



Erindale College

Champions of Tomorrow

**COURSE GUIDE**

**2027**



**ACT**  
Government  
Education

# OUR PURPOSE

We meet students where they are at and take them where they want to go.

Students are equipped with the skills, knowledge, and attributes to achieve their goals, now and in the future.

# CHAMPIONING BELONGING

Our school culture is focussed on providing a safe, inclusive, and supportive environment where all students can be their best. We are explicit in our expectations. Positive behaviours for learning are built on three foundational pillars: Care, Share and Respect. Caring about your success plan is linked to learning. Share is aligned with the appropriate use of the common spaces. Respect is associated with the relationships between all members of the school community. We explicitly teach students what is required in a college setting. By developing students not just as learners, but as citizens and young adults, we seek to empower them to maximise their learning now and into the future.

# LEARNER PROFILE

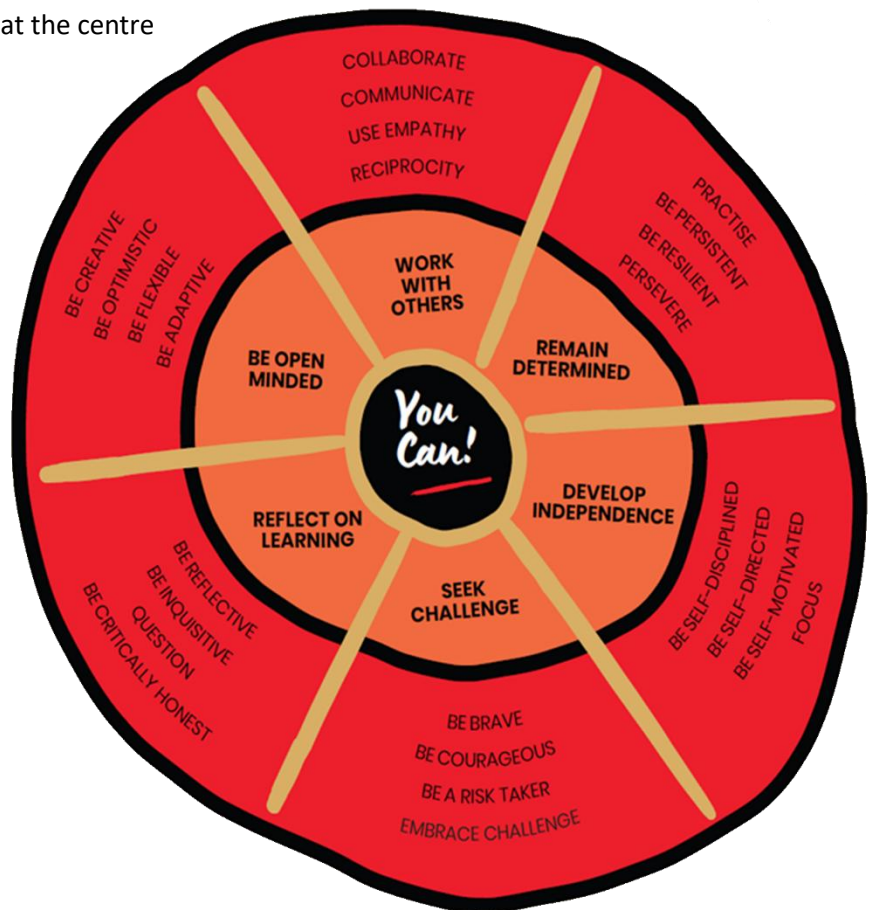
Mindset has a big impact on student learning outcomes! Attitude and character dispositions can work to strengthen and build academic outcomes for students. Evidence from students, teachers and the community have been incorporated into a learner profile for Erindale College students.

The design is a circle supporting the student at the centre

- Work with Others
- Remain Determined
- Develop Independence
- Seek Challenge
- Reflect on Learning
- Be Open Minded

This represents our inclusive culture. The attributes work together and interact to prepare out students for the future.

You will also notice a stunning design by a student from our 2021 graduating class Leilani Keen-Church, which encircles all the profiles.



## ENGLISH & LANGUAGES ACADEMY

### ENGLISH COURSES

Bridging Literacy A/M  
Essential English A/M  
English T  
Literature T  
Indigenous Culture and Languages A/T/M

## HUMANITIES ACADEMY

### HUMANITIES COURSES

Ancient History A/T/M  
Business A/T/M  
Business Services A/M  
Early Childhood Studies A/M  
Education Studies T  
Legal Studies A/T/M  
Modern History A/T/M  
Philosophy A/T/M  
Pre Modern History A/T/M  
Social & Community Work A/M  
Pacific Studies A/T/M

## SPORTS ACADEMY

### HEALTH, OUTDOOR & PHYSICAL EDUCATION COURSES

Certificate III in Fitness (SIS30321) & Certificate II Sports Coaching (SIS20321) (Binnacle Training, RTO Code 31319) E  
Exercise Science A/T/M  
Health & Wellbeing A/T/M  
Outdoor Recreation A/M  
Physical Education Studies A/M  
Athlete Development A/M  
Sport, Fitness & Recreation A/M

### PROGRAMS

Honours Program  
Talented Dance Program  
Talented Sports Program  
Year 10 in College Program  
Compass Program:  
(also option for Certificate II Retail Services E)

### SHORT COURSES (FOR EMPLOYMENT ENTRY)

Silica, White Card & Asbestos Training  
First Aid  
Responsible Service of Alcohol

## MATHEMATICS ACADEMY

### MATHEMATICS COURSES

Bridging Numeracy A/M  
Essential Mathematics A/M  
Mathematical Applications T  
Mathematical Methods T  
Specialist Methods T  
Specialist Mathematics T

## SCIENCE ACADEMY

### SCIENCE COURSES

Chemistry T  
Physics T  
Biology A/T  
Health Science A/T/M  
Earth & Environmental Science A/T  
Food Science & Nutrition A/T  
Psychology A/T/M  
Sociology A/T  
Certificate III Health Services Assistance (HLT33115) (JCE Positive Outcomes, RTO 88185) E

## TECHNOLOGY & CREATIVE ARTS ACADEMY

### TECHNOLOGY COURSES

Design & Emerging Technologies A/T/M  
Design & Textiles A/T/M  
Designed Environments A/T/M  
(Architectural Design & Interior Design)  
Engineering Studies A/T  
Food Studies A/M  
Hospitality A/V/M (Certificate II in Cookery)  
Metal Products A/M  
Timber Products A/M

### DIGITAL TECHNOLOGY COURSES

Robotics and Mechatronics A/T/M

### ARTS COURSES

Dance A/T/M  
Drama A/T/M  
Media A/T/M  
Music A/T/M  
Photography A/T/M  
Specialised Dance A  
Visual Arts A/T/M

# THE COLLEGE SYSTEM

The ACT operates a system of school-based curriculum and assessment within the policy and procedures of the ACT Office of the Board of Senior Secondary Studies (BSSS). Certification is based on continuous assessment over years 11 and 12, with students undertaking their first assessment tasks as early as week 5 in semester 1. The language of the BSSS can seem technical and confusing at first so we have clarified some important concepts:

## The College System and Certificate Requirements

### UNITS

A unit is a structured learning activity that is assessed and reported on. Each unit is attached to a subject area.

**Standard unit:** At least 55 hours of study is required to produce one unit. This is usually undertaken at four hours per week for a full semester.

**A Half Standard unit:** At least 27.5 hours of study is required to produce a 0.5 unit. This is usually undertaken at two hours per week for a semester or four hours per week for a term.

### COURSES

Courses are groups of units in the same subject area.

**Minor** – At least 2 standard units. A typical minor is produced by taking one class in a subject area for one year.

**Major** – 3.5 to 5 standard units. A typical major is produced by taking one class in a subject area for two years.

**Major/Minor** – 5.5 to 6.5 standard units. A typical major/minor is produced by completing 7 or 8 classes in a subject area over two years.

**Double Major** – 7 to 8 standard units. Typically, a double major is produced by completing 7 or 8 classes in a subject area over two years.

**Please note:** *Not all courses have provision for Major/Minors or Double Majors. Students can do more than eight standard units in a course, however 8 is the maximum that will count toward the course score and academic package requirements.*

## Types of Courses

### TERTIARY (T) COURSES

T courses are courses which have been approved as preparation for higher education. T course scores are used in preparing the Australian Tertiary Admissions Rank (ATAR).

### ACCREDITED (A) COURSES

A courses are approved courses that are suitable for a general education for students in Years 11 and 12.

### VOCATIONAL COURSES (V)

Vocational courses are approved Year 11/12 courses designed to provide knowledge and skills directly relevant to an area of employment and can lead to further vocational education and training. These courses have a workplace component, are recognised nationally, and can provide new apprenticeship and traineeship opportunities both during and after college. Vocational programs may also be classified as A, T or M courses.

*All courses dependent on student selection and teacher availability*

## **REGISTERED (R) UNITS/COURSES**

R units/courses designed to further a student's social, artistic, sporting, personal development, and academic progress.

## **MODIFIED (M) COURSES**

M courses are typically T and A courses that have been modified to allow students who satisfy specific disability criteria to engage in classes at an appropriate level.

## **EXTERNAL (E) COURSES**

E classification is given to a course that is delivered by an external Registered Training Organisation. Students can undertake any kind of vocational training course as part of their package in this way.

## **HIGHER EDUCATION (H) COURSES**

H courses are targeted extension programs or first year university programs delivered in partnership with higher education providers and are intended to support high achieving students. Erindale College students have access to all H courses.

## **ACT SENIOR SECONDARY CERTIFICATE**

This is generally completed in two years. However, students can negotiate to complete studies over a shorter or longer period.

To qualify for the ACT Senior Secondary Certificate, students require a minimum of:

- At least 17 standard units
- At least four minors in T, A, H, M, or E courses from at least three different course areas, including one English course.

## **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

An ATAR is used to assess and compare the results of school-leaving applicants for entry to university. This ranking is a number ranging between zero and 99.5 which reports students position relative to all other students.

## **TERTIARY ENTRANCE STATEMENT (TES)**

The TES is awarded to students who meet the requirement of an ATAR. To qualify students must satisfy the following:

- At least 20 standard units completed.
- At least 18 of these units must be from T, A, H, M, or E courses

These units must be from a course package in one of the following patterns:

- Three majors and three minors
- Four majors and one minor
- Five majors

A minimum of at least three majors and one minor must be T or H courses. Students must sit all components of the Australian Scaling Test (AST), at Erindale College students are expected to participate in all AST workshops and trials.

## VOCATIONAL CERTIFICATES

Students who successfully complete vocational courses are issued with nationally recognised Industry Certificates and level I, II or III, or a Statement of Attainment. These qualifications are recognised in all states and territories within Australia, and can help to obtain entry into:

- A related higher-level course with advanced standing, at CIT or other institutions
- An apprenticeship or traineeship
- General employment
- And Australian School Based Apprenticeship (ASbA)

## UNIQUE STUDENT IDENTIFIER (USI)

The Australian Government requires all students undertaking Vocational Training (VET) to have a USI. This 10 number and letter identifier will allow students to access their VET training records, results and transcripts from their online USI account. For more information, refer to [www.usi.gov.au](http://www.usi.gov.au).



## CHOOSING COURSES

Students should choose courses that interest them and provide academic, vocational and employment skills suitable for their aptitudes.

All students are required to study at least two consecutive units of English at T, A or M level. A course in Mathematics is strongly encouraged, as evidence of both literacy and numeracy skills is valued by employers and continued study of these courses is assumed knowledge in higher education.

Consider a year 11-12 package as a two-year plan. Subject choices in any given semester should contribute to the goals identified for an 'A' or 'T' package and the pathways they may lead to after completing a college program.



## ENGLISH & LANGUAGES ACADEMY

### ENGLISH COURSES

English courses at Erindale College encourage students to become independent users of language by developing strategies for effective reading, writing, speaking, listening, and viewing. English is a compulsory subject at college, all students **must** complete two units of any English course over their two years at college (minor).

#### BRIDGING LITERACY (A/M)

Bridging Literacy (A/M) is a targeted, supportive course that helps students build confidence and strengthen the essential reading, writing, listening, and speaking skills they need for school, work, and everyday life. It uses practical, real-world tasks and a range of different texts they are likely to encounter academically and more generally in their lives, to build confidence and independence, while guiding them towards achieving the nationally recognised ACSF Level 3 literacy benchmark. By learning practical skills aligned with researching, understanding and communicating information effectively, students gain the foundational skills required for success in, employment, training, and active engagement in life beyond school.

***Enrolment in this course occurs in consultation with parents, students and, and if relevant, the high school. If students wish to select this course, we may reach out to discuss the student's needs and achievement in English to determine the suitability of the course.***

#### ESSENTIAL ENGLISH (A/M)

The Essential English (A/M) course enables students to increase their skills, knowledge and understanding of the English language. This course is appropriate for students who may not wish to continue their studies at university level. Units focus on comprehending, responding, and interpreting a range of texts and exploring different points of view. Students are encouraged to develop reasoned and persuasive arguments to communicate their conclusions and to discuss, negotiate, persuade, and engage for a range of purposes in order to develop work and communication skills. This course aims to provide students with skills to succeed in many post-secondary pathways.

## ENGLISH (T)

The English (T) course prepares students for tertiary study in a range of courses at university or CIT. Units focus on how language, structure and literary conventions operate through texts and examine the effect of stylistic choices on audiences. Students are encouraged to create imaginative, interpretive, and analytical responses, consider different perspectives to challenge values and attitudes, and extend their own ideas through reading, viewing, and creating texts. The course looks at a range of themes and types of literature, enabling students to develop work and communication skills, and increase their knowledge and understanding of language and literature.

## INDIGENOUS CULTURE AND LANGUAGES (A/T/M)

In studying Indigenous Culture and Languages, students will explore identity, social justice, and human rights in local, national, and global contexts with reference to the world's oldest continuing culture, the Australian Aboriginal and Torres Strait Islander peoples. Students explore the diversity and unifying characteristics as well as the rich opportunities of shared worlds and cultures. The course provides learning that allows students to examine and reflect on how Indigenous cultures impact on their own learning, and on the development of their knowledge and attitudes. Students will engage with Indigenous languages and cultures in a range of contexts.



## LITERATURE (T)

Literature focuses on the study of literary texts, developing students as independent, innovative, and creative learners and thinkers, who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. Units focus on the relationships between language, context, perspective, culture, and identity. Through detailed and analytic textual study, students are encouraged to experiment with style and form to create consistent, evidence-based arguments and to synthesize a range of perspectives into critical and imaginative responses. Literature is best suited to students who are keen readers and explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination.

***Literature can be combined with English (T) to form a Major, or to achieve a Major-Minor or Double Major in English.***



## HUMANITIES ACADEMY

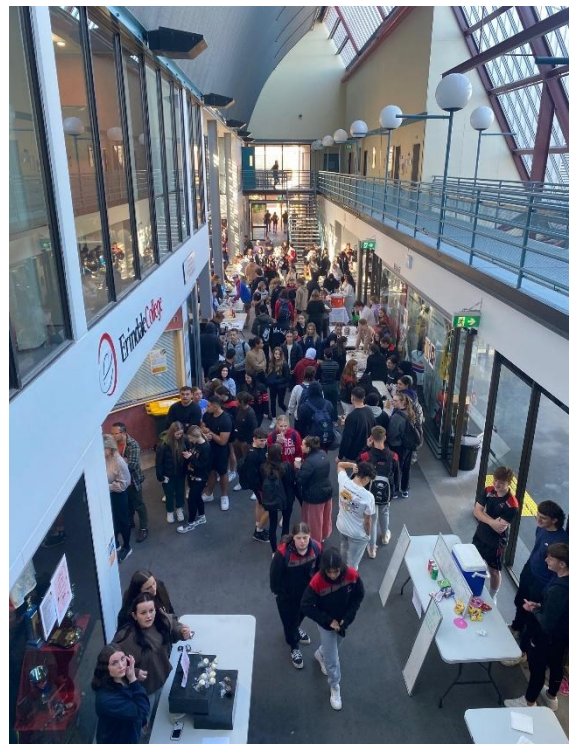
### HUMANITIES COURSES

Humanities courses focus on the operation of society, covering: Individual and group behaviour; legal and community rights and responsibilities; philosophical and ethical issues; history and business. Humanities courses study how people process and document the human experience and their place in it. Students examine what it means to be human and learn to ask questions about society and its institutions, empowering them to make informed and reasoned decisions as citizens of a culturally diverse interdependent world.

The following courses will be offered, subject to availability.

#### **BUSINESS (A/T/M)**

The study of Business enables students to develop their knowledge, understanding and skills in a variety of disciplines pertaining to employees, employers, and consumers in the business environment. Units focus on the ethics and nature of business, the importance of marketing, managing finances and various aspects of different types of employment. Students learn strategies to enhance the well-being of citizens locally, nationally, and globally through simulations, competitions, guest speakers, seminars, and excursions.



## **BUSINESS SERVICES (A/M)**

The Business Services A/M course enables students to develop knowledge, understanding and skills that underpin organisational administration in a wide range of contexts and sectors. Students investigate practices, processes and technologies in administration, the careers available and the changing skill sets required for their implementation. Domains of study in Business Services include information management, communication theories and practices for internal and external purposes, customer service, professional workplace habits, and organisational systems and project management.

## **EARLY CHILDHOOD STUDIES (A)**

Early Childhood Studies prepares students for relating to and managing children. This will support further study in education and childcare at CIT/TAFE or university. They will be able to access work opportunities in the growing industries of childcare and education as teachers and childcare workers. It will also support students in developing skills as parents and possibly help them to undertake one of the greatest challenges they will face in life, raising their own children. The knowledge, skills and understandings students gain in this course will empower them to support the well-being of children, and thereby, all society.

## **EDUCATION STUDIES (T)**

Education Studies provides students with an understanding of teaching and learning. They will gain insights both into their own learning, and into the learning of others. They will also gain insight into the professional practices of teachers, and contexts in which teachers work. These insights will support them in the transition to tertiary education programs and then to work as teachers. This course will form a foundation for further studies in university, thus easing the transition for students to new educational settings beyond school but also providing a skill and knowledge base on which they may build their further studies. This will provide insight into the potential of teaching as a fulfilling career.

## **HISTORY COURSES**

History is the study of important past events and cultures that have shaped the world we live in today and enables students to develop thinking, writing, and speaking skills. Students may elect to study units in Ancient History, Pre-Modern History and Modern History to develop majors, and do not need to have studied history previously.

### **ANCIENT HISTORY (T/A/M)**

In Ancient History, students study the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs, and values of the ancient world. Units focus on evidence and investigation of ancient societies, significant social and cultural features, the exercise of power and authority and key institutions, practice, and events in ancient societies.

### **MODERN HISTORY (T/A/M)**

In Modern History, students study the forces that have shaped the modern world and develop a broader and deeper comprehension of the world in which they live. This course covers the 20<sup>th</sup> century, with units focussing on significant developments that have defined the modern world, significant social movements, political organisation, and distinctive features emerging in the period 1945 – 2010.

## **PRE MODERN HISTORY (A/T/M)**

In Pre Modern History, enables students to study life in the pre modern period based on the analysis and interpretation of physical and written remains. The pre modern period, as defined in this curriculum, is global in scope and covers the period c. 400-1750 CE. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of Pre Modern history illustrates the development of some of the distinctive features of contemporary societies for example social organisation, culture, systems of law, governance and religion. Pre Modern history is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social, and cultural landscapes of the premodern world.



## **LEGAL STUDIES (A/T/M)**

Legal Studies explores the institutions and processes of law in a social, economic, and political context. Students investigate, question, and evaluate their personal view of the world and society's collective future. Units focus on the Australian criminal justice system and the various rights and responsibilities of individuals, groups, and organisations. Students examine how the law balances these rights and responsibilities between individuals, communities, and states. This course seeks to relate the laws in our society to our everyday lives, and makes use of court visits, guest speakers, mock trials, debate, and seminars to make the subject relevant and meaningful to students.

## **PHILOSOPHY (A/T/M)**

Philosophy helps students think deeply about themselves and the world. They explore challenges faced by individuals and society, question different ways of tackling these challenges, and propose solutions. By studying philosophical ideas from various times and cultures, students learn to analyse problems and challenge commonly accepted beliefs. They also sharpen their critical thinking skills and learn to question assumptions about the world. Through philosophical inquiry, students develop skills like logical thinking, analysing texts, having respectful discussions, and effectively communicating ideas. These skills can be used to evaluate, apply, and share philosophical ideas about life and the world in a clear and coherent manner. Overall, studying philosophy equips students with valuable skills applicable to various areas of study and life. It encourages them to become thoughtful and active citizens who can interpret and make changes in the world, leading to a more examined life.

### **PACIFIC STUDIES (A/T/M)**

Pacific Studies is a course that provides students with the opportunity to explore and understand the diversity of Pacific peoples, places, and experiences. It provides Pacific Islander students an opportunity to engage with their learning through the close study of their heritage, and non-Pacific Islander students an opportunity to learn more about the vast sea of islands covering one third of the globe. Students engage with indigenous Pacific ways of knowing, thinking, being, doing and valuing. They develop culturally appropriate research skills to explore a range of topics and issues related to Pacific Islander peoples, places, and cultures. Students appreciate their own culture and other cultures and will develop intercultural skills in moving between cultures and cultural understanding by learning about other ways of life.

### **SOCIAL AND COMMUNITY WORK (A/M)**

Social and Community Work incorporates working with children, young people, the elderly, and people with disabilities or the community generally, giving students invaluable skills and knowledge to assist in entering the workforce. Units focus on the community service industry, disability sector, early childhood development and issues facing youth in society. This course can provide pathways into childcare, aged care, teaching, nursing, and youth work.





## ERINDALE COLLEGE SPORTS ACADEMY

The Sports Academy facilitates study of the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students develop knowledge, understanding and skills, including physical literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain relationships, and to make decisions to enhance their health and physical participation. The Erindale College Sports Academy enjoys the unique advantages afforded by the facilities of the Erindale Leisure Centre.

### **CERTIFICATE III IN FITNESS (E)**

**SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching (Dual Qualification)**  
Binnacle Training, RTO Code (31319)

The Certificate III in Fitness and Certificate II Sport Coaching courses are designed for students interested in becoming personal trainers or working in the fitness industry. Students will be trained by qualified staff utilising the Erindale Leisure Centre facilities to support learning. Students who undertake this course must commit to the full two years of study\* and the required course fee\*\*. Upon completion, students may attain the qualifications listed above and can lead into further pathways.

This course is provided by Binnacle Training (RTO Code 31319), for additional information, see the following link: <https://www.binnacletraining.com.au/for-schools/programs/sis30321-certificate-iii-in-fitness-sis20321-certificate-ii-in-sport-coaching/#program>

*\*students must remain enrolled in this course for two years. i.e. a year 12 student is not eligible to begin this course in their final year at college.*

*\*\*a one-off \$595.00 payment is a requirement for this course (subject to external price adjustments).*

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement [here](#)

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

## **EXERCISE SCIENCE (A/T/M)**

Exercise science examines biological, biomechanical, physiological, and psychological theories and their influence on performance and participation in physical activity. Units cover the structure and function of bodily systems, the physiological, psychological, and behavioural theories that influence athletic performance, the effectiveness of training and nutritional guidelines and how to analyse and interpret the body in motion. Students become analytical thinkers as they learn how to test, measure, and analyse performance using both data and practical activities. They apply this knowledge to improve athletic performance, design training programs and solve real-world movement challenges. This course encourages students to be curious and open-minded, and is useful for students wishing to continue their studies in the exercise science, sports psychology, sports coaching and rehabilitation, fitness and health industry fields.

## **PUBLIC HEALTH (A/T/M)**

Public Health is the study of biological, physiological, psychological, social, and cultural influences on health and broader wellbeing. Students develop as critical and reflective thinkers, analysing influences and making decisions regarding health at an individual, community, and global level. Units focus on the indicators and determinants of individual, community and global health, major causes of ill health and various interventions to promote wellbeing and sustainable human development. Students are encouraged to be open-minded as they analyse the nature and purpose of health and wellbeing and develop insights into how values, behaviours, priorities, and actions reflect the complex contexts in which people live. This will assist students seeking careers in a variety of professions such as applied health, social work, occupational therapy, and health related data analysis.

## **OUTDOOR RECREATION (A/M)**

Outdoor Recreation explores the significance and practices of the outdoor recreation industry, offering students hands-on experience in various outdoor activities. Throughout the course, students examine the role of outdoor recreation in both individual and community life while embodying Erindale College's learner profile attributes of remaining determined, seeking challenge, reflecting on learning, working with others, developing independence, and being open-minded. Students analyse current industry features, explore models of outdoor recreation and adventure learning, and develop skills in risk management. Through practical engagement, students investigate industry practices and procedures, gaining the skills needed to plan, participate in, and facilitate outdoor recreation experiences. Outdoor Recreation fosters mental and physical growth and social connection through a diverse range of activities including surfing, snorkelling, bushwalking, orienteering, rock climbing, abseiling, caving, canyoning, white-water rafting, mountain biking, and downhill skiing.

## **PHYSICAL EDUCATION STUDIES (A/M)**

Physical Education Studies (PE) provides students with skills and knowledge to maintain healthy lifestyles, work with others and improve physical and team skills. Units focus on the acquisition and development of sports skills, improving fitness and wellbeing and building teamwork through a variety of culturally diverse sports and physical activities. Research studies show adolescents with fundamental sports skills are more likely to continue physical activity later in life. Through theory and practical activities, PE assists students in preparing for lifelong physical wellbeing.

## **ATHLETE DEVELOPMENT (A/M)**

*Entry to this course is based on application only.*

The Sports Development course is designed to cater for student athletes who have been selected into the Sports Program at Erindale College. The course blends practical training with theory, helping students build resilience, discipline, and teamwork skills that are valuable both in sport and everyday life. Units focus on building and maintaining elite athletes, covering time-management and lifestyle balance, individual and/or team development, the role of nutrition and recovery, contemporary issues, and technology in sport. Student programs are tailored to meet the individual athlete's needs and sporting requirements in close consultation with identified coaches and sporting organisations, providing students with adequate time and access to the facilities they need to develop their specialised skills.

## **SPORT, FITNESS AND RECREATION (A/M)**

Sport, Fitness and Recreation is a practical course that prepares students for careers and opportunities in the growing sport and fitness industry. Students learn about the structure of the industry, including roles in coaching, fitness, event management, and community sport and recreation. They develop practical skills in planning and delivering sport and fitness activities, improving both their own performance and that of others.

Students develop interpersonal and transferable work skills which support effective planning, implementation and refinement of sport, fitness and recreational activities and events. Sports, Fitness and Recreation can make an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning and well-being. Students have the opportunity to assist at local school's sporting events as coaches and leaders.





## MATHEMATICS ACADEMY

### MATHEMATICS COURSES

Mathematics at Erindale College provides pathways to university, Canberra Institute of Technology, and other training providers. Students completing courses in this area learn to use mathematical ideas and techniques, collect, and analyse data and problem solve. Transferable skills are gained through communicating ideas and information, teamwork, the use of appropriate technology and applied problem solving.

#### BRIDGING NUMERACY (A/M)

*This level of Mathematics is offered based on recommendation only and cannot be self-selected by students.*

This course focuses on developing students' numeracy skills and their capacity to communicate using mathematical language, as well as their ability to interpret mathematical and statistical information. Units focus on numeracy skills for employment, personal finances, day-to-day living and health and fitness. This course aims to improve problem solving beyond college, enhancing knowledge and skills students will require in employment and in managing personal finances.

#### ESSENTIAL MATHEMATICS (A/M)

Essential Mathematics focuses on using mathematics effectively, efficiently, and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of personal and workplace settings, including trades. Units focus on measurement, formulas, data comparison and probability. This subject provides the opportunity for students to prepare for post-school employment and further training.

## **MATHEMATICAL APPLICATIONS (T)**

Mathematical Applications focuses on the use of mathematics to solve problems in context. Units focus on financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. This course also provides opportunities for students to use the statistical investigation process for answering questions that involve analysing univariate and bivariate data.

## **MATHEMATICAL METHODS (T)**

Mathematical Methods is designed to provide students with techniques in abstract reasoning, calculus, and other mathematical procedures. Units focus on algebraic concepts and techniques, calculus, and exponential and logarithmic functions. Students are provided a foundation for further study in areas where mathematical modelling plays a major role.

*There are no formal prerequisites for this course. However, it is expected that students will have satisfactorily completed Advanced Level Mathematics (or equivalent) at high school.*

## **SPECIALIST METHODS (T)**

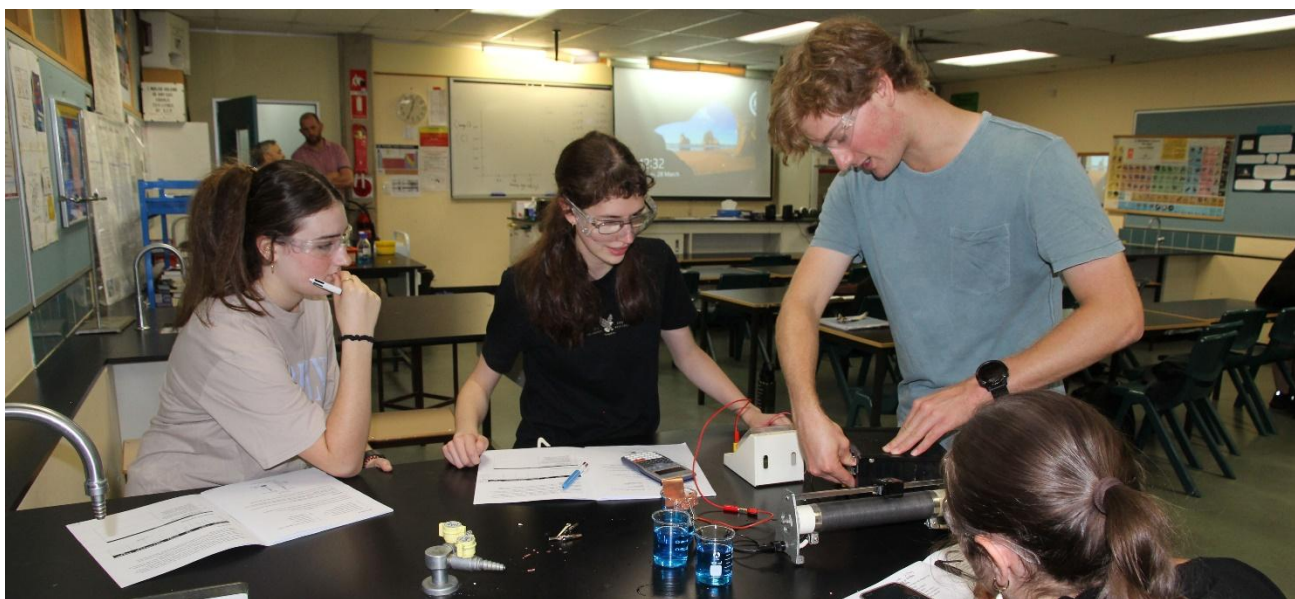
Specialist Methods is similar in content to Mathematical Methods but aims to extend students further than the standard Methods course. Specialist Methods focuses on the use of calculus and statistical analysis. The study of calculus in Specialist Methods provides a basis for an understanding of the physical world involving rates of change, including the use of functions, derivatives, and integrals in modelling physical processes. The study of statistics in Specialist Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

## **SPECIALIST MATHEMATICS (T)**

***Specialist Mathematics is the only mathematics subject that cannot be taken as a stand-alone subject. It can only be taken in conjunction with Specialist Methods***

Specialist Mathematics provides opportunities, beyond those presented in Specialist Methods, to develop rigorous mathematical arguments and proofs and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Specialist Methods, as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers, and matrices.





## SCIENCE ACADEMY

### SCIENCE COURSES

Science is the study of fundamental principles which shape the natural world. Through critical thinking and questioning, Science uncovers the mysteries of how things work and interact. Studying Science at Erindale College, students will develop:

- an understanding of fundamental scientific concepts and how to apply them,
- skills in scientific investigation and analysis of data,
- skills to work independently and in a group, and
- skills in scientific communication.

Science is a prerequisite subject for further studies and employment in engineering, research sciences, environmental studies and health sciences, including nursing, medicine, physiotherapy, nutrition and dentistry.

Students with a Science subject on their ACT Senior Secondary Certificate are favoured by the Canberra Institute of Technology and most trades prefer students with science in their background. There are eight courses available in the Science Academy: - Biology (T/A), Chemistry (T), Earth, Environmental Science (T/A/M), Food Science & Nutrition (T/A/M), Health Science (T/A/M), Physics (T), Psychology (T/A/M), Sociology (T/A/M). These courses are designed to meet a range of interests, abilities, and career needs.

## BIOLOGY (A/T)

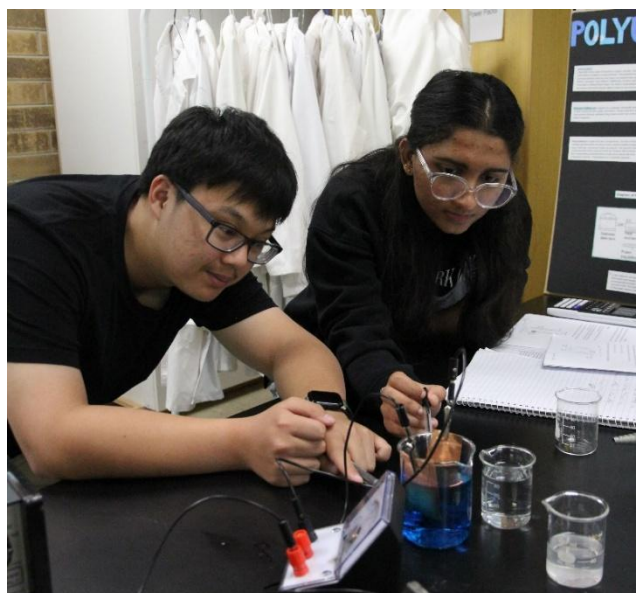
Biology is the scientific study of life and living organisms. The four units focus on:

- The secrets of life at a cellular level (Investigate the microscopic world) – uncover the inner workings of cells and how they power life. Understand how cells function and communicate.
- The delicate balance of ecosystems (Explore ecosystems in action) – explore how abiotic and biotic factors shape the environment and analyse the impact of climate change, biodiversity loss and conservation efforts.
- The blueprint of life (Decode the secrets of DNA) unravels the mysteries of genetics, heredity, DNA and breakthroughs in biotechnology.
- The battle against diseases (Tackle real-world health challenges) – examine how pathogens impact human health and how organisms adapt to changing conditions. Students study about diseases and immunity.

## CHEMISTRY (T)

The Chemistry course introduces key concepts, including chemical nomenclature and measurement, atomic structure and the periodic table, stoichiometry, types of chemical reactions (including acid-base, redox and precipitation), bonding, periodicity gas laws and reaction rates. The course teaches basic laboratory skills involving the handling of chemical reagents, conducting simple chemical experiments and recording chemical observations.

The full two-year course provides a framework for further studies in Chemistry. Topics covered are acids and bases, thermochemistry, oxidation and reduction, equilibrium, an introduction to organic chemistry and analytical techniques. These important basic principles and concepts are developed using pertinent examples and related practical work that highlight the everyday applications of Chemistry.



## EARTH AND ENVIRONMENTAL SCIENCE (A/T/M)

In Earth and Environmental Science, students develop their understanding of how interactions between Earth systems influence Earth processes, environments, and resources. This understanding provides a foundation for further studies or employment in Earth and environmental science related fields, including sustainability, geology, mining, conservation and meteorology. Units examine theories of Earth development, transfers and transformations of energy, renewable and non-renewable resources and how human activity contributes to Earth hazards. Earth and Environmental Science provides students with opportunities to explore the theories and evidence that frame our understanding of Earth's origins and history.

## **HEALTH SCIENCE (A/T/M)**

Health Science provides students the opportunity to learn about human body systems. Over the two-year cycle, students will cover cardiovascular, respiratory, gastrointestinal, excretory, nervous and reproductive systems.

Each unit of Health Science allows students to explore the fundamental anatomy and physiology of each system. Students will understand the role of internal and external factors in malfunctions of each system, and to evaluate claims about effective treatments for illness in these contexts.

This course supports students pursuing pathways in health, medical and allied health (including physiotherapy, nursing and exercise physiology) fields.

## **PHYSICS (T)**

Physics is the study of the fundamental forces and principles that shape our universe, from the tiniest particles to the vast expanse of space. It challenges us to question, explore, and uncover the hidden patterns that govern motion, energy, and matter, empowering us to innovate, solve complex problems, and transform the world around us. Across Year 11 & 12 Physics students will expand on their prior knowledge into a range of core topics including forces, energy, radioactivity, electromagnetism, and modern physics, which covers quantum mechanics, particle physics and special relativity. There is a strong emphasis on the development of scientific inquiry and mathematical modelling skills, and it is recommended students are comfortable with algebra. The study of Physics is an excellent stepping stone to a range of future pathways across the sciences and engineering.



## **CERTIFICATE III HEALTH SERVICES ASSISTANCE COURSE (HLT3315) (E)**

(JCE Positive Outcomes, RTO 88185)

The college facilitates the provision of this course by an external provider (JCE Positive Outcomes). It is a timetabled class with a college teacher, combining theory and practical lessons with staff from JCE Positive Outcomes. Students can undertake this course as a pathway towards work or a career in the health sector. Students will learn skills that include how to understand human body functions and medical terminology, take and record essential health markers such as temperature, pulse rate, respiratory rate, blood pressure and blood glucose, and develop skills in implementing care plans. Career pathways include health care assistant, personal care assistant, hospital orderly and nurse's assistant.

Students can gain competency in units including:

- Recognise healthy body systems
- Infection prevention and control
- Interpret and apply medical terminology
- Transportation of patients
- Support of nursing staff

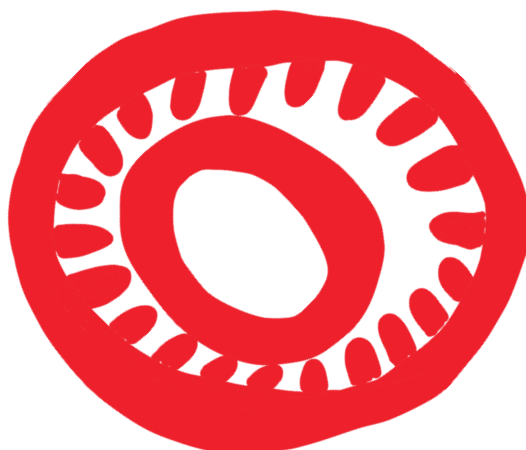
As this course includes the facilitation of external service providers, students are required to make payments for each of the units they commence (cost to be confirmed upon enrolment).

## **PSYCHOLOGY (A/T/M)**

The Psychology course focuses on human cognition and behaviour at the individual level, the differences and commonalities between people and how behaviour can be understood in a social and cultural context. Units focus on individual differences, the biological basis of human psychology, factors that influence physical and mental wellbeing and social relationships. A knowledge of psychology gives enduring insights into all aspects of the human experience so that students gain a deeper understanding both others and themselves. Psychology may be incorporated with Sociology to form a course in Behavioural Science.

## **SOCIOLOGY (A/T/M)**

The Sociology course helps students understand and think critically about modern society, focusing on historical, social, structural, and cultural forces that shape everyday life. Units focus on perceptions of the self and others, the concepts of equality and justice, culture, and social institutions. Sociology takes a broader approach to understanding human behaviour than does Psychology by examining how a society made up of individuals works as a whole and provides continuity with several tertiary and industry courses.





## TECHNOLOGY & CREATIVE ARTS ACADEMY

### TECHNOLOGY COURSES

Technology courses offer a wide a range of practical classes with a strong emphasis on vocational education, assisting students to develop the skills and knowledge to pursue a variety of career pathways, lifelong leisure interests and independent living. This area has excellent facilities, including a state of the art fully operational training restaurant, commercial kitchen, coffee shop and well-equipped textile, metal and wood workshops.

### DESIGNED ENVIRONMENTS (A/T/M)

The units studied in this course include **Architectural Design** and **Interior Design**. Designed Environments focuses on the fields of architecture, interior design, urban design, landscape, and sustainable building design. This course gives students opportunities to explore the concept that good design has the power to transform and provide lasting solutions that improve our lives. It considers sustainability, aesthetics, human interaction, ergonomics, the ethical use of space and functionality. Students apply problem solving skills in making appropriate design solutions to create attractive and functional spaces such as playgrounds, buildings, and galleries.

### DESIGN AND EMERGING TECHNOLOGIES (A/T/M)

Design and Emerging Technologies offers students the opportunity to explore skills and techniques used in professional design industries. Students learn how the selection and use of technologies contributes to a sustainable and improved future, developing research, computational thinking and communication skills. Throughout this course, students consider global perspectives, identifying ethical issues related to technology and use designed thinking to develop practice skills and develop new ideas. Student will learn and apply the design cycle in various projects ranging from physical products built in the workshop to projects built and made using CAD, 3d printers and laser cutters. Students will learn appropriate techniques and programs to achieve this.

## **DESIGN AND TEXTILES (A/T/M)**

The Design and Textiles course focuses on design thinking and the application of the design process to create clothing. Units focus on design theories and aesthetics, exploring the foundations of design, emerging technologies, and designing for a sustainable future.

Students will have the opportunity to explore creativity, problem solving and project management skills in making design solutions. They will learn new fabric dyeing, printing, and embellishment techniques to enhance textiles and gain everyday skills in textile construction techniques.

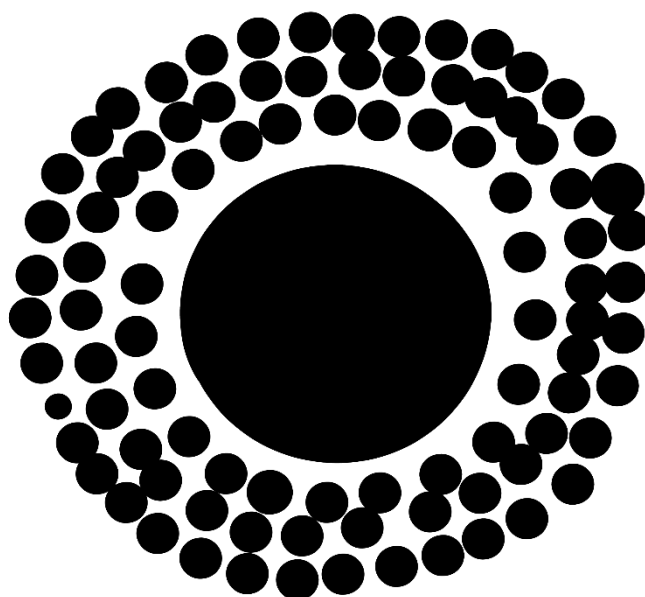
Design and Textiles is a suitable course to study for those interested in further education and employment in design fields such as: fashion design, interior design or decoration, personal styling, industrial design, costume design, clothing production manufacture and textile technologies.

## **ENGINEERING STUDIES A/T/M**

Engineering Studies introduces students to engineering principles and systems and is based on finding solutions to real-world problems. In this interdisciplinary course, students apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. They rely strongly on their creativity, critical thinking and problem-solving skills to turn ideas into reality and to develop solutions to problems.

## **FOOD STUDIES (A/M)**

This course is intended for all students who wish to learn more about food, food preparation and other social and environmental factors which influence our eating habits. Units focus on food safety, nutrition, food sustainability, the importance of food in different cultures and the strengths and weaknesses of contemporary food products. Students evaluate and discuss health issues in connection with our lifestyles and are equipped with the knowledge to make better food choices.



## **HOSPITALITY (A/M/V) CERTIFICATE II COOKERY**

In Hospitality, students focus on the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students utilise skills in technology, including the use of social media in marketing. They develop safe work practices in the preparation, storage, and handling of food, and comply with current health and safety legislation, including infection prevention and control policies and procedures. The course provides opportunities to complete VET qualifications (Cert II Cookery) or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package. Students can develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries or provide a pathway to further tertiary studies.

## **METAL PRODUCTS (A/M)**

In Metal Products students use a range of tools and specialist equipment to construct personal projects. Students enjoy predominantly practical work in this course, which is supplemented through sketching and theory exercises designed to develop technical language. Units focus on workshop procedures, metal manufacturing welding and cutting skills and project management. This course aims to provide students with appropriate skills, knowledge, and attitudes to make informed decisions on seeking a career in many industries including plumbing, building, metal trades, and professions in engineering, quantity surveying and construction management.

## **DIGITAL TECHNOLOGY COURSES**

### **ROBOTICS AND MECHATRONICS A/T/M**

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems.



Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing.

*Robotics and Mechatronics* aims to build theoretical and practical knowledge to prepare students for technical pathways such as engineering, IT, electronics and science.

## TIMBER PRODUCTS (A/M)

This course provides students with knowledge, understanding and skills relating to areas of work inside the industry & services domains of constructing timber products. Students will investigate industry practices, processes, and procedures in addition to exploring technical information, sustainability, equipment and work health & safety (WHS). While learning how to use machinery, tools and timber materials to design and create products, students will be provided the opportunity to problem solve, make decisions, and develop interpersonal and intrapersonal skills suitable for employment and further training.



## ARTS COURSES

Creative Arts courses at Erindale College strive to develop and continuously build upon the ever-growing strength of the visual and performing arts culture within the school and community. Subject specific technologies and equipment and proactive, skilled arts educators combine to offer students several pathways designed to excite their curiosity and provide opportunities to excel in creativity, aesthetic appreciation, critical analysis, exhibitions, and live performance.



## **DANCE (A/T/M)**

Dance courses at Erindale college enable students to engage with this unique art form through both practice and analysis. Through dance performance students learn about the elements of dance, rehearsal, choreography, compositional principles, and technical and performance skills in order to engage the audience. Units in dance cover genres from classical to hip-hop, exploring dance styles throughout history, communities, and productions. In responding critically to dance performances, students learn about the roles of choreographer, dancer, audience, and critic and develop a critical appreciation of techniques, conventions and meaning as well as the social, cultural, and historical significance of dance.



## **SPECIALISED DANCE (A)**

*Entry to this course is based on application only.*

This is a program of excellence designed to extend and develop the talents of students in the performing art of dance. This challenging course extends students with highly qualified staff and visiting tutors. Students involved in the program develop their technique, composition, performance, and analytical skills and will have the opportunity to prepare for auditions and create show reels for tertiary dance institutions and explore other careers in the field of dance. Units in this program are in line with the units of Erindale College's Dance courses, though offered at an A level only.

## **DRAMA (A/T/M)**

The Drama course at Erindale College enables students to make meaning of the world through enactment. Through performance, students learn about the elements of drama, rehearsal strategies, workshopping, improvising, technical and performance skills to engage and communicate with an audience. Units cover several theatrical genres, various roles in drama productions, elements of lighting and set design and the creation of drama ensembles. By responding to the performances of others, students explore theory, elements of production, the roles of directors, actors and playwrights and consider dramatic practices, elements genres, styles and production techniques and conventions.

## **MEDIA (A/T/M)**

The Media course has two main functions: to help students understand the nature of media communications and learn how to produce powerful multi-media products. Students develop this knowledge through the creation of practical assignments and through undertaking written and oral analyses of numerous forms of media. Units focus on creative process, media forms and styles, the social, historical, political, and cultural influence on media representations, and the narratives of fictional and non-fictional media products. An understanding of media and media productions is of substantial benefit to all students who wish to prepare for a world impacted by dynamic and influential media technologies.

## MUSIC COURSES

At Erindale College, students can engage with Music as absolute beginners through to experienced players. Regardless of the level a student enters, their understanding of music will be developed and challenged throughout their time at the college. Through their engagement with the Music course, students will have the opportunity to participate in a creative pursuit that enriches their lives well beyond their school years.

### MUSIC (A/M)

Accredited/Modified Music courses are designed for a wide range of students, from beginners to those who have studied music in High School, or privately. With an emphasis on practical music making, students enrolled in this course study a variety of musical styles and their influence on today's music and society. Regular classes in music history, theory and aural help deepen the student's appreciation of music and their understanding of the elements of music.

### MUSIC (T)

Tertiary Music courses are designed for students who have a background in music and are interested in extending their understanding. Through a practical approach to studying music, students rehearse in small groups and whole class ensembles and are required to perform a selection of specific repertoire for assessment. Students are encouraged to become familiar with scales and chords to develop their musicianship and improvisation skills. A broader appreciation of a variety of genres, the artists who contributed to these genres, and the place of music in society is developed through the units of learning. Regular classes in music theory and aural help deepen the student's appreciation of music and their understanding of the elements of music. Students are given a Composition Task in each unit, where they apply their theory knowledge and conventions of writing music to their own compositions.

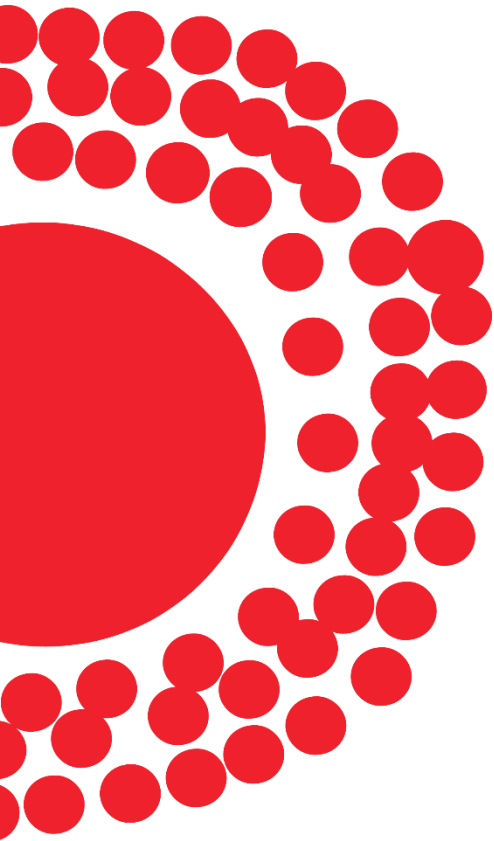


## PHOTOGRAPHY (A/T/M)

At Erindale College, our Photography course focuses on building and refining students' technical skills in composition and lighting, while also exploring artistic expression and developing critical analysis abilities. Students will have the opportunity to experiment with professional-grade equipment, learn advanced techniques, and explore various photography genres, including still life, portraiture, landscape, content creation, architecture, fashion, and sports. The course combines theory, hands-on practice, critique sessions, and collaborative projects to enhance students' ability to analyse and interpret photographs, strengthening their visual storytelling and communication skills. By the end of the course, students will not only have expanded their technical expertise but also developed a unique photographic style. Their portfolio will showcase mastery in advanced techniques and the ability to convey meaningful stories through visual imagery. This course provides a strong foundation for pursuing professional photography careers or continuing further academic studies in the field.

## VISUAL ART (A/T/M)

The Visual Art course is designed to provide opportunities for beginning and experienced art students to improve their technical art-making skills and become creative and critical thinkers. Units focus on creative processes through various conventions and forms, how meaning and concepts are communicated through art, the ways art and artists change through time and place and how art can be used to create narratives. Students will carry out teacher and student led practical projects, communicate their processes in a visual diary and support their art-making practices by studying aspects of art history and critical analysis of art works. Students are encouraged to exhibit their work in the school and community.





## COMPASS PROGRAM

At Erindale College, we prioritise meeting the diverse needs of all students, including those with disability. The Compass Program is our Small Group Program (SGP), designed for students who benefit from a more supported learning environment to access BSSS Modified (M) courses. Classes are smaller, with structured teaching and targeted adjustments to support students to access the curriculum, build confidence, and experience success.

Placement in Modified (M) courses is determined through consultation with families and based on evidence that a student meets the BSSS eligibility criteria for disability adjustments. Students who have previously been enrolled in a small group program (SGP/DEP) may be considered for placement in the Compass Program.

Compass classes focus on developing independence, communication, and employability skills, supporting students to work towards meaningful post-school pathways, including employment, training, and further education.

### **BRIDGING LITERACY (M)**

Bridging Literacy (M) focuses on developing reading, writing, speaking, and listening skills. Students engage with a range of everyday and workplace texts to build understanding of how language is used to inform, persuade, and communicate ideas. The course builds practical skills such as interpreting information, expressing ideas clearly, and participating in discussions, helping students become more confident and independent communicators.

### **BRIDGING NUMERACY (M)**

Bridging Numeracy (M) develops the mathematical skills needed for everyday life, employment, and personal decision-making. Students learn through real-world contexts such as managing money, measurement, time, and health-related numeracy. The course focuses on building confidence in interpreting information, solving problems, and applying maths skills in practical situations.

## **FOOD STUDIES (M)**

Food Studies (M) is a practical course where students develop skills in food preparation, nutrition, and safe kitchen practices. The course runs as a reverse inclusion class, where a small number of peer mentors work alongside Compass students to support teamwork, communication, and social skill development in a natural, shared learning environment. Students plan, cook, and evaluate meals together while learning about budgeting, hygiene, and sustainability. The course supports pathways into independent living and hospitality-related employment by developing practical and transferable skills.

## **HEALTH AND WELLBEING (M)**

Health and Wellbeing (M) explores the biological, psychological, and social factors that influence health and wellbeing. Students examine how lifestyle choices, relationships, and environments impact individuals and communities. Learning focuses on developing practical strategies to support personal health, emotional regulation, and informed decision-making. Students apply their understanding to everyday life, supporting independence and positive wellbeing outcomes beyond college.



## **PATHWAYS TO WORK AND LEARNING (M)**

Pathways to Work and Learning (M) supports students to develop the skills required for employment, training, and post-school transitions. The course focuses on career exploration, goal setting, and workplace readiness. Students develop practical skills including communication, organisation, digital literacy, and teamwork, while exploring personal strengths and future opportunities. Learning is individualised to support students in building independence and confidence in navigating pathways beyond college.

## **VISUAL ART (M)**

Visual Art (M) provides opportunities for students to develop skills in art-making, visual communication, and creative thinking. Students explore a range of materials, techniques, and processes to express ideas and concepts. Learning includes both practical and reflective components, supporting students to develop confidence and independence in their creative practice. The course supports confidence, creativity, and independence, while building transferable skills such as problem-solving and self-expression.

## **TIMBER PRODUCTS (M)**

Timber Products (M) is a practical course where students design and construct projects using timber and workshop tools. Students develop skills in planning, measuring, and following processes, while learning to use equipment safely. The course provides hands-on experience and supports pathways into trades, vocational training, and employment.

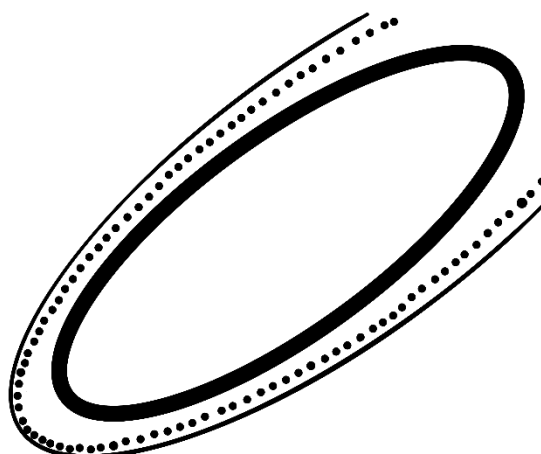


## **PHYSICAL EDUCATION (M)**

Physical Education (M) develops students' skills in physical activity, teamwork, and personal health. Students participate in a range of individual and group activities designed to improve fitness, coordination, and confidence. The course supports an active lifestyle while building communication, resilience, and teamwork skills.

## **CERTIFICATE II IN RETAIL SERVICES (E)**

The Certificate II in Retail Services (E) is a nationally recognised vocational qualification. Students develop skills in customer service, communication, teamwork, problem-solving, and workplace safety through both theoretical and practical learning experiences. This course is designed to be completed across Years 11 and 12. Students who complete the full program will achieve a Certificate II qualification. Students who do not complete both years may receive a Statement of Attainment for completed units of competency.





## YEAR 10 PROGRAM

Erindale College offers a Year 10 program for students who are gifted and talented in their field of sporting, dance, or academics. To be accepted into the Year 10 Program, all students must be able to demonstrate high self-management skills, academic success, a commitment to schooling and their suitability for the Talented Sports Program (TSP) or Talented Dance Program (TDP) or Academic Honours Program (AHP).

Students who are interested in the program must complete a Year 10 application form, available from the Erindale College website, applications become available towards the end of Semester 1. Students are also required to complete Reading and Numeracy Testing and may be invited to attend an interview with the Program Coordinators and/or Deputy Principal.

Year 10 student timetables includes a pastoral care (LINK) class on Monday and Thursday, in addition to a study line. This study line is particularly advantageous to students with extensive extra-curricular requirements, for example intensive sports training, as it allows them to complete revision, homework, and assignments during school hours.

Year 10 students who meet all the requirements will be awarded a Year 10 Certificate at the end of the year.

### YEAR 10 CORE SUBJECTS

Students in Year 10 complete either mainstream or extension Australian Curriculum Mathematics, English, Humanities, Science and Sport Science or Sport & Recreation classes. All Year 10 students are enrolled in a Year 10 Link class where their progress at college is closely monitored and supervised.

### YEAR 10 ENGLISH

The Year 10 English course at Erindale College is guided by the Australian National Curriculum. The three strands of Literature, Literacy and Language are taught concurrently in both semesters. Students study a variety of novels, plays, poetry, short stories and film and are assessed in both receptive (listening, reading, viewing) and productive (speaking, writing, creating) modes using the National Curriculum achievement standards.

## **YEAR 10 HUMANITIES**

Humanities and Social Sciences (HASS) is a vital subject for developing critically engaged citizens. Year 10 students at Erindale college study HASS for one year. The first semester is the National Curriculum Modern History, covering everything from the end of World War I, including World War II and the Rights and Freedoms movement. In the second semester, we will run HASS classes based on student preference. Options include Economics, Civics and Citizenship, Geography, Ancient, Medieval or Modern History, or a general Humanities Unit that includes a combination of some of these.

## **YEAR 10 MATHEMATICS (EXTENSION PROGRAM)**

The curriculum for this Year 10 course meets all the requirements of the Australian Curriculum for Year 10 Mathematics. Topics include Using Units of Measurement; Patterns and Algebra; Data Representation and Interpretation; Chance; Geometric Reasoning; Linear and Non-Linear Relationships; Pythagoras and Trigonometry; Money and Financial Mathematics. On successful completion of this unit students would be well placed to study either Mathematical Applications or Essential Mathematics in Year 11. Student progress is assessed through testing, homework assignments and classwork.

## **YEAR 10 MATHEMATICS**

The curriculum for this Year 10 course meets all the requirements of the Australian Curriculum for Year 10 A Mathematics, which is the advanced strand.

This level of Mathematics includes advanced concepts for the topics listed for the Year 10 Mainstream Mathematics course as well as additional concepts including Real Numbers and Logarithms, Polynomials, The Unit Circle and Circle Geometry.

Further extension is provided to students through the Australian Mathematics Trust Enrichment Series. Students in this course will complete enrichment questions designed to develop the essential mathematical skills of problem solving and communication, as well as to encourage curiosity about Mathematics. This program will be used in conjunction with tests to assess student progress in the unit.

## **YEAR 10 SCIENCE**

Students in Year 10 Science study four disciplines across the full year, one unit per term. These units include Biology, Chemistry, Earth and Space Science and Physics as per the Australian Curriculum. Through these units, students also learn about the development, use and influence of science. Students develop the Science inquiry skills of questioning, predicting, planning, and conducting experiments, as well as processing and analysing the data collected and evaluating their conclusions.

## **YEAR 10 PHYSICAL EDUCATION**

The curriculum for this Year 10 course of study meets all the requirements of the new Australian Curriculum for Year 10 Health and Physical Education. Focus areas to be addressed in year 10 may include: alcohol and other drugs, food and nutrition, healthy benefits of physical activity, mental health and wellbeing, safety, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

## YEAR 10 ELECTIVE SUBJECTS

In addition to the mandatory core units, students can select several elective courses. Students are also able to select subjects from the Year 10 curriculum, or, upon successful application, either the Erindale College Talented Dance or Sports Programs.

### TALENTED DANCE PROGRAM

This is a program of excellence designed to extend and develop the talents of students in the performing art of dance. Students will be extended in this challenging course with highly qualified staff and visiting tutors. Students involved in the program will continually develop their technique, composition, performance, and analytical skills. Students will have the opportunity to prepare for auditions and create show reels for tertiary dance institutions and other careers in the field of dance.

Students in Year 10 who are interested in the TDP must complete a Year 10 application form, available from the Erindale College website. Students will be required to participate in an audition to gain selection for the TDP. Students and their parents are also required to attend an interview with the Deputy Principal and/or the Program Coordinators.

### TALENTED SPORTS PROGRAM

The Talented Sports Program provides Year 10 students with an environment where they can pursue excellence in their chosen sport. TSP enables students to achieve their potential in their academic studies at either Tertiary or Accredited level. It provides an environment where talented sports students can work with similarly minded students to maximise their development in both their academic and sporting pursuits.

A committee comprising the TSP coordinator, the Principal and representatives from the relevant sporting organizations consider all applications. Suitable students will then be offered a place in the Talented Sports Program.

Year 10 students have access to electives. These may include:

Sports Science

Sport & Rec

Music

Drama

Visual Art



## HONOURS PROGRAM

Start your personal pathway now!

The Erindale College Honours program is a challenging, student-centred way of learning, valuing academic excellence and ensuring that students are realising individual potential. Our students seeking to be personally challenged, will pursue extension or enrichment opportunities tailored to their unique passions.

Students will have the support to excel in their chosen field, make new connections and networks, and gain valuable skills and experiences for their futures. As part of the process, students will create an ePortfolio as evidence of their ability to complete goals and reflect on their learning and enrichment. The aim of this digital portfolio is for students to capture their Honours program and have a portfolio that can be utilised for applications of entry to tertiary institutions or specialist courses, scholarships, and future employment.

Students from year 10 – 12 will:

- Create a unique pathway choosing from University H Courses (UC), Indigenous Leadership Program, competitions, excursions, events, projects and seminars
- Successfully complete courses in their study package
- Build an ePortfolio of evidence
- Work with a mentor from our teaching staff
- Recognition at graduation with an Honours Certificate and medal

Students can apply to join the Erindale College Honours Program at the beginning of Year 10, 11 or 12. Application forms are available from the school website, Front Office or Student Services (e-knex).



## INDIGENOUS LEADERSHIP PROGRAM

The Indigenous Leadership Program at Erindale College supports Aboriginal and Torres Strait Islander students as they move into college by building confidence, connection to culture and a strong sense of identity. The program is about helping students feel they belong, use their voice and develop leadership skills in ways that are meaningful, supportive and connected to culture.



Students learn through real-world experiences that go beyond the classroom. They spend time learning on Country, working with community organisations and building relationships with mentors, Elders and teachers who support them throughout their college journey. The program encourages students to explore their strengths, set goals and see themselves as leaders—at school, in community and in their future pathways.

As part of the Indigenous Leadership Program, students may have opportunities to:

- Take part in **arts programs** that support cultural expression and creativity
- Join **Caring for Country activities**, working alongside Indigenous rangers on Country
- Undertake **VET qualifications** and complete **placements in community organisations**
- Participate in **leadership camps and training**, including programs such as **Engoorl**
- Join the Indigenous Culture & Languages class for Humanities study

The Indigenous Leadership Program helps students transition confidently into college life while opening doors to future education, training, and employment. At Erindale College, students are supported to grow, lead, and become **Champions of Tomorrow**.





## LEARNER PROFILE

# Meet the challenges of a changing world



Erindale College **Champions of Tomorrow**



# Erindale College

**Champions of Tomorrow**

