Middle School Course Handbook 2016
Years 8 and 9

South Australian Certificate of Education (SACE)
Specialist Sport Course (SSC)
Vocational Education & Training (VET)
Australian National Curriculum

Learning for Life
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Our Shared Vision:

Our vision for Wirreanda Secondary School is one of a caring and inclusive environment that values and embraces family and community partnerships. A school that prides itself in developing creative, vibrant and resilient learners, guided by knowledgeable, innovative and passionate staff.

Our Shared Values:

Respect
Honesty
Responsibility
Achievement
Welcome to our Middle School at Wirreanda Secondary School. We aim to ensure a smooth 7-8 transition and a successful and enjoyable beginning of secondary school for our new students by responding to the needs of individual students. Our middle school aims to build on the successes skills, knowledge and experience by students at primary school, and we work closely with our local primary schools to share ideas and information and plan for continually improving transition experiences.

Our approach at Wirreanda Secondary School to students in Yr 8 and yr 9 is aimed at best meeting the learning needs of young adolescents and to provide a foundation for future studies. We view year 8 and 9 as foundation years for successful secondary schooling. Students focus on developing key skills across the middle school needed for success before moving into the senior school.

Features of our Middle School include:

- Leaders for each year level that know their families well.
- A focus on the teaching of literacy across all learning areas
- Access to outstanding specialist learning facilities
- Independent Learning Plans and, at Year 9, Round Table Assessments
- A focus on restorative practices as a process for building positive relationships between students
- Access to specialist teachers and facilities
- Comprehensive transition program with local primary schools
- A focus on the effective and safe use of technologies
- Students have the opportunity to enrol in the Specialist Sports Course, and are supported in developing high level skills both sporting and academically

Learning Support
When students enter Wirreanda Secondary School, we identify students who require extra support and those who will benefit from extension and enrichment programs. At Years 8 and 9 we provide learning for Students with High Intellectual Potential (SHIP) and offer targeted support for students with special learning needs through negotiated education plans and literacy support programs.
THE AUSTRALIAN CURRICULUM

Why develop an Australian Curriculum?
A quality education for all young Australians is critical to maintaining Australia’s productivity and quality of life. The development of the Australian Curriculum represents a commitment by all Australian states and territories to work together to develop a world-class curriculum for all young Australians. The Australian Curriculum will make clear to parents, teachers and students what young people should be taught and the quality of learning that is expected.

What is in the Australian Curriculum?
The Australian Curriculum sets out what each Australian student should be taught in relation to learning areas, general capabilities and cross-curriculum priorities. It describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

The Australian Curriculum will eventually be developed for all learning areas and subjects set out in the Melbourne Declaration: initially for English, mathematics, science and history; followed by geography, languages, the arts, economics, business, civics and citizenship, health and physical education, and information and communication technology and design and technology.

Key elements of the curriculum are content descriptions and achievement standards organised in learning areas. The content descriptions specify what teachers are expected to teach. Achievement standards describe what students are typically able to understand and to do as they progress through their schooling.

The Australian Curriculum is presented online at www.australiancurriculum.edu.au to enable all Australians to see what is being taught across the nation. An online curriculum also helps teachers to plan and share information and resources across the country.

What are the general capabilities and cross-curriculum priorities?
The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through, teaching in each learning area. The seven general capabilities are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

The three cross-curriculum priorities are:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

Further detail is available in the general capabilities and cross-curriculum priorities information sheets.
SPECIALIST SPORT COURSE

Wirreanda Secondary School has had a long history of successful involvement in sport, establishing the Specialist Sport Course in 1980 and being chosen as the first South Australian Specialist Physical Education and Sport School in 1996. The school recognises the value of health, sport, and physical education as an integral part of student’s development and growth.

The Specialist Sports Course is designed to enable those students who can demonstrate a special interest, commitment, and ability in sport to experience an educational program to support their sporting development. This includes the development of skills, knowledge, and fitness for their sport and development in sport related areas such as exercise physiology, coaching, officiating, biomechanics, sports medicine, sports psychology, etc.

The Specialist Sport Course at Wirreanda Secondary School has been established to assist talented student athletes to achieve at the highest levels of performance in their chosen sport and to help develop their educational, emotional and social wellbeing. The program also provides structures and processes to support students accessing a range of post-school options.

The aims of the Specialist Sport Course are to provide student athletes access to:

◆ Athlete development which enhances the individual’s ability to maximise performance using a holistic approach
◆ Development and actioning a clear Individual Athlete Plan with assistance from the Senior Leader, Athlete Development Lead Teacher, Specialist Sport Course Team and additional support services
◆ Sport Science services, such as coaching analysis of their performance, sports injury courses and nutrition
◆ A range of state of the art and traditional training methods, strength and conditioning, psychology, recovery, prehabilitation and rehabilitation and sport specific skill development
◆ Work Experience and Career Education support and pathways planning
◆ Various professional facilities within the school environment and within local, state and national sporting communities
◆ A range of technologies to enhance and aid their individual athlete development

Students in the Specialist Sport Course at Wirreanda Secondary School will have the opportunity to:

◆ Complete appropriate coaching and officiating qualifications and courses
◆ Complete Certificate 2 In Sport and Recreation
◆ Complete their Senior First Aid Certificate
◆ Obtain units in Certificate 3 In Sport And Recreation
◆ Engage with successful state and national athletes, coaches and experts via workshops, skill sessions and online connections

Criteria for selection

The selection of students into the program is based upon their ability to meet the following criteria:
◆ Proven level of skill, commitment and/or performance in a training and/or competitive environment(s)
◆ Demonstrated positive and enthusiastic attitude to support their personal
◆ Identified as having high potential for future development and growth as an
◆ High level of coachability that enables the individual to seek, accept and act on a variety of feedback
◆ A positive record of playing by the rules and in the spirit of sport
◆ High level of ability to improve their skills and knowledge in all aspects of their
◆ Capacity to provide a positive role model for others in their approach to learning, school rules and behaviour at all times
◆ Participation or willing to participate at a competitive level
All English, Mathematics, Science and Society & Environment for the full year, with Health and Home Economics offered for a semester each. Depending on the option chosen, students are also able to elect to a term of Art, Drama and Music.

Students are to select one of the following two options:

### OPTION 1: General Course

| Full Year: | English<br>Mathematics<br>Science<br>Humanities & Social Sciences |
| One Semester: | Physical Education & Health<br>Fabrication Technology<br>Textile Design & Food Technology<br>Language - Spanish |
| Choice of 2: (One Semester each) | Music A<br>Drama<br>Art |

### OPTION 2: Specialist Sports Course

Note: Specialist Sport Course is an option only for students who have already been accepted into this course.

| Full Year: | English<br>Mathematics<br>Science<br>Humanities & Social Sciences<br>Specialist Sports Course |
| One Semester: | Physical Education & Health<br>Fabrication Technology<br>Textile Design & Food Technology<br>Language - Spanish |
| Choice of 1: (One Semester) | Music A OR Drama OR Art |

### OPTION 3: Full Year Music

| Full Year: | English<br>Mathematics<br>Science<br>Humanities & Social Sciences |
| One Semester: | Physical Education & Health<br>Textile Design & Food Technology<br>Language - Spanish |
| Choice of 1: (One Semester) | Drama OR Art |
| Choice of 1: (One Semester) | Fabrication Technology OR Textile Design & Food Technology |
## YEAR 8 ART

**Length:** 1 Term

**Course Description:**
Students will follow a programme of learning which introduces the foundation elements of the visual arts. Students will explore and develop a wide range of skills, materials and techniques, including observational drawing, painting techniques, sculpture, printmaking and digital imaging. Students are encouraged to express individuality in their projects and make connections between their own work and other works of visual art, artists and cultures, including Aboriginal and Torres Strait Islander art. This course gives students the essential skills to take on creative challenges throughout their future. Homework is set on a regular basis to reinforce learning. Students will be assessed through a variety of making (practical) and responding (written and/or oral) tasks throughout the semester.

## YEAR 8 SPANISH

**Length:** 1 Semester

**Course Description:**
The *Australian Curriculum: Languages* is designed to enable all students to engage in learning a language in addition to English. The design of the *Australian Curriculum: Languages* recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the *Shape of the Australian Curriculum: Languages*, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages. Spanish is a global language spoken by approximately 500 million people across the world.

The key concepts of language, culture, and learning underpin the learning area and provide the basis for a common rationale and set of aims that apply to all languages. Languages is designed to enable students to engage in learning a language in addition to English.

Language is organised by two interrelated strands:
- **Communicating:** using language for communicative purposes in interpreting, creating, and exchanging meaning; and
- **Understanding:** using language for communicative purposes in interpreting, creating and exchanging meaning.

## YEAR 8 DRAMA

**Length:** 1 Term

**Course Description:**
It is practical-based, including Drama games, improvisation and scripted work, as well as a brief introduction to Greek drama and review writing. A small production is optional at this stage.
## YEAR 8 PHYSICAL EDUCATION & HEALTH

**Length:** 1 Semester

**Course Description:**
Through the study of relevant health issues students gain an appreciation and understanding of the need to develop safe and sound physical, social, emotional and spiritual attitudes and behaviours. The aim is to enhance their lives and provide for increased opportunities in dealing with the world around them.

Students will study:
- Self Esteem & Wellbeing
- Alcohol & other Drugs
- Sexual Health & Relationships (SHINE course)

This subject also includes study and experience of a wide range of physical activities students develop skills, fitness and essential knowledge of game play and rules. This in turn builds an understanding of and appreciation for the need to develop and maintain an active lifestyle. The focus is on developing skills and improving performance in:
- Games and Sports
- Fundamental movement skills
- Challenge and adventure activities
- Rhythmic and Expressive activities
- Lifelong physical activity

Students may undertake development of skills in the following topics:
- Athletics
- Variety of team sports ie invasion, court etc
- Netball
- T-Ball / Softball
- Soccer / Gaelic Football / AFL
- Badminton
- Dance
- Intro to Outdoor Education Cooking / Orienteering / Tents etc

## YEAR 8 ENGLISH

**Length:** Full Year

**Course Description:**
Students engage in the study of a broad range of literature, media and everyday texts and consider their purpose, context and audience. They respond to these in various forms, demonstrating their knowledge and understanding in written, spoken, visual and multimedia modes. Students independently select their own prose texts for reading and response. Students build further upon their language and literacy skills, producing well-crafted written and oral texts for a variety of purposes that have been planned, conferenced and drafted before submission. They incorporate the use of new technologies in the construction of texts. Students’ entry levels are considered in the formulation of class groupings in order to further enhance their language learning in a course designed to reflect their specific needs and abilities.

**Assessment:**
- Text response, text production, literature and media studies, critical reading and literacy activities, brief and extended learning tasks, group and individual learning, language skills program.
**YEAR 8 TEXTILE DESIGN & FOOD TECHNOLOGY**

Length: 1 Semester

Course Description:
Throughout the course students will explore the core topics of Food and Textiles with a hands on life skills focus. The key aspects of sustainability, budgeting and recycling are predominate throughout the course and underpin all assessment tasks. Students will be exposed to topics using correct procedures for food handling, safety and hygiene and components of the food industry. Investigating basic nutrition will enhance student knowledge on food choices and practical experiences involving planning, preparing and reviewing cooking methods and technique will reinforce theoretical aspects. Through the design process of Design, Make, critique students will document the methods they use to overcome their individual design challenges and meet objectives from design briefs. Manipulating an assortment of textiles (fibres and Fabrics), students will develop and learn a range of basic hand machine sewing techniques.

**YEAR 8 MATHEMATICS**

Length: Full Year

Course Description:
Mathematics is organised into three content strands:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
And the following proficiencies:
- Understanding
- Fluency
- Problem Solving
- Reasoning

Assessment:
Calculation of grades is based on a combination of the 3 areas listed below.
Skills assessment tasks
- Test
- Assignments
Folio tasks
- Directed Investigations
- Projects
Bookwork
- Completion of work set
- Correcting errors
- Setting out and labelling
There is an expectation of approximately 20 minutes of homework 3 times a week.

**YEAR 8 MUSIC**

Length: Full Year

Prerequisites:
There are no prerequisites required. This course is most suitable for complete beginners and also for students who have studied some music previously. This course is designed for students who have a strong interest in developing musical skills.

Where possible, students will be enrolled in the DECD free tuition programme and offered tuition in Vocal Studies (vocal ensemble and voice lessons), Woodwind Studies (flute, saxophone, clarinet), guitar, bass or drum kit. The lessons are free of charge.

Course Description:
In practical, students have the opportunity to learn simple musical pieces on the drum kit, guitar, keyboard and bass.
Where possible, they will also undertake tuition on their chosen instrument/voice and have opportunities to perform together in a class ensemble situation.
In theory, students learn the basic concepts of reading and writing music. They also start to use the music theory programmes ‘Musition’ and ‘Auralia’ during lessons in the Music Computer Suite.
In music appreciation, students learn about different music instruments and listen to and analyse music from a variety of contrasting genres.
In composition, students will learn how to construct simple pieces of music and utilise Sibeleus 7 software in the Music Computer Suite.
Future Directions: This course prepares students for the study of Music at Yr 9.
YEAR 8 MUSIC

Length : 1 Semester only

Prerequisites:
There are no prerequisites required. This course is most suitable for complete beginners and also for students who have studied some music previously.

Course Description:
The course is divided into two components: practical and theory.
In practical, students have the opportunity to learn simple musical pieces on the drum kit, drum pads, guitar, keyboard and bass.
In theory, students learn the basic concepts of reading and writing music. They also start to use the music theory programmes 'Musition' and 'Auralia' during lessons in the Music Computer Suite.

In music appreciation, students learn about different music instruments and listen to and analyse music from a variety of contrasting genres.

Future Directions: This course prepares students for the study of music at Year 9.

YEAR 8 SCIENCE

Length : Full Year

Course Description:
Science is organised into three strands:
- Science Understanding (content)
- Science as Human Endeavour
- Science Inquiry Skills

Science Understanding comprises:
- Biological Sciences
- Chemical Science
- Earth and Space Sciences
- Physical Science

Assessment:
Assessment in Science should reflect the student’s achievement standard outlined in the Australian Curriculum. Assessment tasks therefore will be based around:
- Practical and manipulative skills.
- Responses to science questions through tests and assignments.
- Research, including Power Point presentations, posters and 3-D displays.

YEAR 8 HUMANITIES & SOCIAL SCIENCES

Length : Full Year

Course Description:
History- Australian Curriculum 2 terms
The Ancient to the Modern World. This course will study the history from the end of the ancient period to the beginnings of the modern period (c.650 CE-c.1750).
This was when the major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was a period in which the modern world began to take shape.
Geography- 2 terms. This course is divided into the two sections listed below. A: will focus in on Biotic Life which links into the National Curriculum in Science. It includes studies of climate, world biomes, biodiversity, soil and food production. B: will focus on Settlement and distribution of population: the reasons for cities and towns, and trends in rural settlement.
### YEAR 8 FABICATION TECHNOLOGY

**Length:** One Semester

In the learning area of Technology, students will study 2 distinct but related subjects. They are:
- Design Technology
- Digital Technology

**Course Description:**
In the study of Technology, Design and Digital will be taught as an integrated subject.

In Design Technology, students will use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.

In Digital Technology students will use computational thinking and information systems to define, design and implement digital solutions.

This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively.

**Australian Curriculum Learning Outcomes**
- Design: 8.7, 8.8, 8.9, 8.10, 8.11
- Digital: 8.2, 8.4, 8.7, 8.8, 8.9, 8.11

### YEAR 8 SPECIALIST SPORTS COURSE

**Length:** Full Year

**Qualification:**
Students will have applied in year 7 to join the program and undertaken trials, supplied coach's references and received suitable comments about a range of aspects of their school and personal qualities.

They will need to complete two sports successfully during year 8 and be signed off by their SSC teachers and the program manager to progress to year 9. Alternatively, if you are playing club you can apply by contacting the SSC Manager. Your success will hinge on a trial, a coaching reference and a behaviour and attitude check.

**Course Descriptor:**
The aim is to develop the skills, knowledge and athletic capabilities of the student, through an elite program, designed to assist them in achieving a high level in their sport.

The program requires students to commit to a rigorous fitness regime and an intense skill development course.

Students will need to maintain records to demonstrate improvement, including digital logs to substantiate skill and game development.

All SSC students will develop an "Individual Athlete Plan".

Where games or school visits are organised it is expected that students will participate.

A focus on literacy will require students to maintain reflective journals, glossaries, training analysis and undertake an exam.

The theory component designed to complement the program will require the students to be conversant with:
- Skeletal and Muscular systems
- Methods of Training
- Fitness measurements
- Game analysis and rules of the game

**Future Directions:**
Years 9, 10, 11 and 12 SSC

**Fees:**
$95 per semester to cover coaches, specialists, transport, equipment and uniform hire.
In year 9 all students complete English, Mathematics, Science and Society & Environment for the full year, and Health / Physical Education for a semester. Students have a choice of electives including Art, Drama, Home economics, Physical Education and Technology Studies.

### COURSE 1: GENERAL

**Full Year:**
- English
- Maths
- Science
- Humanities & Social Sciences

**Semester of:**
- Art
- Drama
- Health & Physical Education
- Textile Design & Food Technology
- Fabrication & Digital Technology
- Music

**Electives: Choice of 5**
- Art
- Drama
- Textile Design & Food Technology
- Music
- Physical Education
- Fabrication & Digital Technology

### COURSE 2: SPECIALIST SPORT COURSE

**Full Year:**
- English
- Maths
- Science
- Humanities & Social Sciences
- SSC (Choice of 2 sports)

**Semester of:**
- Health & Physical Education

**Electives: Choice of 3**
- Art
- Drama
- Physical Education
- Home Economics
- Music (Semester or Full Year)
- Fabrication & Digital Technology

### COURSE 3: MUSIC A & MUSIC B (FULL YEAR)

**Music A (Semester or Full Year)**

**Full Year:**
- English
- Maths
- Science
- Humanities & Social Sciences
- Music

**Semester of:**
- Health & Physical Education

**Electives: Choice of 3**
- Art
- Drama
- Textile Design & Food Technology
- Music
- Physical Education
- Fabrication & Digital Technology
### YEAR 9 ART

**Length**: 1 Semester

**Course Description:**
Students study and learn key skills and concepts in the development of visual art and design projects. Students will explore and further develop a wide range of skills, materials and techniques, including drawing, painting, collage, printmaking, digital imaging, three-dimensional sculpture, modelling and construction. Emphasis is placed on the creative process, and students will use their sketchbooks to develop ideas, practice drawing, document research and experiment with materials. Concepts of sustainability will be considered in their art works. Projects are linked to art and design movements and cultures, and research and analysis will enhance student learning and understanding of topics and artistic themes. Topics may include studies of Asia, Aboriginal and Torres Strait Islander Art as well as Western Art. Homework is set on a regular basis to reinforce learning. Students will be assessed through a variety of making (practical) and responding (written and/or oral) tasks throughout the semester.

### YEAR 9 ENGLISH

**Length**: Full Year

**Assumed Knowledge**: Successful completion of Year 8 English

**Course Description:**
Students continue their studies of a broad range of literature, media and everyday texts from familiar and increasingly unfamiliar contexts. They respond to these texts in various forms, demonstrating their knowledge and understanding through the production of an expanding range of written and spoken genres. They further develop their literacy and competence in visual and multimedia forms of communication, incorporating new technologies in their joint and individual construction of texts. Students independently select their own prose texts for reading and response. Students further build upon their language and literacy skills, producing well-crafted written and oral texts for a broader variety of purposes that have been planned, conferenced and drafted before submission.

**Assessment:**
Text response, text production, shared literature and media studies, critical reading and literacy activities, brief and extended learning tasks, group and individual learning, extended language enrichment skills program.

### YEAR 9 DRAMA

**Length**: 1 Term

**Course Description:**
This is an elective course for one or two semesters. It extends work covered in Year 8, with a wider emphasis on genres such as Commedia dell Arte and Shakespearian theatre. Review writing on plays or films attended is practised. Ideally, a full production can be mounted, with students in on and off-stage tasks. Year 9 Drama leads to year 10, 11 and 12, which are also elective courses.
### YEAR 9 TEXTILE DESIGN & FOOD TECHNOLOGY

**Length:** One Semester  

**Course Description:**  
Students undertake one term of study in Textiles and one term of Food and Nutrition. In both strands students use the design process to solve problems.  

Within the Textiles module students develop an understanding of textiles and their properties through the investigation of various fabrics and fibres. Students use various fibres to create a designed product by considering social, ethical and sustainable implications. Students use the design brief to create solutions that impact on the global and local environment which influence the use of emerging technologies within the Textile field.  

Through the study of food and hospitality students learn about hygienic food handling and Work, Health & Safety issues related to food and food services. Students will develop an understanding of the importance of nutrition and healthy food choices.  

In conjunction with weekly practical experiences students are able to learn food preparation and cooking techniques.

### YEAR 9 FABRICATION & DIGITAL TECHNOLOGY

**Length:** One Semester  

**Course Description:**  
In Year 9 Technology, students will consolidate and continue to develop process and fabrication skills. Students will continue to develop a knowledge and understanding of a range of materials, including natural, manmade and digital. A reoccurring theme of the course will be for students to use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.  

As is Year 8, the study of Technology, both Design and Digital Technology will be taught as an integrated subject.  

Australian Curriculum Learning Outcomes  
- Design: 10.1, 10.3, 10.7, 10.9, 10.11  
- Digital: 10.1, 10.3, 10.5, 10.7, 10.9

### YEAR 9 MATHEMATICS

**Length:** Full Year  

**Course Description:**  
Mathematics is organised into three content strands:  
- Number and Algebra  
- Measurement and Geometry  
- Statistics and Probability  

And the following proficiencies:  
- Understanding  
- Fluency  
- Problem Solving  
- Reasoning  

**Assessment:**  
Calculation of grades is based on a combination of the 3 areas listed below.  
- Skills assessment tasks  
  - Test  
  - Assignments  
- Folio tasks  
  - Directed Investigations  
  - Projects  
- Bookwork  
  - Completion of work set  
  - Correcting errors  
  - Setting out and labelling  

There is an expectation of approximately 30 minutes of homework 3 times a week.

### YEAR 9 HUMANITIES & SOCIAL SCIENCES

**Length:** Full year / 2 semesters, which is then divided into two sections.  

**Course Description:**  
- **History:** - 2 Terms  
  The Making of the Modern World. This course will study history from 1750-1918. It was a period of industrialisation and rapid change in the way people lived, worked and thought. It was era of nationalism and imperialism, and the colonisation of Australia was part of European power. The period culminated in World War 1, 1914-1918, the “war to end all wars”.  
- **Geography:** - 2 Terms. This course is divided into the two sections listed below:-  
  A/ Landscapes and resources;  
  - Geomorphology- by studying a particular landscape, such as a coast, a mountain area or major valley and how changes come about.  
  B/ Livelihoods and Lifestyles;  
  - Introduction into the some of the basic principles that explain the geography of production and employment, and the roles transportation and communications.
### YEAR 9 MUSIC APPRECIATION

**Course length:** One Semester

**Prerequisites:**
There are no prerequisites. This course is a general course option and can be studied by any student. This course is not the Music Course, so students do not have tuition on an instrument/voice and there are no extra-curricular requirements.

**Course Description:**
The aim of this course is to provide students with an opportunity to learn about music. The course provides students with an opportunity to gain an awareness about music and how it relates to society and culture.

The specific objectives of this course are to:
- learn about a broad range of Western and non-Western musical instruments
- gain an awareness of the History of Western Music
- gain an awareness of the Music of Indigenous and Torres Strait Australians
- gain an awareness of the Music of Africa and Asia
- learn basic music theory and apply this knowledge by learning how to play simple pieces on the keyboards in the Music Computer Suite
- listen to and analyse and appreciate music from a broad range of genres.

There will also be opportunities for students to complete projects and research assignments. In addition to the musical knowledge gained, this course will provide students with many opportunities to develop their literacy skills.

**Future Directions:** Students who wish to study Year 10 Music must undertake the Year 9 Full Year Music Course. This course does not prepare students for the study of music at Year 10.

### YEAR 9 MUSIC

**Course length:** Full Year

**Prerequisites:**
There are no prerequisites required. However, it is expected that students who choose this course have a strong interest in developing musical skills.

**Special Consideration:**
In order to study Yr 9 Music as a subject, students must undertake instrumental/vocal tuition. This can be outside of school or at school. The focus of the course is about gaining proficiency on either the voice or a musical instrument of the student’s choice. In order to study music at Yr 12, it is assumed that students have studied their voice/instrument for a minimum of 3 years.

**Free tuition** (in small groups) provided by the DECD Instrumental Music Service is available at Wirreanda in the following areas: Vocal Studies (School Vocal Ensemble together with voice tuition) Drum Kit, Guitar, Bass and Woodwind Studies (School Band together with either flute, saxophone or clarinet)

There are also privately paid tutors who teach at the school for students who wish to have paid tuition.

**Course Description:**
The course is divided into two components:
1. practical
2. theory/aural/composition/music appreciation.

In practical, students choose an instrument/voice to study with a specialist instrumental/vocal tutor. They attend their instrumental/vocal lesson each week. Through these lessons, students develop the skills to be able to participate in solo performances and class activities. Students practice regularly at home in order to gain proficiency. Students also participate in class ensemble and play together as a band. They will also have the opportunities to participate in Music Nights and other performances throughout the year. In theory/aural/music appreciation, students learn how to read, write and analyse music. Students use the music theory programme ‘Musition’ and start to use the ‘Auralia’ programme to consolidate skills learnt in aural development.

Students also complete a unit on hearing protection and music appreciation. Students will also complete simple composition projects and start to become familiar with the music programme, Sibeleus, when working in the Music Computer Suite.

**FUTURE DIRECTIONS:**
This course prepares students for the study of Music at Yr 10 and beyond.
**YEAR 9 PHYSICAL EDUCATION**  Option

**Length:** One Semester

Student are encouraged to complete two semester of Physical Education if planning to do Senior Physical Education in year 10 - 12

Course Description:
This subject is for students who are genuinely interested in developing their sporting skills and will more than likely choose Physical Education the following year. This course is designed to further extend the range of sports / activities that students have covered in the compulsory courses in Year 8 and 9. The emphasis is on the development of skills to improve performance.

Students May undertake development of practical skills in the following:
- Touch Football
- Sofcrosse
- AFL
- Badminton
- Field Hockey
- Softball
- Recreational Experiences
- Fitness assessment and development
- Fitness / training principles & Nutrition

Theory topics include:
- Method of Training
- Improving Personal Fitness

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**YEAR 9 HEALTH & PHYSICAL EDUCATION**

Compulsory

**Length:** One Semester

Course Description:
Through the study of relevant health issues students gain an appreciation and understanding of the need to develop safe and sound physical, social, emotional and spiritual attitudes and behaviours.

The aim is to enhance their lives and provide for increased opportunities in dealing with the world around them.

Students are provided with the means to develop the skills and decision making and communication including assertive behaviour and active listening.

Self esteem and a sense of worth as well as resilience, empathy and acceptance of others form part of this course. Methodologies include group work, discussion, role plays and problem solving.

Students will study:
- Athletics
- Personal Health
- Alcohol and Drugs
- Disabilities
- Basketball/Korfball
- Volleyball
- Hockey - Indoor / Outdoor
- Sexual Health & Relationships
### YEAR 9 SPECIALIST SPORTS COURSE

**Length:** Full Year

**Qualification:**
Students should graduate from the year 8 Specialist Sports Course. They will need to complete two sports successfully during year 8 and be signed off by their SSC teachers and the program manager. Alternatively, if you are playing club you can apply by contacting the SSC Manager. Your success will hinge on a trial, a coaching reference and a behaviour and attitude check.

*Dance specialisation for students successful in being offered a spot in this group for both semesters.*

**Course Descriptor:**
The aim is to develop the skills, knowledge and athletic capabilities of the student, through an elite program, designed to assist them in achieving a high level in their sport. This program builds on what the students have achieved in the year 8 course. The program requires students to commit to a rigorous fitness regime and an intense skill development course. All SSC students will develop an “Individual Athlete Plan”. Students will need to maintain records to demonstrate improvement, including digital logs to substantiate skill and game development. Where games or school visits are organised it is expected that students will participate. A focus on literacy will require students to maintain reflective journals, glossaries, training analysis and undertake an exam. The theory component designed to complement the program will require the students to be conversant with:

- Nutrition
- Energy systems
- Principles of training
- Game analysis

**Future Directions:**
Year 10 SSC which increases the focus on coaching and umpiring while still developing skills and fitness. Year 11 SSC with an emphasis on fitness, coaching, mentoring and leadership. Year 12 SSC focusing on community involvement, coaching, mentoring, research skills and leadership.

**Fees:**
$95 per semester to cover coaches, specialists, transport, equipment and uniform hire.

### YEAR 9 SCIENCE

**Length:** Full Year

**Course Description:**
Science is organised into three strands:
- Science Understanding (content)
- Science as Human Endeavour
- Science Inquiry Skills

Science Understanding comprises:
- Biological Sciences
- Chemical Sciences
- Earth & Space Science
- Physical Sciences

**Assessment:**
Assessment in Science should reflect the student's achievement standards outlined in the Australian Curriculum. Assessment tasks therefore will be based around:
- Practical and manipulative skills
- Responses to science questions through tests and assignments
- Research, including Power Point presentations, posters and 3-D displays.
The South Australian Certificate of Education

The SACE

The SACE is internationally recognised, and is the main way South Australian students get into TAFE and university courses in South Australia, interstate and overseas.

Studying the SACE helps you develop communication, decision-making skills, analysis, evaluation, and project planning. These skills will help set you up for success in further study and the workplace.

You can tailor the SACE to suit your needs and aspirations. You can choose to study from a wide range of SACE subjects, or a combination of SACE subjects and Vocational Education and Training (VET) options. There may be other courses you are studying outside of school that could also count towards your SACE.

The SACE certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

Get more information at the SACE Website: [http://www.sace.sa.edu.au/](http://www.sace.sa.edu.au/)

How do students get the SACE?

At Wirreanda Secondary School, most students study towards their SACE certificate over three years. This pathway of study includes:

- The Personal Learning Plan, which most students are expected to complete in Year 10
- Stage 1, which most students undertake in Year 11 by enrolling in a minimum of 5 subjects per semester
- Stage 2, which most students undertake in Year 12 by enrolling in a minimum of four full year subjects, plus the Research Project (10 credits) in Semester one

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits total required for students to gain the certificate.

Students will receive a grade – from A to E – for each subject (A+ to E- at Stage 2).

For compulsory subjects, they will need to achieve a C grade or better.

Components of the SACE

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 (Stage 1) or Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>60 or more</td>
</tr>
<tr>
<td>Year 11 or 12 (Stages 1 or 2)</td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
</tr>
</tbody>
</table>

Total: 200

- Stage 1 compulsory subjects and courses
- Stage 1 or Stage 2 compulsory subjects and courses
- Stage 2 compulsory subjects and courses
- Other subjects and courses

*Many students will complete subjects or courses worth more than 70 credits at Stage 2.
Parents and Students can find further information on the Stage 2 courses on the SACE Board website. Please use this valuable tool. Other useful information is also available on this site. e.g. Special provisions.
Website: http://www.sace.sa.edu.au/
Select:
- ‘Students & families’.
- Subject information
- Select subject and read the course information

The following diagram represents the pattern that you need to complete to be awarded the SACE.

Note: Please refer to pages 10 - 16 for information on Higher Education and Career Planning

**Science & Maths Academy (SMAF)**

Wirreanda Secondary School is excited to be part of the Year 12 Science and Maths Academy (SMAF) at the Flinders University campus at Bedford Park. Students studying Stage 2 Physics, Chemistry and Specialist Maths will be taught at Flinders by senior secondary teachers, and supported by university lecturers and senior students, through lectures and hands-on projects. Students will also be supported at Wirreanda through weekly tutorials with their specialist teachers.

**How does the Year 12 Science and Maths Academy at Flinders University benefit you?**

- You get to come on campus and have a first-hand look at how universities work.
- You can tap into the vast resources and expertise available at Flinders, particularly in regard to chemistry and physics, where Flinders is a well recognised international leader.
- You get to use first-rate University laboratories, library and computer facilities.
- You get to learn in a challenging environment with other like-minded science and maths students. You can challenge yourself and learn with the best.
- You can access career development support through our employer liaison and careers advisors.
- You will learn about the wide range science and maths further education options available to you.
- You can find out what careers are available in the science and maths disciplines and the pathway to get there.
- You will also have access to facilities such as:
  - Café and social spaces
  - Internet
  - University library and computer facilities
### YEAR 10 SUBJECT OFFERINGS

#### 10 Compulsory Semester Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration &amp; Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full year Course (2 units)</td>
</tr>
<tr>
<td>Science</td>
<td>Full year Course (2 units)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full year Course (2 units)</td>
</tr>
<tr>
<td>History</td>
<td>1 semester (1 unit)</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>1 semester (1 unit) Stage 1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>1 semester (1 unit)</td>
</tr>
</tbody>
</table>

#### Optional Subjects

5 Optional Semester Subjects

Students are to choose 5 semester units from the subjects below. A Maximum of 2 semester units is recommended from any one group.

<table>
<thead>
<tr>
<th>Performing &amp; Visual Arts:</th>
<th>Health &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Child Studies</td>
</tr>
<tr>
<td>Music</td>
<td>Physical Education A &amp; B</td>
</tr>
<tr>
<td>Visual Arts: Design</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Visual Arts: Art</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities &amp; Social Sciences:</th>
<th>Special Sport Course (SSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology:</th>
<th>Vocational Education &amp; Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metalwork</td>
<td>Sport &amp; Recreation Cert 2</td>
</tr>
<tr>
<td>Woodwork</td>
<td>Hospitality Cert 2</td>
</tr>
<tr>
<td>Photography</td>
<td>Music Cert 2</td>
</tr>
<tr>
<td>Introduction to Trades</td>
<td>3D Animation Cert 2</td>
</tr>
<tr>
<td>Digital Technology</td>
<td></td>
</tr>
<tr>
<td>Race F1 Technology</td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td></td>
</tr>
<tr>
<td>Fashion Design</td>
<td></td>
</tr>
</tbody>
</table>
# List of SACE Stage 1 Subjects by Learning Area

<table>
<thead>
<tr>
<th>English</th>
<th>Visual &amp; Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Art A &amp; B</td>
</tr>
<tr>
<td>Essential English</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Design A &amp; B</td>
</tr>
<tr>
<td></td>
<td>Music A &amp; B</td>
</tr>
<tr>
<td></td>
<td>Dance A &amp; B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Mathematics</td>
<td>Biology A &amp; B</td>
</tr>
<tr>
<td>General Maths</td>
<td>Chemistry A &amp; B</td>
</tr>
<tr>
<td>Essential Maths</td>
<td>Physics A &amp; B</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Scientific Studies - Sport &amp; Nutrition A</td>
</tr>
<tr>
<td></td>
<td>Scientific Studies - Marine Science B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design &amp; Technology</th>
<th>Humanities &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet &amp; Furniture Construction</td>
<td>Modern History</td>
</tr>
<tr>
<td>Frame Furniture Construction</td>
<td>Tourism</td>
</tr>
<tr>
<td>Photography</td>
<td>Workplace Practices (Stage 2 Subject)</td>
</tr>
<tr>
<td>Welding</td>
<td>Business &amp; Enterprise</td>
</tr>
<tr>
<td>Metal Machining</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Hospitality</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Education</th>
<th>Health &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport &amp; Recreation Certificate 2</td>
<td>Health A &amp; B</td>
</tr>
<tr>
<td>Hospitality Certificate 2</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Music Certificate 3</td>
<td>Physical Education A &amp; B</td>
</tr>
<tr>
<td>D2 Construction Certificate 1</td>
<td></td>
</tr>
<tr>
<td>3D Animation Certificate 2</td>
<td></td>
</tr>
<tr>
<td>SAFTS VET Course</td>
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<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Cross Disciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Learning</td>
</tr>
<tr>
<td>Research Project (recommended students)</td>
</tr>
</tbody>
</table>
### List of SACE Stage 2 Subjects by Learning Area

#### Business, Enterprise & Technology
- Business & Enterprise
- Furniture Construction
- Metals Engineering
- Photography
- Digital Technology
- Workplace Practices

#### Health and Physical Education
- Health
- Child Studies
- Food & Hospitality
- Physical Education
- Integrated Learning (PE)

#### Visual & Performing Arts
- Performing Arts - Music
- Performing Arts - Dance
- Visual Arts - Art
- Visual Arts - Design

#### Science
- Biology
- Chemistry
- Physics
- Psychology

#### Cross Disciplinary
- Community Studies
- Research Project (Compulsory)

#### Humanities & Social Sciences
- Society & Culture
- Modern History
- Tourism

#### English
- English Communications

#### Mathematics
- Mathematical Studies
- Specialist Mathematics
- Mathematical Applications

#### Vocational Education
- Sport & Recreation Certificate 2
- Hospitality Certificate 2
- Music Certificate 3
- D2 Construction
- D2 Construction + (plus)
- 3D Animation Certificate 2
Vocational Education and Training (VET)

Vocational Education is about helping people become ready for work. It is a combination of broad vocational learning (developing key transferable work skills) and specific industry related skills through Vocational Education and Training (VET).

VET refers to national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competency from nationally endorsed training packages.

VET qualifications are recognised across Australia. Studying a VET program while still at school can:
- Provide Students with a head start in their chosen career
- Make senior school studies more relevant and interesting
- Enable Students to work towards completing their SACE as well as gaining a training qualification
- Enable Students to combine their school studies with part-time or casual employment
- Provide opportunities to learn “on the job” while undertaking work placement

Vocational Education and Training courses offered at Wirreanda Secondary School

Wirreanda Secondary School has a long tradition of providing vocational pathways for students and offers the following VET courses internally:
- Certificate 2 Hospitality (Kitchen Operations)
- Doorways 2 Construction – Certificate 1 - Year 11 or 12
- Doorways 2 Construction Plus (Components of Certificate II & III) Year 12
- Certificate III Music Industry (Two year program)
- Certificate II Sport and Recreation
- Certificate II in Creative Industries (3D Animation)

Southern Adelaide & Fleurieu Trade School

The Southern Adelaide & Fleurieu Trade School (SAFTS) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions of the Department of Education and Children’s Services in the south of Adelaide. Consisting of the following schools:
- Wirreanda Secondary School
- Eastern Fleurieu School
- Kangaroo Island Community Education - Parndana, Kingscote, Penneshaw
- Mount Compass Area School
- Seaford Secondary School
- Victor Harbor High School
- Willunga High School
- Yankalilla Area School
- Aberfoyle Park High School
- Christies Beach High School
- Hallett Cove School
- Reynella East College

The Southern Adelaide and Fleurieu Trade Schools work collaboratively to offer a range of VET programs to all students within the southern region. This provides students from Wirreanda Secondary School a great variety of VET programs to access and the opportunity to work with the local community and industry. At the same time, the students will be able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications. They will be better prepared to take on apprenticeships and skilled jobs in areas that include the areas we have identified skill shortages in - Health and Education, Agribusiness and Environmental, Advanced Manufacturing and Automotive, Construction, Food, Wine and Tourism. More information about VET courses offered through the Southern Adelaide and Fleurieu Trade Schools can be obtained by visiting the website www.safts.sa.edu.au and visiting the Vocational Education and Training booth on the day of subject counselling at Wirreanda Secondary School.

Please note: Southern Adelaide and Fleurieu Trade School VET information booklets will be available before the day of subject counselling. They will be distributed through Home Group teachers. To become enrolled in one of the listed programs, students will need to complete a SAFTS Application Form. For some of the programs there will be a selection process undertaken to ensure students will be successful in the programs.
## Vocational Education and Training (VET)

### Internal VET courses

- **VET courses that operate within the school grounds of Wirreanda Secondary School**
  - **Doorways 2 Construction** (General Construction - Entry Level) (D2C+ Continuing)
  - **Doorways to Construction Plus**
  - **Hospitality** (Cert 2 in Kitchen Operations)
  - **Music** (Cert III Music - Two years required to complete full certificate)
  - **Sport and Recreation Cert II**
  - **ICT** (Cert 2 Information, digital Media & Technology)

### Southern Adelaide and Fleurieu Trade School

- **Regional VET courses**
  - (Schools in region offer courses to students in Southern area)
  - **Allied Health**
  - **Automotive**
  - **Building and Construction (WSS)**
  - **General Construction (Plumbing)**
  - **Business**
  - **Small Business Management**
  - **Civil Construction**
  - **Clothing Production**
  - **Community Services - Children’s Services**
  - **Community Services - Health Support Services**
  - **Conservation & Land Management**
  - **Digital Creative Media**
  - **Electrotechnology**
  - **Engineering (Manufacturing)**
  - **Food Processing**
  - **Furnishing**
  - **Hairdressing**
  - **Horticulture**
  - **Hospitality (WSS)**
  - **Information Technology**
  - **Creative Industries (3D Animation)**
  - **Live Production, Theatre & Events**
  - **Manufacturing Technology**
  - **Multimedia**
  - **Music (WSS)**
  - **Outdoor Recreation**
  - **Sport and Recreation (WSS)**
  - **Resources & Infrastructure Operations**
  - **Retail Operations**
  - **Rural Operations**
  - **Spatial Information Services**
  - **Tourism Operations**
  - **Beginner Shearer and Wool Handling**
  - **Take Emergency action on board a Vessel**
  - **Viticulture**

### Short Courses

- **These courses are offered to students at various RTO’s**
  - **Animal Care**
  - **Automotive**
  - **Furniture Making**
  - **Building and Construction**
  - **Business**
  - **Information Technology**
  - **Community Services**
  - **Graphic Design**
  - **Multimedia**
  - **Electro technology**
  - **Engineering**
  - **Bob Cat**
  - **Forklift Licence**
  - **Retail**
  - **Tourism**
  - **Drivers ED**
  - **First Aid**
  - **Fitness**
  - **Nursing Pathways**
  - **Landscaping**
  - **Hospitality**
  - **Mining Pathways**
  - **Fashion Design**
  - **Hair and Beauty**
  - **White Card**

### Australian School Based Apprenticeships (ASBA’s)

- ASBA’s allow students to combine training in an industry area to achieve nationally recognised qualifications that contribute to final secondary qualifications

**Information found in Course Handbook**

**Information found in Southern Adelaide and Fleurieu Trade School Brochure or at [www.safts.sa.edu.au](http://www.safts.sa.edu.au)**

**Information Found can be found at [www.bluechilli.org.au](http://www.bluechilli.org.au)**
GENERAL INFORMATION

Information contained in this booklet was correct at the time of publication.

Students wishing to discuss the SACE pattern or other SACE matters should contact a Student Counsellor or the staff member responsible for SACE data.

It is wise to consult institutions or your careers counsellor for up-to-date information.

The Student Counsellors have information on local and interstate tertiary entrance requirements.

Information is also available on private vocational courses, e.g. travel, business colleges.

School of Languages courses are available to students unable to study the language of their choice in their school. For more details you can visit www.schooloflanguages.sa.edu.au or contact the School of Languages on 83540099.

Further information can be obtained from the Job Guide, The SATAC Guide, the Tertiary Entrance Booklet, and the TAFE Course and Admissions Guide. Students should contact Student Counsellors for assistance. Also check University, SACE Board (www.saceboard.sa.edu.au) and SATAC websites.

The following websites may be useful:

The University of Adelaide................................. www.adelaide.edu.au
Flinders University.............................................. www.flinders.edu.au
The University of South Australia ....................... www.unisa.edu.au
Technical & Further Education in South Australia..... www.tafesa.edu.au
The South Australian Tertiary Admission Centre .... www.satac.edu.au/
Job Guide................................................................ www.jobguide.deewrr.gov.au
Centrelink Home Page ....................................... www.centrelink.gov.au
Employment Vacancy Interactive Database ............. www.jobsearch.gov.au
Open access College .......................................... www.oac.sa.edu.au
Southern Adelaide & Fleurieu Trade School .......... www.safts.sa.edu.au
Short Courses.................................................. www.bluechilli.org.au
Job Outlook...................................................... www.joboutlook.gov.au
MyFuture.......................................................... www.myfuture.edu.au
Australian Apprenticeships................................. www.australianapprenticeships.gov.au