Am I on track with my grades for Year 10 and beyond?

Students will be recommended for courses based on their Year 10 Semester 1 Mathematics grades, exam marks and teacher recommendations for Year 11 courses in Year 10.

Science

Science is compulsory for all students (four blocks a week).

Science Understanding, Science as a Human Endeavour and the Science Inquiry skills are integrated into the teaching Science, covering the content areas of

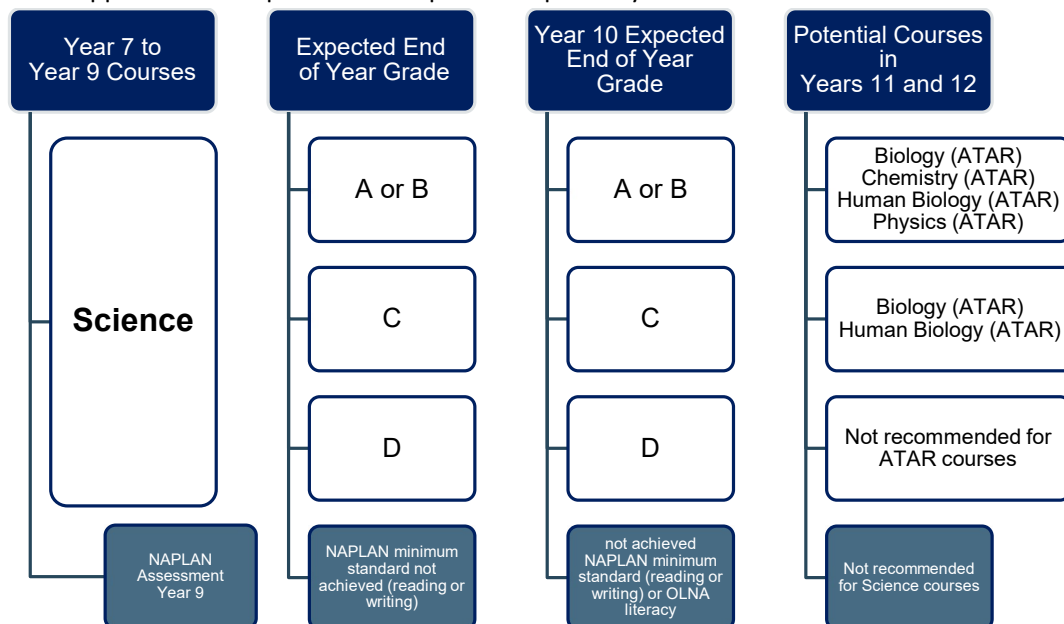
- **Biological Sciences**
- **Chemical Sciences**
- **Earth and Space Sciences**
- **Physical Sciences.**

The Science Inquiry Skills are

- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.
- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.
- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies.
- Summarise data, from their own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method.

Science Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Am I on track with my grades for Year 10 and beyond?

Students will be recommended for courses based on their Year 10 Semester 1 Science grades, exam marks and teacher recommendations for Year 11 courses in Year 10.

Technologies

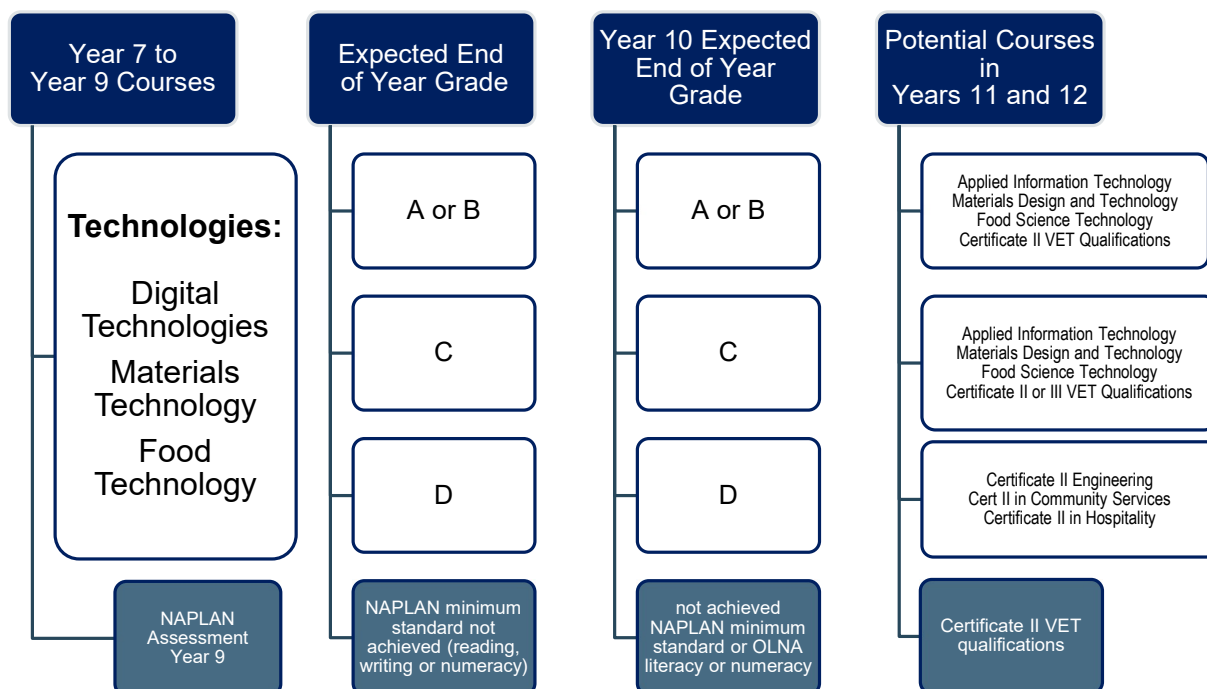
Technologies involves the study of: **Digital Technologies, Materials Technologies, Food Specialisation**. The Technologies outcomes are Knowledge and Understandings, and Processes and Production Skills.

In **Years 7 and 8**, Technologies is compulsory (2 blocks for the year).

<i>Digital Technologies</i>	Digital Literacy is a knowledge set that is essential for 21st century life. In Digital Technologies, students develop a range of skills and the digital technology concepts to create, evaluate and manipulate data using current hardware and software technology. They explore ideas using data collection, representation and interpretation. They use design processes to solve problems faced by technology users in the digital age. In Year 8, they use design and project management processes to model events to solve problems.
<i>Materials Technologies</i>	Students use a dedicated workshop environment to develop solutions to problems. With the use of design processes, problem solving and self-management skills, they will gain the knowledge and understanding to effectively use specialised machinery, materials and tools safely to produce high quality products.
<i>Food Specialisation - Food and Nutrition</i>	Students use a dedicated food preparation area to individually and collaboratively develop solutions faced in the real world based around healthy eating. Emphasis is on the hygienic and safe preparation of food products and nutrition to gain the necessary skills and knowledge to make informed decisions about the importance of a healthy balanced lifestyle appropriate for their age.

Technologies Pathway

These recommendations are provided as a guide to be on track to pursue senior school.



Am I on track with my grades for Year 10 and beyond?

Students will be recommended for courses based on their Year 10 Semester 1 grades, exam marks and teacher recommendations for Year 11 courses in Year 10.

The Arts

The Arts involves the study of: **Performance Arts — Drama, Music and Dance** and **Visual Arts**. The Learning Area outcomes addressed are: Making and Responding.

In **Years 7 and 8**, the Arts is compulsory (2 blocks for the year). Students will do Visual Arts and a ‘taster’ of Performance Arts (Drama, Music and Dance) over the year. Students with an interest in **Dance** are able to nominate this as their Performance Arts taster unless they are in Champions at Music.

<i>Visual Arts</i>	<p>In Year 7, students will generate and develop finished artworks. They use of visual art elements (line, tone, value, colour, shape, texture, form and space) and principles of design (movement, balance, rhythm, harmony, pattern, contrast, unity and repetition). Students will be encouraged to develop opinions about their artwork and the work of others in a safe, supported work environment.</p> <p>In Year 8, students develop an understanding of visual arts conventions and finding ways to improve art practice to a finished standard. They consider art elements; principles of design; visual conventions and terminology.</p>
<i>Performance: Drama</i>	<p>Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.</p> <p>In Year 7, students engage in the exploration and expression of personal, cultural and social worlds, creating meaning as drama makers, performers and audiences.</p> <p>In Year 8, students to extend their dramatic skills such as role-play, improvisation, miming, script reading, play building and script writing. They gain valuable skills in group work through theatre sports activities.</p>
<i>Performance: General Music</i>	<p>Students will learn how to read music notation and guitar tablature, use software to create original compositions and begin to develop basic skills on keyboard, guitar, vocals and drums. There are many opportunities for performance in music classes.</p>
<i>Performance: Dance</i>	<p>Students represent, question and celebrate human experience, using movement as the medium for communication. They develop their understanding of improvising and experimenting with the elements of dance and choreographic devices to create dance that communicates an idea.</p>

Students in **Champions at Music** will do Specialist Music for the year (in both semesters) and Visual Arts, in addition to their instrumental lessons.

Specialist Music and Instrumental Music

Specialist/Instrumental Music: Hire of a musical instrument \$110 per year if required

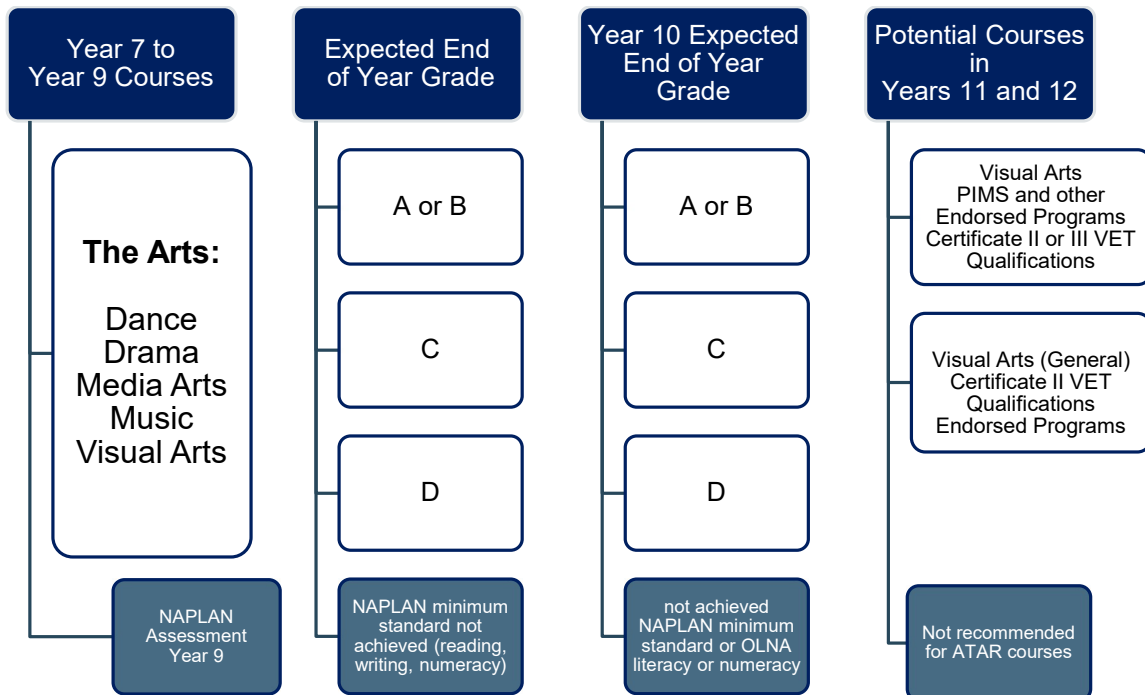
Students selected for **Champions at Music**, as part of the IMSS selective program, do Specialist and Instrumental Music for the year. Students are expected to maintain a high level of commitment to the program until the end of Year 10.

Students focus on musical theory, aural skills and music history. They use software to compose and arrange interesting and original music for solo performance and small groups. There will be many opportunities for students to build up their confidence and performance skills when performing in class or for a wider school audience.

In Year 7, students who have done **woodwind** (flute, clarinet, saxophone), **brass** (trumpet, trombone, baritone, tuba) or **guitar** in Year 6 are placed into Specialist Music for the year. Additional instruments in the IMSS selective program for Year 7 are **vocals, percussion** and **saxophone**.

The Arts Pathway

The following recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Students who have continued with their instrument and specialist music in Year 10 may be eligible to continue their instrumental music study in senior school with PIMS (an endorsed program which contributes towards WACE).



Elective Courses in Year 9 2026

In Year 9, students select **FOUR** semester-long electives. (One semester elective must be from Section 1 and one from Section 2.)

- Select one elective from Section 1.
- Select one elective from Section 2.
- Select two electives from Section 3.

Section 1: Technologies	Caring for Children (semester)
	Digital Technologies (semester)
	Food Safari (semester)
	Mechatronics (semester)
	Metals Technology (semester)
	Party Foods (semester)
	Personal and Professional Etiquette (semester)
	Sewing and Textiles (semester)
	Woodwork (semester)
Section 2: The Arts	Cinema (semester)
	Creative Dance (semester)
	Drama (semester)
	General Music (semester)
	Specialist Music (year-long)
	Visual Arts (semester)
Section 3: Other Electives	Caring for Children (semester)
	Cinema (semester)
	Creative Dance (semester)
	Digital Technologies (semester)
	Drama (semester)
	Food Safari (semester)
	General Music (semester) (semester)
	Mechatronics (semester)
	Metals Technology
	Outdoor Education 1 (semester)
	Outdoor Education 2 (semester)
	Party Foods (semester)
	Personal and Professional Etiquette (semester)
	Recreational Pursuits (semester)
	Robotics (semester)
	Sewing and Textiles (semester)
	Visual Arts (semester)
	Woodwork (semester)
	Clontarf Academy Team Time (year-long)
	Deadly Sista Girlz (year-long)

Year 9 Section 1: Technologies

Select a **minimum of one** Technologies Learning Area course from the following electives.

CARING FOR CHILDREN

Extra Cost Charge: **NIL**

This semester-long course gives the opportunity to gain basic knowledge to care for children so that students can make informed choices with the possibility of this becoming their career pathway. Students will have this opportunity through an emphasis on practical activities; to create caring positive relationships and to understand the needs of small children. Students will briefly investigate the stages of child development from two to five years to safely develop age-appropriate activities, craft work, products and suitable food. They will explore the roles and responsibilities of babysitters and parents and the part they and other family members play in helping to satisfy a child's basic needs.

DIGITAL TECHNOLOGIES

Extra Cost Charge: **NIL**

This semester course may enable students to further develop their skills in using digital technologies by exploring programmable devices, robotics or electronics. To further develop student understanding of computational thinking, problem analysis networks, algorithm designs, data security and the ownership of information, they will use a range of design and testing skills.

FOOD SAFARI (*HC)

Extra Cost Charge: **\$30.00**

Food Safari explores the food habits of different cultures. The emphasis will be on food preparation, food handling and hygiene. Students will have the opportunity to safely and hygienically prepare, produce and taste different foods from around the world to gain an understanding of how our own eating habits are influenced by different cultures, the origin of different ingredients and eating habits of other cultures.

MECHATRONICS

Extra Cost Charge: **NIL**

This semester long course is aimed at students who have an interest in computing, electronics, design, inventions and other aspects of electricity. In this course, students will learn about CAD (computer aided drawing), CAM (Computer aided manufacturing), the safe use of electricity, various sources of electrical power, a variety of construction bases, a wide range of electronic components (including resistors, capacitors, diodes, potentiometers and integrated circuits), and how to combine these to produce a functioning article.

METALS TECHNOLOGY (*HC)

Extra Cost Charge: **\$25.00**

This semester-long course on working with metals introduces the basic skills and knowledge used in the metal working, machining and fabrication industry so that students can make informed choices with the possibility of it becoming their career pathway. Emphasis is placed on workshop safety procedures and the use of industry specific tools and machinery. Students will have opportunities to develop the basic skills and techniques to manipulate metals by practicing the different techniques for successfully measuring, marking, cutting, joining, machining and bending a selection of metals in a variety of ways. They will have access to industry standard tools and machines such as: guillotines, metal lathes,

horizontal band saws, milling machines, bending and scrolling machines, while investigating the use of powder coating, spray painting and high finish buffing to produce quality metal finishes. Students may also begin to develop the skills necessary to join metal using milling and welding techniques.

PARTY FOODS

Extra Cost Charge: **\$20.00**

This explores the celebration of food and the roles it plays in society. Emphasis will be on hygienic food preparation and handling. Students will plan an event including decorations, invitations and themes. They will prepare suitable foods to compliment the situation, develop skills in the artistic presentation of foods, and design and produce decorated celebration cakes using a variety of skills and mediums.

PERSONAL AND PROFESSIONAL ETIQUETTE

Extra Cost Charge: **\$10.00**

This course aims to improve student's self-confidence and personal values through a deeper understanding of, and improvement in, personal hygiene, grooming, deportment and etiquette skills. Students will understand how to dress to impress for job interviews and other major life events. including personal hygiene routines suitable for their skin, hair age and lifestyle. They will investigate suitable attire for their body type/shape and skin tone, when where and how to use social etiquette skills in a range of situations including fine dining, interviews and social events. Some personal materials maybe required for health reasons.

SEWING AND TEXTILES

Extra Cost Charge: **\$20.00**

This introduces the basic skills and knowledge used in a variety of industries so that students can make informed choices with the possibility of it becoming their career pathway. This course has been designed for students who are interested in basic sewing skills and would like to acquire the knowledge for basic alteration and repair of cloth items. Emphasis will be on basic sewing skills and techniques and the properties of a variety of fabrics.

WOODWORK

Extra Cost Charge: **\$20.00**

Woodwork introduces the basic skills and knowledge used in a variety of woodworking industries so that students can make informed choices with the possibility of it becoming their career pathway. Emphasis is placed on workshop safety procedures and the use of industry specific tools and machinery. Students will have the opportunity to develop the basic skills and techniques necessary to manipulate wood products by practicing the different techniques for precision marking and cutting, basic joints and joints and turning a selection of wood and wood products in a variety of ways. They will have access to industry standard machines, tools and workshops to manipulate cut and work wood and wood products such as: powered saws, mortising drills, wood lathes, and a variety of powered tools while investigating the use of finishing techniques with powered sanders and finishers such as stains and varnishes to produce quality finished products.

Year 9 Section 2: The Arts

Select a **minimum of one** Arts Learning Area course from the following electives.

CINEMA

Extra Cost Charge: **\$20**

Cinema is an opportunity for all students to become involved in the business of storytelling and film making. This course has been created with the intention of allowing some students to remain out of the view of the camera and work behind one, while also encouraging those students with a more out-going personality to further develop their on-film performance skills.

CREATIVE DANCE

Extra Cost Charge: **\$20**

In our brand-new purpose-built Dance studio, students will have the opportunity to learn and develop technique and skills from a variety of genres that may be studied including Hip Hop, Jazz, Contemporary and Cultural Dance. Students will work collaboratively and individually to create and respond to their own and others choreography and performances. Students will gain confidence in becoming an innovative and creative dancer to communicate meaning through body awareness, technical dance skills and performance skills. This course does not require previous dance experience, just a willingness to learn.

There are also performance opportunities such as concerts, YOHFest and Showcase.

DRAMA

Extra Cost Charge: **NIL**

Drama students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama in Year 9. Students will perform drama based on devised drama processes and appropriate, published script excerpts. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

Drama forms and styles covered in Year 9 are: melodrama, multi-formed devised drama, commedia dell'arte, or Kabuki theatre.

GENERAL MUSIC

Extra Cost Charge: **\$14.00**

General Music provides students who have minimal musical background a chance to learn contemporary instruments at a beginner level. These include: Keyboard, Bass, Ukulele, Vocals and Drums. Students will learn basic music theory and analysis skills and explore the music of others and their own.

SPECIALIST MUSIC

Extra Cost Charge: \$30.00

AMEB \$110.00

Hire of Instrument per year (if required) \$110.00

This is a **year-long** specialist music class. Students will advance their skills and understanding of musical theory, aural skills and composition in a contemporary context. They will make and respond to works of others and their own in solo and small group contexts. There will be many opportunities for students to build on their performance skills within the school and greater community.

Students who are currently doing woodwind, brass, vocals or guitar in Year 8 and wish to continue receiving lessons through the IMSS program in Year 9 must enrol in Specialist Music. Students are expected to maintain a high level of commitment throughout the year.

Students who choose Specialist Music do so for both semesters, for a single or double block. Students selecting Specialist Music as a single block for the year will do visual arts as the second block for the year.

VISUAL ARTS (*HC)

Extra Cost Charge: \$40.00

Students explore a variety of art styles and themes to generate ideas and design development. Using the elements of art and design principles, they experiment with different media and materials to create 2D and/or 3D artwork. Students will analyse artworks in detail using relevant art terminology, provide personal responses and explore the purpose and meaning of artwork.

Year 9 Section 3: General Electives

Select **two** electives from any of the following: Technologies, The Arts, General Electives — shown below

ROBOTICS

Extra Cost Charge: NIL

This semester-based course is an introduction to robotics and coding which introduces robotics and programming, aiming at demystifying a complex technology. Students will work with LEGO Mindstorms to create and program a basic robot to perform simple functions. The unit explores deconstructing a task, designing solutions, writing basic algorithms, validating results and critiquing final products. Students will examine a number of robotic units including Sphero, Ozobot and drones.

No previous experience in LEGO or coding is necessary; however, students should be familiar with basic iPad operation.

OUTDOOR EDUCATION 1 (*HC)

Extra Cost Charge: \$50.00

Outdoor Education 1 exposes students to team building, surf lifesaving, fishing and camp cooking. Outdoor Education promotes self-reliance, problem solving skills and teamwork.

Students will have the opportunity to participate in a variety of extra-curricular activities, such as one day excursions and overnight camps. It is not compulsory for students to attend these. These extra-curricular activities may be offered to those students who demonstrate a high level of skill and cooperation in Outdoor Education.

Extra cost will be incurred by students selected to participate in excursions and overnight camps.

OUTDOOR EDUCATION 2 (*HC)

Extra Cost Charge: **\$50.00**

Outdoor Education 2 exposes students to rope bridges, camp skills and snorkelling. Outdoor Education promotes self-reliance, problem solving skills and teamwork.

Students will have the opportunity to participate in a variety of extra-curricular activities, such as one day excursions and overnight camps. It is not compulsory for students to attend these. These extra-curricular activities may be offered to those students who demonstrate a high level of skill and cooperation in Outdoor Education.

Extra cost will be incurred by students selected to participate in excursions and overnight camps.

RECREATIONAL PURSUITS

Extra Cost Charge: **\$20.00**

Recreational Pursuits focuses on participation in recreational activities around team games, campcraft and cooking conducted on and around the grounds of Champion Bay Senior High School.

Recreational Pursuits develops student leadership skills, self-management skills and interpersonal skills.

Clontarf Academy Team Time

Extra Cost Charge: **NIL**



Clontarf Academy Team Time is a **year-long** elective for Year 9 male Aboriginal students who are part of Clontarf.

During Clontarf contact time, the boys take part in a varied program aimed at achieving the Clontarf Foundation mission statement, which includes health checks for all boys. The Clontarf Academy exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and, by doing so, equips them to participate meaningfully in society. It engages students through leadership, well-being and self-esteem building activities.

DEADLY SISTA GIRLZ

Extra Cost Charge: **NIL**



Deadly Sista Girlz Team Time is a **year-long** elective for Year 9 female Aboriginal students who are part of Deadly Sista Girlz.

The focus is on developing positive social interactions with their fellow Sista girls in a fun, caring and vibrant environment, making informed decisions about personal health and wellbeing and becoming active members and leaders in the school and community.

Elective Courses in Year 10 2026

Select **FOUR** semester-long electives. (**One** elective must be from **Section 1** and **one** from **Section 2**.)

- Select one elective from Section 1.
- Select one elective from Section 2.
- Select **two semester** electives from Section 3 (or **one year-long** elective).

Section 1: Technologies	Catering (semester)
	Champion Café (semester)
	Childcare (semester)
	Digital Technologies (semester)
	Mechatronics (semester)
	Metals Technology 1 or 2 (semester)
	Textiles and Design (semester)
Woodwork (semester)	
Section 2: The Arts	Dance (semester)
	Drama (semester)
	General Music (semester)
	Media Arts (semester)
	Specialist Music (year-long)
	Visual Arts 1 (semester) and Visual Arts 2 (semester)
Section 3: Other Electives	Catering (semester)
	Champion Café (semester)
	Childcare (semester)
	Dance (semester)
	Digital Technologies (semester)
	Drama (semester)
	General Music (semester)
	Media Arts (semester)
	Mechatronics (semester)
	Metals Technology 1 (semester)
	Metals Technology 2 (semester)
	Outdoor Education 1 (semester)
	Outdoor Education 2 (semester)
	Textiles and Design (semester)
	Visual Arts 1 (semester)
	Visual Arts 2 (semester)
	Woodwork (semester)
	STEAM Innovations (year-long)
	Midwest Clontarf Academy Team Time (year-long)
	Deadly Sista Girlz (year-long)

Year 10 Section 1: Technologies

Select a **minimum of one** course from these electives in **Technologies**.

CATERING

Extra Cost Charge: **\$20.00**

Through this semester-long Catering course, students with an interest in the food industry can acquire the basic skills required to efficiently operate a kitchen environment to cater for a group of people. Through safe, hygienic preparation and production of food, students will develop appropriate food handling and preparation techniques, knife and presentation skills and will consider the properties of food and criteria, such as time constraints, storage, re-heating and cost effectiveness. This course is highly recommended for students considering a career in the hospitality industry.

CHAMPION CAFÉ

Extra Cost Charge: **\$20.00**

This semester course is for students with an interest in small retail business or employment within the food industry. Through the concept of a pop up café students will acquire the basic knowledge to hygienically and safely produce appropriate food items whilst learning barista skills in order to serve customers in real life situations. They will be responsible for ordering, costing, production, advertising, sales and resource management of their café business. This course will benefit students considering a career in the hospitality and tourism or service industries.

CHILDCARE

Extra Cost Charge: **NIL**

This semester course encourages students to explore the developmental stages of babies and toddlers to develop the skills, understanding and knowledge essential to care for children, safely and responsibly. They will investigate how to meet the needs of young children as they grow and develop by developing a range of experiences to enhance the social and emotional development of young children while considering their nutritional and educational needs and the availability of family support services. This is highly recommended for students considering further study in the Children, Family and the Community course or affiliated career pathways.

DIGITAL TECHNOLOGIES

Extra Cost Charge: **NIL**

This semester course may enable students to further develop their skills in using digital technologies by exploring programmable devices, robotics or electronics. To further develop student understanding of computational thinking, problem analysis networks, algorithm designs, data security and the ownership of information, they will use a range of design and testing skills.

MECHATRONICS

Extra Cost Charge: **NIL**

This semester long course is aimed at students who have an interest in computing, electronics, design, inventions and other aspects of electricity. In this course, students will learn about CAD (computer aided drawing), CAM (Computer aided manufacturing), the safe use of electricity, various sources of electrical power, a variety of construction bases, a wide range of electronic components (including resistors,

capacitors, diodes, potentiometers and integrated circuits), and how to combine these to produce a functioning article.

METALS TECHNOLOGY 1 (*HC)

Extra Cost Charge: **\$25.00**

This semester course is for students who have an interest in working with metals in a variety of ways but **did not do Working with Metals in Year 9**. The primary focus is on safety in the workshop and the skills required to safely fuse different metals using various welding techniques including; oxy, mig, arc welds, while exploring the properties of ferrous and non-ferrous metals. Metal lathing, forging and milling skills will also be developed for a fuller understanding of possible career pathways in the metal industry and affiliated career pathways.

METALS TECHNOLOGY 2 (*HC)

Extra Cost Charge: **\$25.00**

Metals Technology 2 is designed for students who have an interest in working with metals in a variety of ways and have obtained a **C grade or better in Year 9 Working with Metals or Metals Technology 1**. The primary focus is on safety in the workshop and the skills required to safely fuse different metals using various welding techniques including oxy, mig and arc welds, while exploring the properties of ferrous and non-ferrous metals. Metal lathing, forging and milling skills will also be further developed for a fuller understanding of possible career pathways in the metal industry and affiliated career pathways. This course is highly recommended for students pursuing a welding or structural led career pathway.

TEXTILES AND DESIGN (*HC)

Extra Cost Charge: **\$25.00**

This semester course has been designed for students who are interested in learning basic sewing skills and would like to acquire knowledge for alteration, design, repair or production of clothing items. Emphasis will be placed on sewing skills, fabric properties and design principles. This course is recommended for students with an interest in the Textiles and Fashion industry.

WOODWORK

Extra Cost Charge: **\$20.00**

Woodwork introduces students to the finer skills needed to develop the basic carpentry skills required for working in the industry. Students will be completing simple construction tasks that introduces a variety of complex techniques and explores the properties of natural products and their sustainability. There will be a major emphasis on learning how to operate a variety of industrial machinery and powered tools whilst working in a safe working environment. This course is highly recommended for students pursuing the carpentry or building and construction career pathway in Year 11.

Year 10 Section 2: The Arts

Select a **minimum of one** course from these electives in **The Arts**.

DANCE

Extra Cost Charge: **\$15.00**

Students in Dance 1 have the opportunity to learn and develop technique and skills from a variety of genres, focused on cultural and contemporary dance, in our purpose-built dance studio. They will work collaboratively and individually to create and respond to their own and others choreography and performances. Students will gain confidence in becoming an innovative and creative dancer to communicate meaning through body awareness, technical dance skills and performance skills.

DRAMA

Extra Cost Charge: **\$15.00**

Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (eg Australian drama post-1960 or world drama), using selected drama forms and styles. There are opportunities to research devised drama and read selected script excerpts using drama terminology and language and different forms of communication. Drama forms and styles may include Grotowski's Poor Theatre, Physical Theatre or Contemporary Aboriginal Theatre.

GENERAL MUSIC

Extra Cost Charge: **NIL**

Students with a strong interest in learning music or those who learn an instrument outside of school are invited to study General Music. Students will be involved in a range of activities, such as practical and performance, music literacy, composing and arrangement, with a strong focus on Contemporary Music. There will be opportunities to play in class-based ensembles on instruments such as guitar, bass, drums, keyboard, ukulele and voice.

MEDIA ARTS

Extra Cost Charge: **\$20.00**

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

SPECIALIST MUSIC

Extra Cost Charge: **\$30.00**

AMEB **\$110.00**

Hire of Instrument per year (if required) **\$110.00**

This is a **year-long** specialist music class. Students receiving instrumental music lessons with the Instrumental Music School Services (IMSS) will continue to hone their practical and performance, music literacy, and composing and arrangement skills with a strong focus on Contemporary Music. They will further explore their identity as a performing artist and continue to improve their skills on secondary instruments such as guitar, bass, drums, keyboard, ukulele and voice; in a class environment heavily focused on ensemble work.

Students who are doing IMSS instrumental lessons in Year 9 and wish to continue receiving lessons through the IMSS program in Year 10 must enrol in Specialist Music for the year. Students are expected to maintain a high level of commitment throughout the year.

VISUAL ARTS 1 (*HC)

Extra Cost Charge: **\$40.00**

Visual Arts gives students the opportunity to develop their skills, techniques and art practice to create and respond to art with a sense of meaning and purpose.

Students will develop their understanding of the elements of art, the principles of design and become more confident in their ability to problem solve and create solutions to design challenges which may arise. They will be encouraged to develop a curiosity for the world around them and gain confidence in analysing, articulating and responding to what they see and feel.

Students will record their journey of investigation, exploration and design development in an A3 Visual Arts portfolio and create a final studio piece with an artist statement.

VISUAL ARTS 2 (*HC)

Extra Cost Charge: **\$40.00**

Students selecting Visual Arts 2 must have **completed Visual Arts 1** and is recommended for students intending to study Visual Arts in Years 11 and 12 or pursuing Creative Art or design-related industries after school. This specialist course allows Visual Arts students the opportunity to refine their skills, techniques and art practice in order to create and respond to art with a sense of meaning and purpose.

Students will consolidate and deepen their understanding of the elements of art and the principles of design, developing confidence in their ability to problem solve and create solutions to design challenges which may arise. They will be encouraged to develop a curiosity for the world around them and analyse, articulate and respond to what they see and feel.

This journey of investigation, exploration and design development will be recorded in an A3 Visual Arts portfolio and a final studio piece with an artist statement.

Year 10 Section 3: General Electives

Select general electives from: Section 1: The Arts **OR** Section 2: Technologies **OR** Section 3: General Electives

STEAM INNOVATIONS

Extra Cost Charge: **NIL**

STEAM is an acronym for Science, Technology, Engineering, Art and Mathematics. Integrating the skills of these subjects, students will participate in challenges and learning tasks to expand their 21st Century Skills.

This elective is designed to be interactive and encourage innovation and the creative use of developing technologies, including Micro:Bits, 3D printing, the SKA, drones and robotics. An awareness of global awareness is covered through topics such as sustainability, climate change and food and water security. Students are encouraged to think of solutions from a socially responsible and ethical viewpoint.

Collaboration and teamwork are a large part of the projects undertaken and will include the Science and Engineering Challenge, First Lego League and ScienceIQ. Students will have opportunities to apply critical

thinking and problem solving in individual tasks, such as the Science Talent Search and Science Olympiads.

OUTDOOR EDUCATION 1 (*HC)

Extra Cost Charge: \$50.00

Outdoor Education 1 exposes students to snorkelling, roping, and orienteering. It offers students the opportunity to develop and use a variety of skills in the outdoor setting. Outdoor Education promotes self-reliance, problem solving skills and team work.

Students will have the opportunity to participate in a variety of extra-curricular activities, such as one day excursions. It is not compulsory for students to attend these. These extra-curricular activities may be offered to those students who demonstrate a high level of skill and cooperation in Outdoor Education.

Extra cost will be incurred by students selected to participate in excursions and overnight camps.

OUTDOOR EDUCATION 2 (*HC)

Extra Cost Charge: \$50.00

Outdoor Education 2 exposes students to rafting, bush cooking and camp skills. Outdoor Education offers students the opportunity to develop and use a variety of skills in the outdoor setting. It promotes self-reliance, problem solving skills and team work.

Students will have the opportunity to participate in a variety of extra-curricular activities, such as one day excursions. It is not compulsory for students to attend these. These extra-curricular activities may be offered to those students who demonstrate a high level of skill and cooperation in Outdoor Education.

Extra cost will be incurred by students selected to participate in excursions and overnight camps.

MIDWEST CLONTARF ACADEMY

Extra Cost Charge: NIL

Midwest Clontarf Academy Team Time is a **year-long** elective for Year 10 male Aboriginal students who are part of Clontarf.

During Clontarf contact time, the boys take part in a varied program aimed at achieving the Clontarf Foundation mission statement, which includes health checks for all boys. The Midwest Clontarf Academy exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and, by doing so, equips them to participate meaningfully in society. It engages students through leadership, well-being and self-esteem building activities.



DEADLY SISTA GIRLZ

Extra Cost Charge: NIL

Deadly Sista Girlz Team Time is a **year-long** elective for Year 10 female Aboriginal students who are part of Deadly Sista Girlz.

The focus is on developing positive social interactions with their fellow Sista girls in a fun, caring and vibrant environment, making informed decisions about personal health and wellbeing and becoming active members and leaders in the school and community.



Year 10 Work Placement

In Year 10 all students will have the opportunity to participate in a week-long Work Placement program, usually run at the end of Term 2. This will involve submitting an application with a resume and meeting set criteria around attendance, engagement and behaviour. Work placement is voluntary and students do not receive any remuneration as part of the program.

Work placement can be undertaken at an industry area of the students' choosing, as long as we are able to find a suitable business or employer. Students are able to suggest local businesses or employers, although we do not permit students to undertake work experience at a business that they may be employed with in a part time job.

We are able to offer some flexibility around our work placement programs so please see the Transitions and Pathways Coordinator for further information.

Unique Student Identifier (USI)

As of January 2015, it is compulsory for all students undertaking training at school or with an RTO to obtain a USI number. This is a government initiative ensuring all units of competency students complete through any RTO, is recorded in one place for easy access by students, teachers and lecturers. This will also ensure students are not repeating units of competency already achieved. The USI will remain unique to each person and will be kept on file at the school for future reference.

The school is able to apply for a USI behalf of a student, however, parental permission and one copy from the following proof of identification is required:

- Medicare Card
- Australian Passport – current
- Australian Birth Certificate
- Learners Driver's Licence



Please collect an application form from the school and submit this with your proof of identification.

Further information about applying for the USI is available at www.usi.gov.au.

Aboriginal School-based Traineeship (ASBT) Program

The ASBT program includes an institutional pathway for Year 10 students who are not yet work ready to undertake a school-based apprenticeship or traineeship. The aim of the pathway is to provide a transition program for those students:

- still at school who are not yet 'work ready'; or
- living in regional and remote areas with limited access to employment-based training.

The key outcomes for students enrolled in the institutional pathway are to develop skills not yet achieved through general education, and work readiness to help them transition into further training and employment.

To be eligible, a student must:

- be Aboriginal
- be a full time secondary student in Year 10 and
- obtain school support and agreement to participate in the program.

Each year the school will apply to participate in this program and nominate suitable students.

See the Transitions and Pathways Coordinator for further information.

Endorsed Programs

Champion Bay Senior High School provides opportunities for students to undertake additional endorsed programs as extra-curricular learning, in addition to workplace learning. They enable students to develop a range of skills, extend their networks and gain extra points towards WACE. Endorsed programs can also be done out-of-school with a community organisation or other private providers.

Some additional endorsed program examples are:

- Community Service
- Cadets WA (eg Air Force, Army, Navy)
- Youth Explore Voyage (provided by the Leeuwin Ocean Adventure Foundation)
- Surf Life Saving WA certificates and awards
- Music examinations (eg Australian Music Examinations Board)
- Off-campus enrichment programs (eg country week, international mathematics or science competitions, intercultural exchange programs, Premier's ANZAC tour)
- ASDAN.

The list of endorsed programs is available on the Authority website (<http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>).

Endorsed programs available as extra-curriculum options at Champion Bay Senior High School are

- Administration and Management (ADAM)
- Community Arts Performance (ADCAP)
- Off-campus Enrichment Program (ADOEP)



Year 10 Champions At Work Program

This exciting opportunity exists for Year 10 students who want to get a head start on employability skills, building a solid base of experience based on helping others through school-based and community service projects.

What is involved?

Students develop skills required for success in the workplace through a focus on foundation literacy and numeracy skills, and project-based learning. The Champions at Program (CAW) focuses on providing an avenue for students to earn some credit towards WACE as well as finding out about the workplace and skills required to be successful in the workplace. Students undertake practical projects.

Will I still attend other lessons?

Students will still undertake timetabled lessons for English, Mathematics, Humanities and Social Sciences and Science, Health, Physical Education, and electives in the Arts and Technologies. They will also have timetabled blocks for the Champions at Work Program.

How are students selected?

This is by student application and staff recommendation. Students can apply by obtaining an application form from the Team Leader.

Students must commit to maintaining regular attendance, abiding by the school code of conduct, working on their literacy and numeracy skills, and be willing to work with others, solve problems, and communicate.

The selection of students into this program will occur in Term 4. Parents will be required to attend an interview with their child.

Interested students are encouraged to speak to the Year 10 Associate Principal.



Further information

SCSA has a range of resources available on their website <https://www.scsa.wa.edu.au/>.

1. **Social media:** SCSA has two Facebook pages.
 - <https://facebook.com/SCSAWA> is for students in Years 10, 11 and 12, their parents, teachers and community stakeholders. The aim of the page is to provide information to students working towards the WACE and a WASSA.
 - <https://facebook.com/SCSAWateachers> is for teachers and community stakeholders. The aim of the page is to provide information to teachers delivering the Western Australian curriculum from Kindergarten to Year 12. Reminders about key dates, as listed in the *Activities Schedule*, are published on this page.
2. **Parents and Community website:** SCSA's parent and community website is designed to support parents and members of the community. It can be accessed on SCSA website at <https://www.scsa.wa.edu.au> via the Parents and Community tab. Parents and the community can access information about what children and young people should learn, how they are assessed, and the standards children and young people are expected to reach at each year level.
3. **K-10 Outline:** Western Australian Curriculum and Assessment Outline which is for all students from Kindergarten to Year 10 <https://k10outline.scsa.wa.edu.au/>.
4. **Disability adjustments:** <http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>.
5. **National Assessment Program Literacy and Numeracy (NAPLAN):** [k10outline - NAPLAN \(scsa.wa.edu.au\)](https://k10outline.scsa.wa.edu.au/naplan).
6. **Online Literacy and Numeracy Assessment (OLNA):** <http://senior-secondary.scsa.wa.edu.au/assessment/olna>.
7. **Courses – Year 11 and 12:** <https://senior-secondary.scsa.wa.edu.au>.
8. **Eligibility criteria for languages and EAL/D courses:** <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>.
9. **Vocational Education and Training (VET):** <http://senior-secondary.scsa.wa.edu.au/vet>.
10. **The Western Australian Certificate of Education (WACE):** <http://senior-secondary.scsa.wa.edu.au/the-wace>.
11. **WASSA:** <http://senior-secondary.scsa.wa.edu.au/certification/wassa>.

TISC information is available on their website at <http://www.tisc.edu.au/static/home.tisc>.

The **Course Seeker Website** (www.courseseeeker.edu.au) is another resource which allows you to search and compare entry requirements for undergraduate courses from universities and many other higher education providers in Australia.

Information about other post school options can be viewed on the Champion Bay Senior High School Careers website <https://www.championbayseniorhighschoolcareers.com/>.

Useful Terms and Acronyms

ACSF	Australian Core Skills Framework
ATAR	Australian Tertiary Admission Rank
EST	Externally set task
ICT	Information, Communication and Technology
IMSS	Instrumental Music School Services
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
PEAC	Primary Extension and Academic Challenge
RTO	Registered Training Organisation
SBT	School-based Traineeship
SCSA	School Curriculum and Standards Authority
STEAM	Science, Technology, Engineering, the Arts and Mathematics
STEM	Science, Technology, Engineering and Mathematics
TAFE	Technical and Further Education
TISC	Tertiary Institutions Service Centre
USI	Unique Student Identifier
VET	Vocational Education and Training
WA	Western Australia
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement



Year 9 - Planning Your Choices

Your final selections are done on the **Year 9 Grid 2026** form which is issued with this handbook. This page is for planning only and is **NOT** handed in. Finalised contributions and charges will be published in Term 4.

Selection Requirements

- All students must select one semester elective each from Section 1, Section 2 and two from Section 3.
- Select one reserve elective from each section (in the case the first selection is unavailable).

*Electives may not run if there are insufficient numbers in a particular elective. A 50% deposit for all **high-cost electives** is required to secure a place in Year 9 courses.*

	My <u>First</u> Choices are:	My <u>Reserve</u> Choices are:
Technologies		
The Arts		
Other Electives	1. 2.	1. 2.

Section 1: Technologies Electives

Technologies	Caring for Children	Mechatronics	Personal and Professional Etiquette
	Digital Technologies	Metals Technology	Textiles and Design
	Food Safari	Party Foods	Woodwork

Section 2: The Arts Electives

The Arts	ART	Visual Arts
	DANCE	Creative Dance
	DRAMA	Drama
	MEDIA	Cinema
	MUSIC	General Music
Specialist Music		

Section 3: General Electives

Technologies	Caring for Children	Mechatronics	Personal and Professional Etiquette
	Digital Technologies	Metals Technology	Sewing and Textiles
	Food Safari	Party Foods	Woodwork
The Arts	ART	Visual Arts	
	DANCE	Creative Dance	
	DRAMA	Drama	
	MEDIA	Media Arts	
	MUSIC	General Music	
Health and Physical Education	Outdoor Education 1		
	Outdoor Education 2		
	Recreational Pursuits		
Other	Robotics		
	Clontarf Academy Team Time (year-long)		
	Deadly Sista Girlz (year-long)		

Year 10 - Planning Your Choices

Your final selections are done on the **Year 10 Grid 2026** form which is issued with this handbook. This page is for planning only and is **NOT** handed in. Finalised contributions and charges are published in Term 4.

Selection Requirements

- All students must select one semester elective each from Section 1, Section 2 and two from Section 3.
- Select one reserve elective from each section (in the case the first selection is unavailable).

*Electives may not run if there are insufficient numbers in a particular elective. A 50% deposit for all **high-cost electives** is required to secure a place in Year 10 courses.*

	My <u>First</u> Choices are:	My <u>Reserve</u> Choices are:
The Arts		
Technologies		
Other Electives	1) 2)	

Section 1: TECHNOLOGIES ELECTIVES

Technologies	Catering	Childcare	Mechatronics	Textiles and Design
	Champion Café	Digital Technologies	Metals Technology 1 Metals Technology 2	Woodwork

Section 2: The ARTS ELECTIVES

The Arts	ART	Visual Arts 1 and Visual Arts 2
	DANCE	Dance
	DRAMA and MEDIA	Drama Media Arts
	MUSIC	Specialist Music (year-long) or General Music

Section 3: GENERAL ELECTIVES

Technologies	Catering	Childcare	Mechatronics	Textiles and Design
	Champion Café	Digital Technologies	Metals Technology 1 Metals Technology 2	Woodwork
The Arts	ART	Visual Arts 1 or Visual Arts 2		
	DANCE	Dance		
	DRAMA and MEDIA	Drama or Media Arts		
	MUSIC	General Music		
Health and Physical Education		Outdoor Education 1 or 2		
Other		STEAM Innovations Midwest Clontarf Academy Team Time (year-long) Deadly Sista Girlz (year-long)		