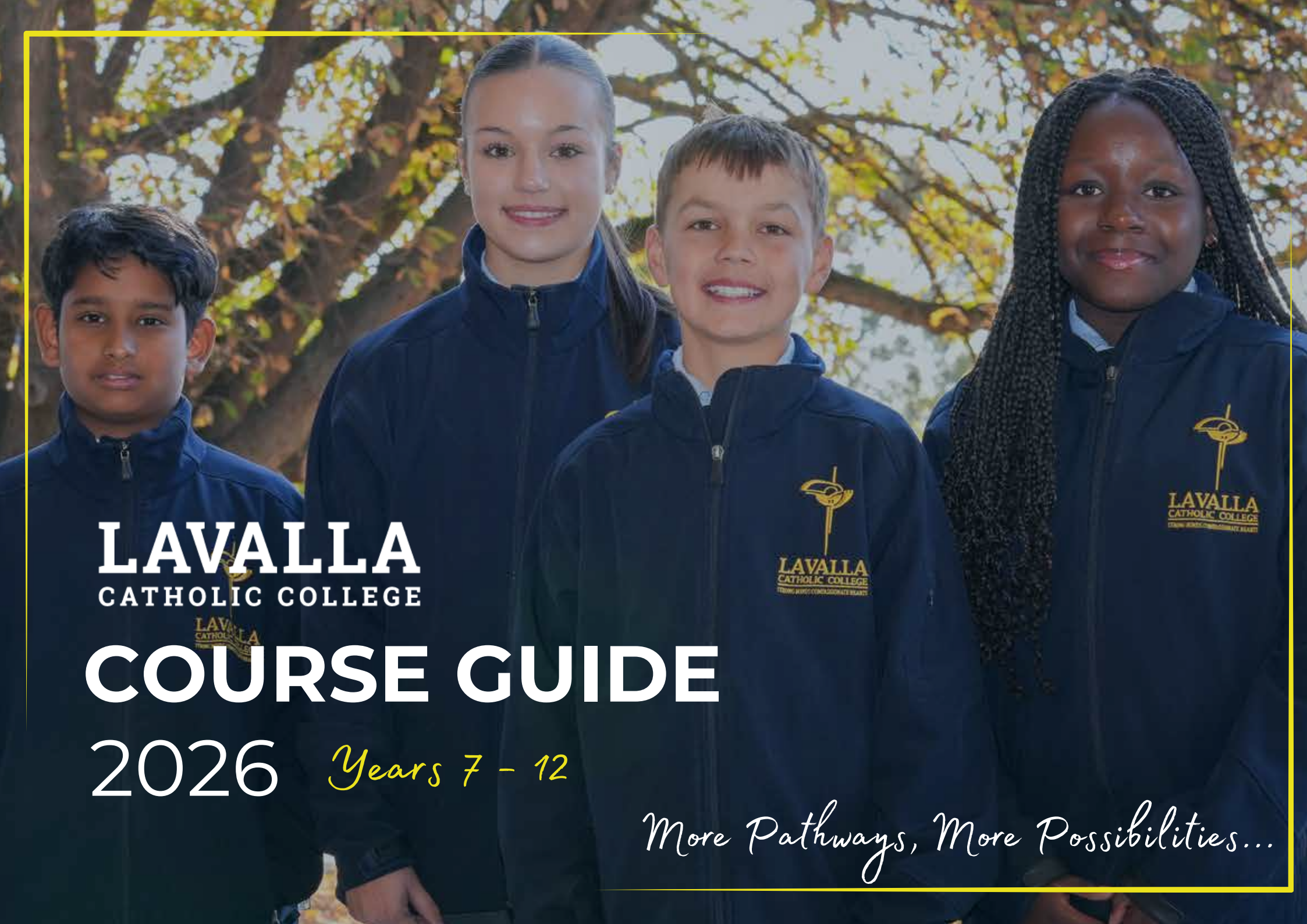

LAVALLA
CATHOLIC COLLEGE

COURSE GUIDE

2026 *Years 7 - 12*

More Pathways, More Possibilities...

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MESSAGE FROM THE PRINCIPAL

St Marcellin Champagnat calls educators in Marist schools to love all students and to love them all equally. But how do we do that? How do we authentically live our Mission? Well, to be that authentic Catholic School so clearly sought by St Marcellin, we have to take the Pastoral model of Jesus as the Good Shepherd, and strive to animate it; strive to bring it to life for our students and for our families.

Just like the work of a good shepherd who ensures none of their sheep are left behind and that all of those in the flock are cared for individually, the approach we take at Lavalla, by tailoring our senior pathways of learning to align with individual wellbeing and learning needs, family circumstances, and regulatory requirements, places individual circumstances at the centre of our senior study process.

Traditionally in Victoria, there have been two main pathways of learning and study for senior students. A scored VCE, where students attain an ATAR rank, which facilitates direct entry to university, and an Applied Learning pathway, focused on Vocational Education and preparing students for various trades, training and employment.

But what we have seen over time, particularly in our context here in the Latrobe Valley, is that a number of students do not necessarily fit neatly into these two pathways.

Young people who want to learn and to succeed in their studies but aren't seeking direct entry into university; young people who aren't necessarily interested in trade skills or apprenticeships; young people who may have high levels of anxiety where pressures related to assessment are triggering for their mental and physical health and young people who may have cognitive or even physical challenges that make engagement with mainstream learning difficult. And of course, then we have young people who are looking at TAFE or who are wanting non-trade workforce options.

Ensuring that we provide learning rigour, learning engagement, regulatory compliance and really position our young people for learning success; success which we know can have many faces; and success which can celebrated across all pathway options, are key drivers of our approach to the senior learning years at the College.

Selection of our pathway options are student and family guided, with the home/school relationship central to establishing both clarity regarding expectations of students and expectations of the school, and clarity in terms of the post school opportunities that success in all preferred pathway options prepares our young people for.

It's a bespoke approach to senior studies which begins at Year 8, and which differentiates learning on a macro level, thus giving life to both St Marcellin's vision for his schools and the Mission of Catholic education, where a contemporary image of Jesus the Good Shepherd, is both modelled and practised.

I commend to you the Lavalla Catholic College Course Guide.

Ryan Greer
Principal

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INTRODUCTION

The Lavalla Course Guide has been developed to provide information and advice for students and parents when navigating subject choices. This ensure that all families can access guidance about all pathways the College offer. We hope to ensure access to more pathways therefore allowing more possibilities for our young people.

The 2026 Course Guide includes:

- An outline of the extracurricular opportunities available to students, including music ensembles, sports programs, and leadership initiatives
- an overview of the curriculum options at Years 7-12
- a section for each Department area describing the pathways in the subject offerings
- information on equivalent Year 11 and 12 program choices such as the VCE Vocational Major (VM).

Each subject will list a level of achievement or specific learning behaviours that students are expected to have developed before choosing to enter the subject. These ‘indicators of success’ help guide informed decision-making and are particularly important for success in the senior secondary years.

Lavalla Catholic College is a welcoming, inclusive community called to make Jesus known and loved through education in the Marist Tradition. With ‘Strong Minds and Compassionate Hearts’ we unite to inspire, journey with and prepare learners for life in our changing world.

INDICATORS OF SUCCESS

Each subject will list a level of achievement or specific learning behaviours that students are expected to have developed before choosing to enter the subject. These ‘indicators of success’ help guide informed decision-making and are particularly important for success in the senior secondary years.

OUR VISION

Lavalla Catholic College is a welcoming, inclusive community called to make Jesus known and loved through education in the Marist Tradition. With ***‘Strong Minds and Compassionate Hearts’*** we unite to inspire, journey with and prepare learners for life in our changing world.

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SUPPORTING STUDENTS

CREATING AN INCLUSIVE LEARNING ENVIRONMENT

At Lavalla Catholic College, we are committed to providing meaningful educational opportunities for every student. We recognise and support the diverse needs, abilities, and aspirations of our students, including those with learning differences or disabilities.

We work collaboratively with students, families, and staff to understand each child's unique strengths and challenges. Through a range of assessments, as well as input from students and their parents or carers, we develop tailored strategies to support individual growth. Personal Learning Plans (PLPs) outline key strengths, areas for development, achievable short-term goals, and evidence-based strategies that suit each learner. These plans are regularly reviewed through ongoing conversations with students and their families.

Support is provided by a multidisciplinary team which may include the student's homeroom teacher, subject teachers, Educational Support Officers (ESOs), counsellors, and allied health professionals such as speech or occupational therapists, as needed. Our aim is always to nurture students' independence, self-confidence, and overall wellbeing.

ACADEMIC ENRICHMENT PROGRAM

The Academic Enrichment Program is designed to cultivate a culture of academic excellence and curiosity among students entering Year 7. By providing tailored opportunities for enrichment, the program aims to inspire and challenge students to reach their full potential. This initiative will also foster a community of learners who value collaboration, critical thinking and lifelong learning. It includes after-school master classes, enrichment opportunities, competitions and challenges and membership in an academic community. Information will be provided regarding application in Term 4.

TUTORING

Tutoring at Lavalla Catholic College supports student growth from Year 7 to Year 12 by meeting learners at their point of need.

At the junior campus, tutoring opportunities include in-class support for Mathematics and English, small-group tutoring after school every night of the week, and Homework Club. At the Senior Campus, students can book individual, subject-specific tutoring sessions across a range of subjects.

All tutoring at Lavalla is proudly delivered by former students (alumni), creating a supportive and relatable learning environment.

MUSIC PROGRAM

The Lavalla Catholic College Music Program has been recognised for its excellence at a local, state and even national level.

A vibrant and rewarding experience is the opportunity to join one or more of our ensembles where students build strong bonds with their peers while developing their potential. There is a strong correlation between learning a musical instrument and academic excellence, and participation in our Music Program can develop such traits as cooperation, teamwork, leadership skills and perseverance. These are all characteristics that contribute to success in all areas of education and life.

Ensemble students may get the opportunity to perform throughout the year at a variety of eisteddfods and concerts, and some of our ensembles even attend interstate competitions. Each ensemble is conducted by one of our outstanding music teachers who form a dedicated and experienced team sharing their enthusiasm, passion and expertise with their students.

We encourage you to direct any enquiries you have to our Music Department at music@lavalla.vic.edu.au.

MUSIC ENSEMBLES

CONCERT BANDS	Year 7 Training Band
	Intermediate Concert Band
	Senior Concert Band
JAZZ ENSEMBLES	Junior Jazz Ensemble
	Senior Jazz Ensemble
CHOIRS	Junior Choir
	Senior Liturgical Choir

SPORTS ENRICHMENT

What is the Sports Enrichment Program (SEP)?

The Sports Enrichment Program (SEP) is a select-entry, inclusive sports and training program designed to help student-athletes achieve elite performance in their chosen sport. It is offered as both an extra-curricular opportunity and a subject elective, and students must reapply each year.

Program Entry Requirements

To qualify, students must:

- Complete an application form.
- Be competing at an academy or equivalent level (Years 7–10), or at a State or higher level (Years 11–12).
- Be training more than 10 hours per week in their chosen sport.

Notable Alumni

- ***Blake Townsend*** – Seattle Mariners
- ***Ben Grumley*** – William Woods University
- ***David Hough*** – ATP Tour
- ***Joshua Charlton*** – ATP Tour
- ***Darcy Guttridge*** – St. Kilda Football Club (AFLW)
- ***Casey Sherriff*** – Hawthorn Football Club (AFLW)
- ***Jade Melbourne*** – WNBA, Washington Mystics

Sports Enrichment Breakdown by Year Level

Years 7–10

- Participate in Semester 1 sports elective
- Strength & Conditioning sessions
- Weekly morning recovery & fitness sessions
- Guest speaker sessions * Mentoring and support
- GALA Day

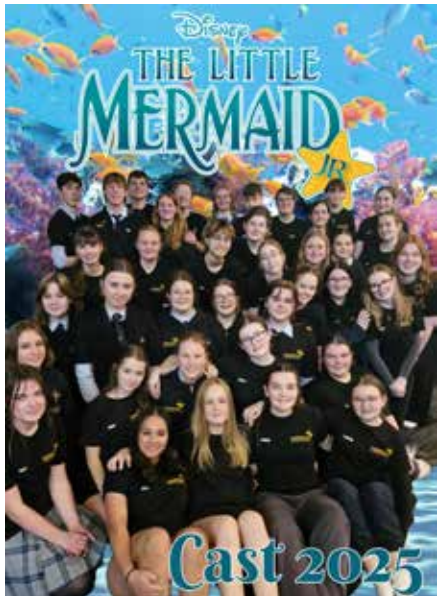
Years 11–12

- Mentoring from Lavalla staff
- Subject selection guidance (e.g. international colleges)
- Career advice & support
- Guest speaker sessions
- GALA Day

COLLEGE PRODUCTION

Each year, our vibrant Performing Arts program stages a major production—either a play or a musical—open to students from all year levels. It's a unique opportunity to work alongside peers across the College, build confidence, make new friends, and be part of something unforgettable!.

Any students who want to be part of the program are welcome, so auditions are only to find you a suitable role. We perform our productions at the Gippsland Performing Arts Centre in Term 3, and rehearsals begin at the start of the year.



IMMERSION PROGRAM

Immersion Opportunities are available to students in Years 10 and 11.

Students can apply to go on Immersion to Suva, Fiji. Students apply for Immersion and the candidates undergo a rigorous selection and preparation programme. Once there, they experience living in a completely different place, local culture, building some social connections with Fijian students, meeting their families, and learning about themselves in the process.

Immersions and Solidarity challenge our students to stand in solidarity with people experiencing genuine need and reach out to the marginalised.

GAME CHANGERS

YOUTH MINISTRY PROGRAM

Game Changers is a Youth Ministry Program highlighted by a strong sense of community, regular meetings, creative faith formation, and service opportunities, this dynamic program forms your students to become faith-filled leaders and agents of change in their school community. This co-curricular program is offered in Year 7 and available until Year 12.

NAVIGATING YEARS 7 - 9

UNDERSTANDING THE JUNIOR YEARS AT LAVALLA

The early years of secondary education lay the foundation for lifelong learning. At Lavalla Catholic College, the junior campus focuses on building strong academic and personal foundations to support every student's journey through secondary school and beyond.

All students are placed into one of the five Houses, they remain in these Houses throughout their time at Lavalla and this allows students to feel a sense of belonging to a smaller family within the College as they compete and represent their House in the many House events.

English and Mathematics form the backbone of the curriculum in Years 7–9, to develop the essential literacy and numeracy skills needed to succeed across all areas of learning. These subjects underpin the development of critical thinking, problem-solving, and effective communication.

In addition to English and Mathematics, students engage in a broad and balanced program that includes Religious Education, Science, Humanities, Health and Physical Education, Languages, the Arts, and Technology. This wide exposure allows students to discover their interests and talents while gradually increasing their subject choices as they move through the junior years.

YEAR 7

Starting secondary school is an exciting part of a student's learning journey. The move from primary school can feel overwhelming, so at Lavalla Catholic College, we offer a comprehensive program to support students through this change. The program helps students build confidence, form new friendships, and develop important skills.

Before the summer holidays, Grade 6 students take part in an Orientation Day at our St Paul's campus. They meet staff, try new subjects, and make new friends. This day also helps them get familiar with the campus and learn about what is expected in secondary school.

When students begin Year 7, they head off on camp. This is a great opportunity to connect with teachers and make lasting friendships within their Lavalla House—relationships that often continue throughout their years at Lavalla and beyond.

Throughout the year, students are supported with study skills, time management skills, digital literacy, online safety skills and an extensive pastoral program.

YEAR 8

Year 8 students continue to consolidate and expand their knowledge in their core subjects studied at year 7, while having an opportunity to take on new elective subjects that they may be interested in. Throughout the year students will take part in a series of outdoor education activities aimed at encouraging teamwork, building friendships and resilience. Students will also be involved in excursions and incursions offered by the subjects they are taking. Students may also represent the College in the many team sports that are on offer.

YEAR 9

Year 9 is the year that students start to think about moving across to the Senior campus and year 9 students will be guided through discussions around potential career paths, testing will start to help identify potential career pathways and Year 9 students will undertake exams for the first time in each semester.

Year 9 students are given the opportunity to apply for leadership roles such as House Captain. In term 2 all year 9 students will attend an outdoor education camp.

NAVIGATING YEARS 10 – 12

THE SENIOR JOURNEY

The final years of secondary education are all about preparing students for their future. While this time is not without challenges, these significant years provide students with a fantastic opportunity to prepare for future success in their chosen fields.

At Lavalla Catholic College students are able to tailor a personalised Year 10–12 program, selecting from a large variety of Year 10 and VCE units, VET courses. . This guide is designed to support students and families to make informed choices about selecting the appropriate courses and programs of study that support post-secondary pathways.

If students have any questions about their program, or selecting subjects in Years 10, 11 and 12, they can:

- all students are requested to attend the annual Pathway Expo & Subject Selection Evening.
- speak to subject teachers if you have any queries about subjects.
- email the Head of Department if further clarification needed
- email the Head of Student Learning and Programs.
- make a booking to see a College Careers Counsellor.

A Statement on Australian Democratic Principles

Lavalla Catholic College is committed to upholding and promoting the principles and practices of Australian democracy through both its daily operations and its learning and teaching programs. This includes a commitment to:

- elected government.
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

Pathways at Year 11& 12: VCE, VCE VM, VPC

The Challenge: One Size Does Not Fit All Traditional models have historically led to disengagement for students who do not fit neatly into the existing framework. According to the Victorian Curriculum and Assessment Authority (VCAA), students perform best when given learning opportunities that align with their strengths and ambitions. Lavalla Catholic College multi-faceted approach ensures that no student is left without a viable path forward.

A Multi-Faceted Pathway Model at Lavalla

Three pathways are available at Lavalla Catholic College:

1. **VCE:** Caters for majority of students with different interests emphasising academic rigor and personalised tailored guidance.
2. **Vocational Major (VM)**: A hands-on approach integrating academic learning with real-world industry training and apprenticeships.
3. **Victorian Pathways Certificate (VPC):. The Victorian Pathways Certificate (VPC)** is an inclusive, flexible option to complete your studies. Our 'Transition to Work Program' aligns with a VPC. Student looking to pursue a Vocation Educational program will select the Vocational Major and student will be allocated to VPC based on individual needs.

COURSE SELECTION & SUPPORT

DO select subjects based on:

- Your interests
- Your strengths
- The job you want to do once you finish school
- Any further training you want to complete
- Their dificulty
- Conversations with the Careers and Pathways staff
- The information in your Morrisby Report

DON'T select subjects based on:

- Panic if you have no idea what subjects to pick
- The fact they sound important, or that your parents want you to do them
- What your friends are doing
- Scaling

The following might help you in selecting your subject options.

I ***KNOW*** what I'd like to do when I leave school

What qualifications do I need?
eg: Degree, Diploma, Certificate

↓

Do I need to complete further study?

↓

Does this further study require me to have completed any specific subjects?

↓

Select these subjects first - then select other VCE and VET subjects based on your interests and pathway preferences

I ***DON'T KNOW*** what I'd like to do when I leave school

What subjects am I currently good at?

↓

What do I enjoy doing in or outside of school?

↓

Select subjects around my interests and abilities

RELIGIOUS EDUCATION

Why study Religious Education?

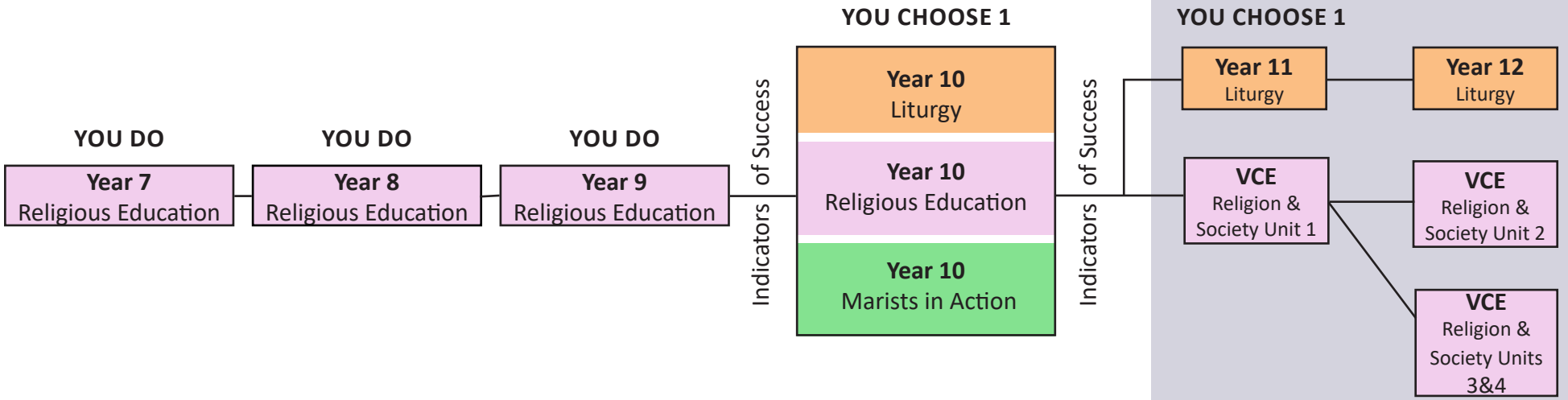
Religious Education is compulsory for all students at Lavalla Catholic College as it is central to the mission of the Catholic school. Guided by the curriculum of the Diocese of Sale, students from Year 7 to Year 12 learn about four strands of Religious Education: 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Through Religious Education, students learn about religion and religious ideas, and are introduced to the characteristics of a Marist educational philosophy and spirituality. Religious Education lessons encourage a dialogue between the Catholic tradition, each student's personal experience and the contemporary cultural context. By participating in a variety of prayer and reflective experiences, students also learn about how religious beliefs are expressed in various religious traditions, particularly Catholic Christianity.

Where does Religious Education lead?

- Build confidence in expressing your ideas
- Reflect on self, the world, the environment and God
- Engage in a dialogical process
- Learn about the place of faith in the world
- Learn about religious beliefs and practices
- Learn about the Catholic Christian story and the Marist tradition.
- Develop skills of reflection, discernment, critical thinking and decision-making

Pathway Information

Studying Religious Education develops skills which go beyond the classroom, equipping students for life in a modern, multi-faith society. It expands students' spiritual awareness, and builds their capacity for discernment, thinking critically, seeking truth and making meaning. Religious Education challenges and inspires students to serve others and be engaged in the Church and the world.



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ENGLISH

Why study English?

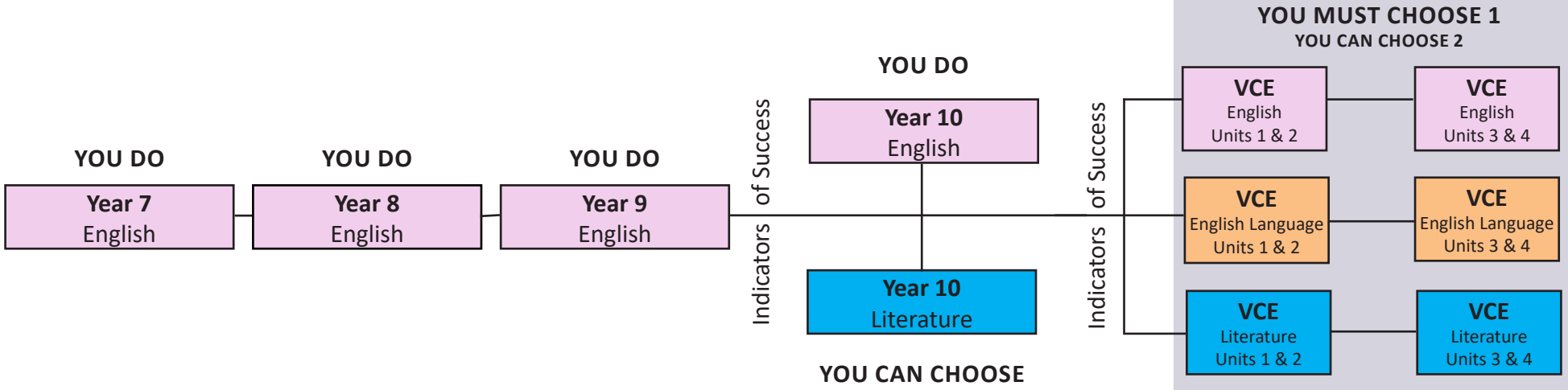
English anchors success and development in all aspects of life. It is through the study of English that we develop skills in critical thinking, communication and creativity. Through engaging with different world views and ideas, we become more thoughtful, reflective, insightful, and broad in our thinking; helping us become engaged and active members of society.

Where does English lead?

Two purposes in your study of English run parallel. It provides the literacy skills needed to communicate effectively and engage with the wider world around us. It also develops an appreciation for the expressive quality of the written word, bringing an awareness and understanding of the aesthetic and holistic benefits of society.

Pathway Information

Every vocational and educational pathway relies on success in English, directly and indirectly. It is worth noting that a VCE score of 25 remains a pre-requisite for almost all university courses.



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MATHEMATICS

Why study Mathematics?

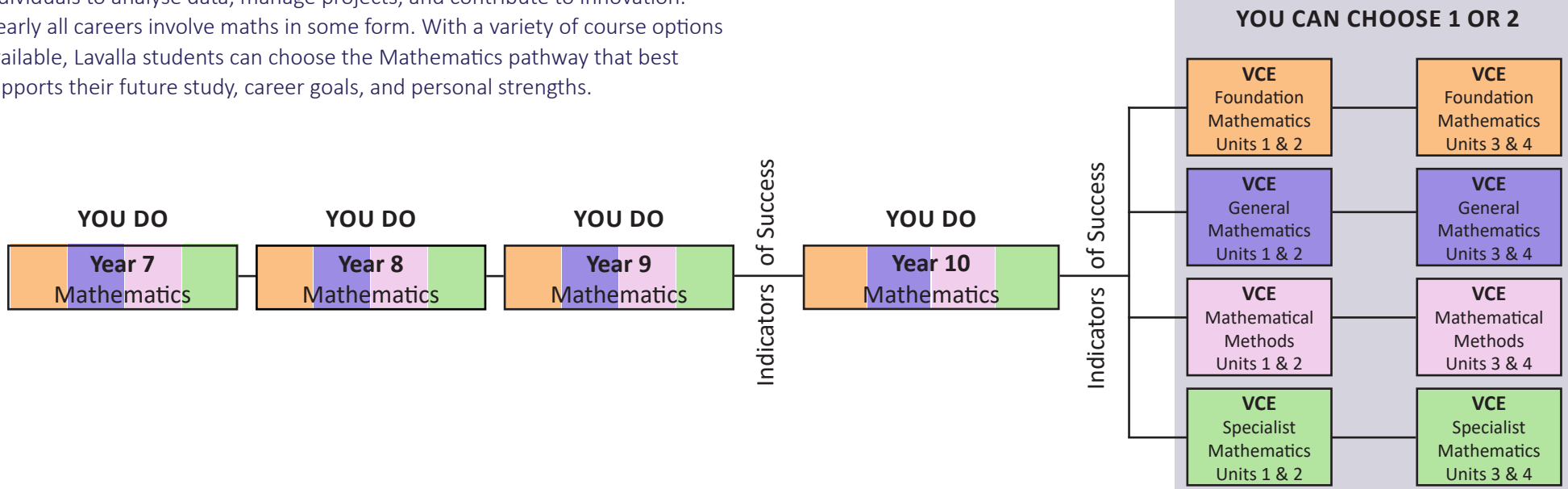
Mathematics builds critical thinking, logical reasoning, and problem-solving skills that are essential for everyday life. From budgeting and planning to interpreting data and making informed decisions, maths helps students become capable and independent. At Lavalla, we aim to develop confident mathematicians who can approach challenges with clarity and skill. These foundations benefit students not just in the classroom, but in how they understand and navigate the world around them.

Where does Mathematics lead?

Confident mathematicians find life easier to manage, and our goal at Lavalla is to help all students grow in this confidence. Mathematical understanding is crucial in fields like finance, health, construction, technology, and engineering. It allows individuals to analyse data, manage projects, and contribute to innovation. Nearly all careers involve maths in some form. With a variety of course options available, Lavalla students can choose the Mathematics pathway that best supports their future study, career goals, and personal strengths.

Pathway Information

All Year 10 students will study Mathematics. The college will allocate the level of study based on student achievement.



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SCIENCE

Why study Science?

Science is a way of building knowledge about the natural world. It solves problems, drives technological development, and helps us make informed decisions about our health, environment, and society.

The scientists of tomorrow are the students of today. The exceptional team of dedicated and passionate science teachers at Lavalla Catholic College create experiences that encourage creativity, nurture curiosity, and inspire students to question and seek out knowledge so that they can be the thinkers and problem solvers that help shape the future.

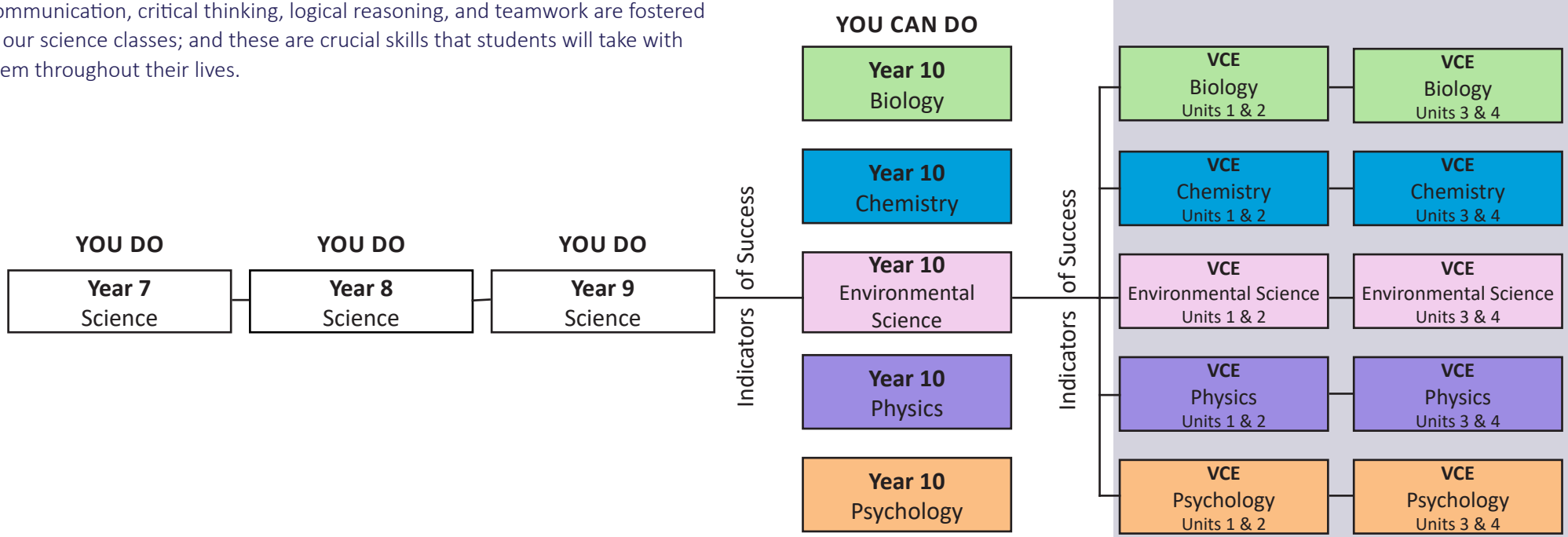
Where does Science lead?

Studying science develops skills that go far beyond the classroom. Communication, critical thinking, logical reasoning, and teamwork are fostered in our science classes; and these are crucial skills that students will take with them throughout their lives.

Pathway Information

In years 7 – 9, students complete a core science program which includes biological, chemical, Earth & space and physical sciences.

At years 10-12, students have the opportunity to more deeply explore, with five specialised science pathways available: Biology, Chemistry, Environmental Science, Physics and Psychology.



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HUMANITIES

Why study Humanities?

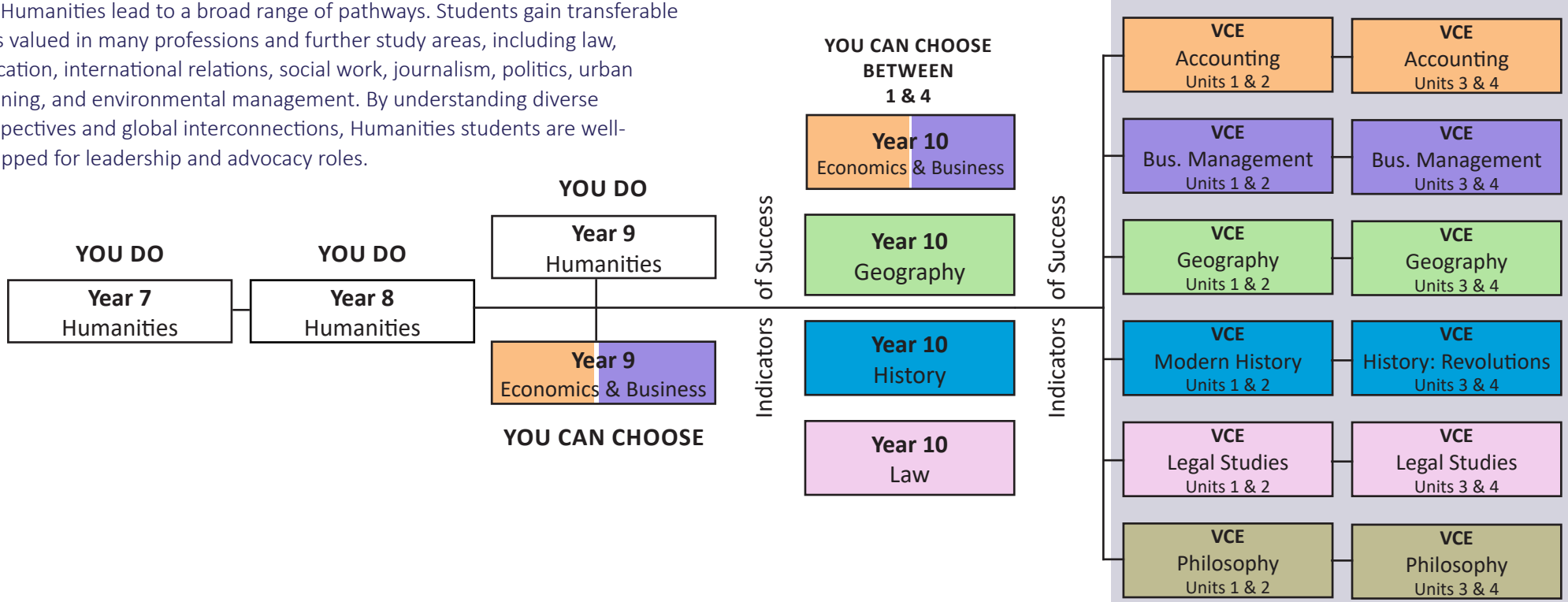
Studying Humanities helps students understand how societies function, how people interact with their environments, and how historical events shape the present and future. Through Civics and Citizenship, Economics and Business, Geography, and History, students develop critical thinking, ethical reasoning, and communication skills—essential for informed, active citizenship. Students are encouraged to consider diverse perspectives, fostering empathy and a deeper appreciation for cultural diversity. This holistic approach prepares students to become active, informed, and responsible citizens in a complex and interconnected world.

Where do Humanities lead?

The Humanities lead to a broad range of pathways. Students gain transferable skills valued in many professions and further study areas, including law, education, international relations, social work, journalism, politics, urban planning, and environmental management. By understanding diverse perspectives and global interconnections, Humanities students are well-equipped for leadership and advocacy roles.

Pathway Information

From Years 7–10, students engage with all four Humanities disciplines. In the senior years (VCE), they can specialize in subjects such as History, Legal Studies, Geography, Philosophy, Business Management and Accounting. These subjects support both academic and vocational pathways, including university, TAFE, and employment as well as a variety of career pathways.



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ARTS

Why study Arts?

Whether you're drawing, performing, designing, or analysing, the Arts give you tools to understand yourself, connect with others, and engage with the world in thoughtful and creative ways.

In the Arts, you will:

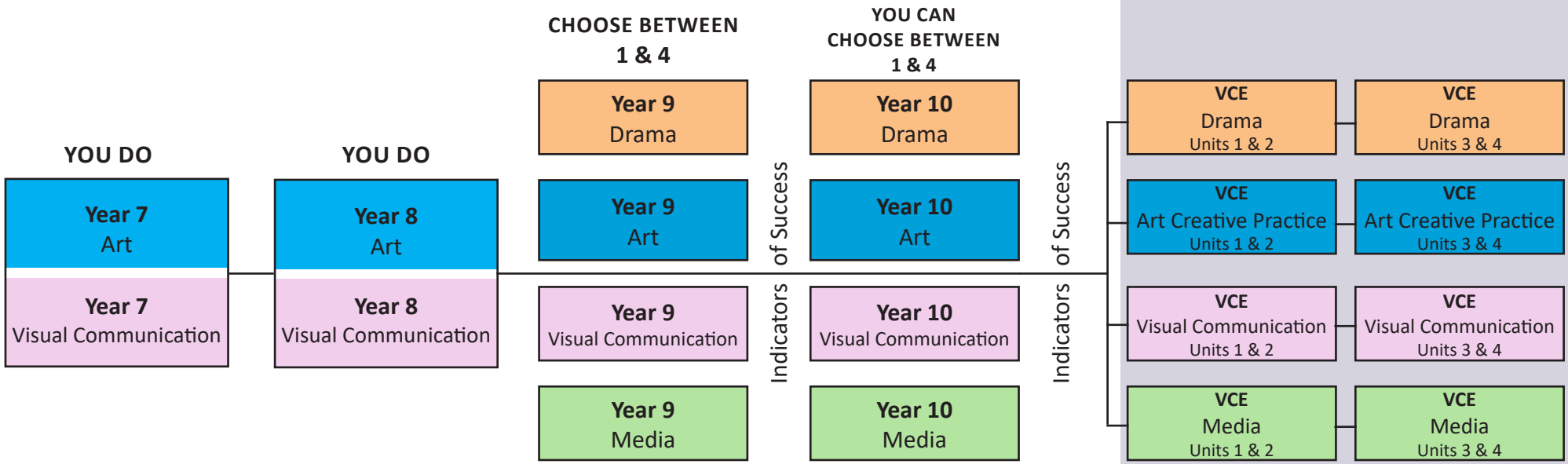
- Think creatively and explore new ideas
- Communicate visually, verbally, and through performance
- Work collaboratively in groups and ensembles
- Solve problems and think critically
- Build confidence, self-awareness, and presentation skills.

Where do Arts lead?

Year 10 Arts subjects provide a strong foundation for VCE studies in Art Creative Practice, Media, Visual Communication Design, Drama, and Theatre Studies. If you enjoy expressing ideas visually, performing, designing, creating media content or exploring how art and culture intersect, you should consider continuing with one or more of these VCE subjects. Arts subjects also complement VCE English, Literature, History and Design-based courses.

Pathway Information

The study of the Arts in VCE equips students with the practical, conceptual, and critical thinking skills needed to pursue further study or employment in a wide range of creative and communication industries. This includes fields such as fine art, illustration, digital and film production, photography, animation, theatre, acting, teaching, advertising, architecture, interior design, fashion, graphic design, UX/UI design, and creative direction. The Arts support lifelong skills in communication, cultural literacy, empathy, and innovation, all of which are highly valued in an ever-changing world and workforce.



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DESIGN TECHNOLOGIES

Why study Design Technologies?

Studying Design and Technology is exciting because it teaches you how to use your creativity to solve real-world problems in sustainable ways. You will learn to think critically and come up with innovative ideas that consider cultural, ethical, environmental, and economic factors. From designing new products to understanding how things work, these subjects help you become skilled at using materials and technology safely. It's about exploring possibilities, making things that matter, and preparing for future careers where you can make a difference in the world.

Studying Design & Technology develops a range of skills including, practical skills – use of specific tools, equipment and materials, problem solving, entrepreneurialism, literacy skills, numeracy skills, innovation, cooperation, teamwork and creativity.

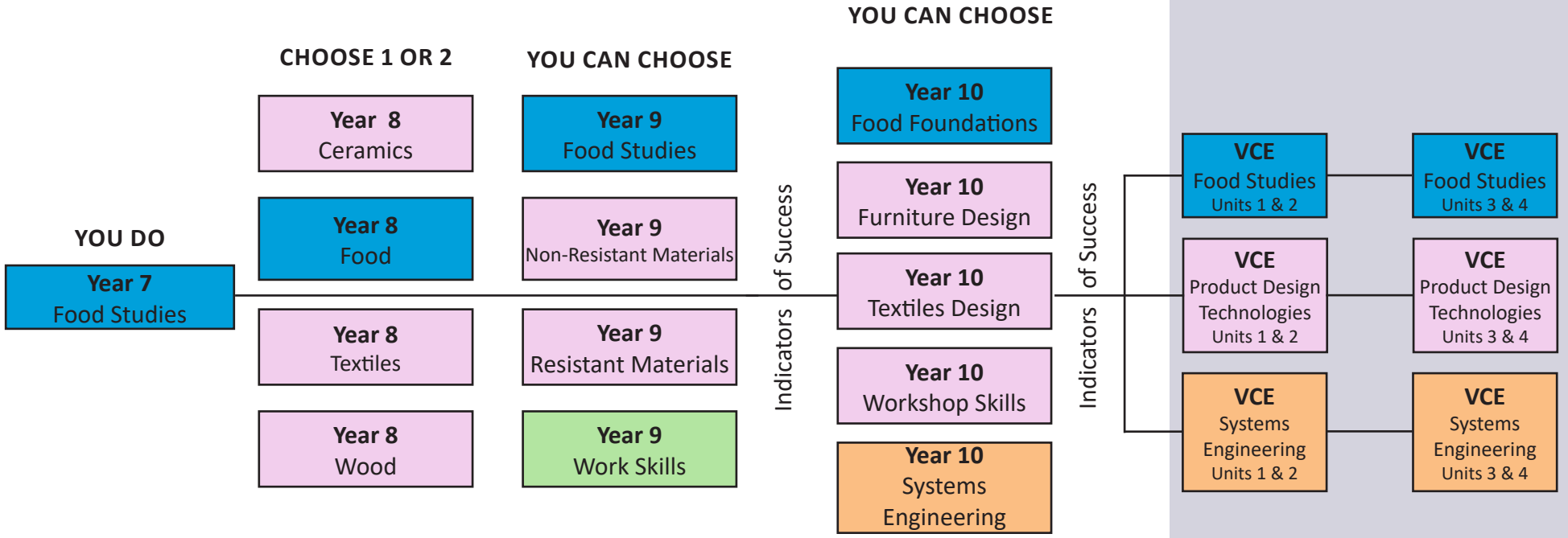
Where does Design Technologies lead?

Trade and Technical Pathways such as Cabinet Making, Furniture Making, Carpentry, Metal Fabrication, Automotive, Electrical and Plumbing.

Creative and Design Pathways such as Industrial Design, Product Design, Interior Design, Architecture and Fashion or Textile Design

Technology and STEM Pathways such as CAD Drafting and 3D Modelling, Engineering (Mechanical, Civil, Mechatronics), Architecture Technology / Building Design, Industrial Automation and Robotics

Entrepreneurial and Maker Pathways, such as starting a Small Business in Custom Furniture or Product Design, or Etsy/Online Sales, Designed Products, 3D Printing Services / Prototyping or Tech Startup.



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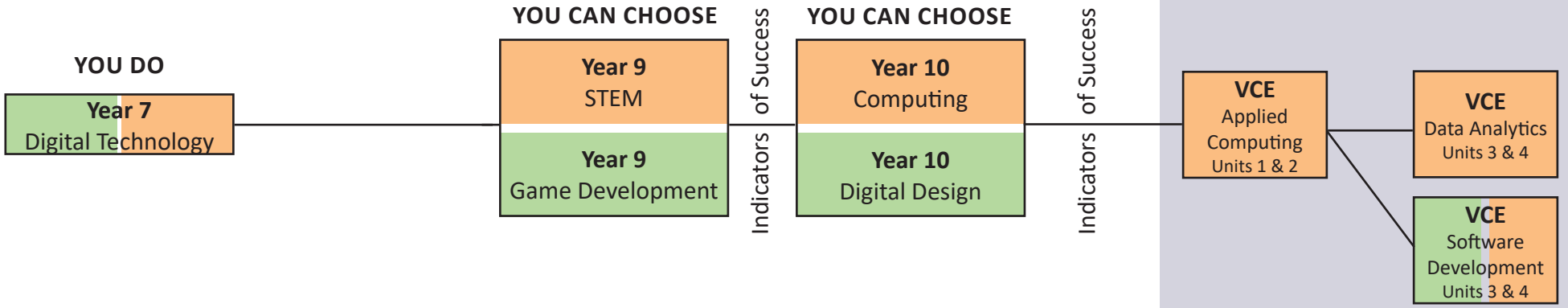
DIGITAL TECHNOLOGIES

Why study Digital Technologies?

Studying digital technology helps students learn how computers, apps, and the internet work. It builds skills like problem-solving, creativity, and teamwork by teaching students how to code, make games, create websites, and use digital tools. These skills are useful not just in school, but in everyday life and future jobs. It also helps students stay safe online and understand how to use technology responsibly. As the world becomes more digital, learning how technology works gives students confidence and prepares them for exciting opportunities in school, further study, and beyond.

Where do Digital Technologies lead?

The study of digital technology opens doors to a wide range of exciting futures. It can lead to careers in software development, cybersecurity, artificial intelligence, game design, robotics, and more. Beyond jobs, it builds skills that are valuable in almost every industry, from medicine to music. As technology keeps evolving, digital knowledge helps people adapt, create new solutions, and shape the future. Whether students become engineers, entrepreneurs, or digital artists, studying digital technology gives them the tools to innovate, solve real-world problems, and thrive in a connected, technology-driven world.



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HEALTH & PHYSICAL EDUCATION

Why study Health & Physical Education?

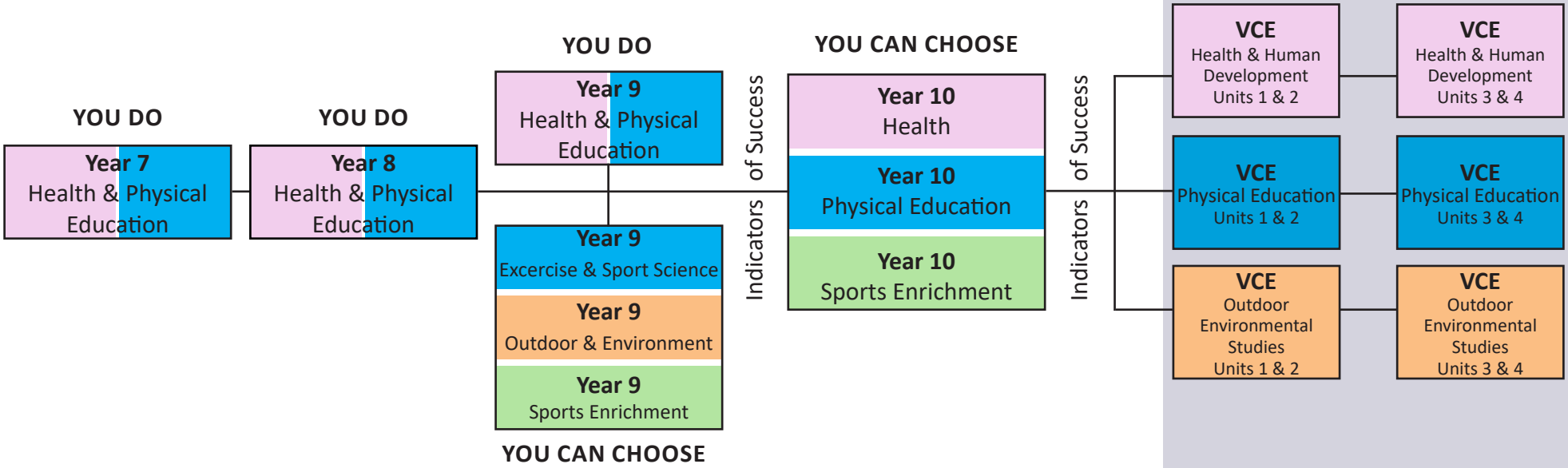
Studying Health and Physical Education gives you a range of skills including, cooperation, team work, leadership, coordination and motor skills, and problem solving.

Where does Health & Physical Education lead?

Year 10 Health and Physical Education is foundational to VCE courses in Health and Human Development, Physical Education and Outdoor and Environmental Studies. If you enjoy Physical Education you should also consider subjects such as VCE Health and Human Development, VCE Outdoor and Education Studies, VET Outdoor Recreation or VCE Environmental Science or VCE Biology.

Pathway Information

The study of Health and Physical Education aims to equip students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.



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LANGUAGES

Why study Languages?

Studying a language gives you a range of skills including:

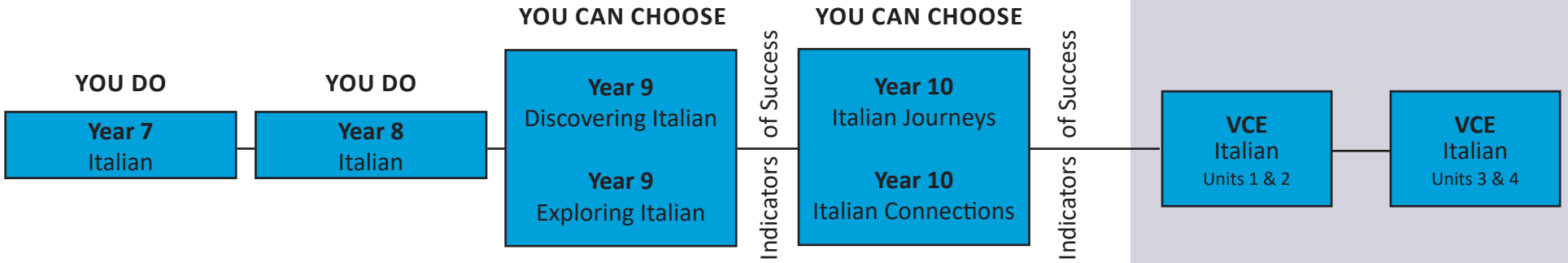
- Confidence
- Literacy skills
- Teamwork and leadership
- Problem solving
- Cultural understanding and appreciation
- How to be a thinker
- How to be a conscious traveller
- It will also extend your job opportunities.

Where do Languages lead?

Arts degree in languages. A degree that enables you to continue to study a language. Most courses will allow you to study a language even if the major is completely different (i.e. law, medicine)

Pathway Information

Languages can be useful in a lot of different occupations, and they can help you to get a job. Some examples: teacher, travel agent, nurse and doctor (people who can speak a second language are in demand to cater for the ageing migrant population), travel guide, journalist, translator, hospitality jobs, just to name a few.



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MUSIC

Why study Music?

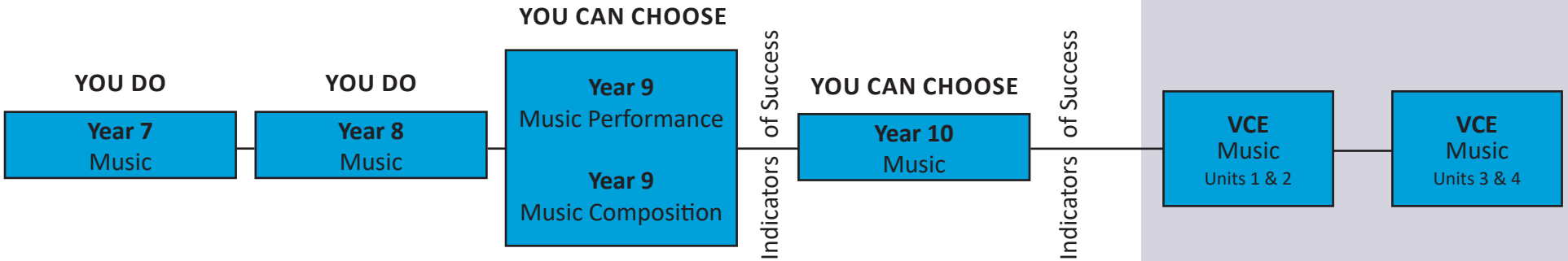
Music allows students to engage creatively and practically with their learning. It builds confidence, encourages self-expression, and fosters collaboration through regular performance and ensemble work. Studying music develops discipline through consistent practice and strengthens critical thinking by requiring students to make musical and stylistic decisions about the music they are preparing for performance, or composing. For many students, Music is also an important outlet for wellbeing, identity, and community connection, and this has always formed the core our Music Program.

Where does Music lead?

Music can lead to careers in performance, composition, production, teaching, arts management, media, and sound design. Further to this, students who study music develop highly transferable skills, including: communication, teamwork, creativity, resilience, and time management — all valuable in many broad personal and professional contexts.

Pathway Information

Year 10 Music is designed to prepare students for success in VCE Music, particularly Music Repertoire. It provides opportunities to develop technical ability on an instrument or voice, performance experience in both solo and group settings, and foundational skills in composition and analysis. Students are encouraged to support their classroom studies with instrumental or vocal lessons and co-curricular ensemble participation. For students not continuing with VCE Music, the subject offers important creative and collaborative experiences that support success across many fields of study.



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VOCATIONAL EDUCATION

Why study Vocational Education?

Vocational Education offers numerous benefits, particularly as it prepares students for the workforce while also providing access to practical skills and VET studies. Studying Vocational Education is a valuable choice for students looking to gain theoretical knowledge about the workforces and their chosen industry, practical skills, enhance their employability, and explore diverse career pathways. The VCE Vocational Major (VCE VM) is an applied learning program within the VCE which is designed to be completed over a minimum of two years. Students can enter the workforce directly after school, having been given the opportunity to engage in Work Experience and Structured Workplace Learning as part of their program. Vocational Education provides a solid foundation for both immediate employment and future education opportunities.

Where does Vocational Education lead?

Vocational Education leads to various pathways and can significantly enhance students' career prospects and personal development. It prepares students not only for specific careers but also lifelong learning and adaptability in a changing job market. Students can move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The VCE VM can be tailored to the individual needs and interests of the students, therefore keeping them engaged whilst developing the skills and knowledge necessary for individual success.

Benefits of a Pathway Approach?

- Helps you and your parents/carers to see connections between subjects selected and post school options.
- Provides purpose and direction to your program and links to after school options.
- Provides opportunities for VET studies and Work Experience to assist in shaping a focus and skill set for the future.

YEAR 7

The Year 7 curriculum is designed to provide students with a strong foundation in core learning areas while allowing them to explore a range of specialist subjects. This helps students experience a broad curriculum as they begin their secondary school journey.

- **CORE SUBJECTS:** Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education—are completed across both Semester 1 and Semester 2. These subjects build consistent skills and knowledge throughout the year.
- **SPECIALIST SUBJECTS:** such as Music, Art, Italian, Visual Communication, Food, and Digital Technology—are offered for one semester only. These may occur in either Semester 1 or Semester 2, depending on the timetable and school program structure.

SAMPLE YEAR 7 PROGRAM:

	COMPLETED IN SEMESTER 1 & SEMESTER 2						May happen during any Semester (in any combination)		
SEMESTER 1	Religious Education	English	Maths	Science	Humanities	Health & Physical Education	Music	Art	Food
SEMESTER 2	Religious Education	English	Maths	Science	Humanities	Health & Physical Education	Italian	Visual Communication	Digital Technologies

YEAR 7 SUBJECTS

RELIGIOUS EDUCATION

In Religious Education across the Diocese of Sale, units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning. All students also undertake activities which nurture the spiritual life and highlight the importance of belonging to a faith community.

ENGLISH

In Year 7 English, students develop their skills in reading, writing, speaking, and listening. They explore a wide range of texts for enjoyment and learning, including stories, articles, and digital media. They learn to express ideas clearly, using descriptive language, visuals, and different text types like narratives, opinions, and informative pieces.

MATHEMATICS

In Year 7 Mathematics, students build on what they already know to improve their understanding of key maths ideas. They practise solving problems and thinking logically. Digital tools are used to help with learning across all topics. The course helps students become more confident in using maths in everyday situations and approaching new problems, using a range of strategies.

SCIENCE

In Year 7 Science, students are introduced to how a scientist works in a laboratory, focusing on experimenting and using scientific equipment safely. Students start to learn the basics of Chemistry, Physics, Biology and Ecology through a mix of theory lessons and practical experiments. They learn about the scientific method and put it into practice by completing and analysing their own guided experiments.

HUMANITIES

In Year 7 Humanities, students delve into Geography, Economics and Business, Ancient History, Philosophy and Civics and Citizenship. They look at how water impacts land and people, what makes a good place to live and how business owners make decisions. Students learn how Ancient Australia and Ancient Greece still impact us today through the rich cultural and knowledge systems of First Nations Peoples, and the principles of democracy, citizenship, and ethical decision-making.

HEALTH & PHYSICAL EDUCATION

In Year 7 Health and Physical Education, students are introduced to several different concepts. Students will explore the importance of lifelong participation in physical activity and how we assess and improve fitness. Students investigate ways to manage changes that impact their own/others' identities. Better health, mental health and relationships are all focused on to enhance students' health, safety and wellbeing.

ART

In Year 7 Art, students are introduced to the building blocks of art through hands-on exploration of materials, techniques, and ideas. They learn to use the elements and principles of art to create and respond to artworks. Working across 2D and 3D forms—such as drawing, painting and sculpture, students begin to develop their own creative voice. Students build visual literacy by reflecting on their own work and learning to discuss art using appropriate terminology.

FOOD STUDIES

In Year 7 Food Studies, students learn how to cook safely and make healthy food choices. As an introduction to the Design Process, students are given challenges to investigate, they design solutions and plans, cook their chosen dish, and evaluate their results. While theory forms a part of Food Studies, there are also fun, hands-on cooking classes where theory is put into practice, building confidence and knowledge in the kitchen.

DIGITAL TECHNOLOGY

In this subject, students will learn the way computers store and communicate data with the use of binary numbers. They will further develop their programming skills, gained at primary school, to control robotic devices and drones. The course provides an engaging and hands-on learning experience that builds important skills in problem-solving, collaboration, and digital thinking.

YEAR 7 SUBJECTS

LANGUAGES - *Italian*

In Year 7 Italian, students focus on building their skills in writing, reading, listening, and speaking the language. They learn the sounds and pronunciation of Italian and begin to use basic language to communicate with their teacher and classmates. They are also encouraged to think about how Italian language, culture, and identity are connected, and to compare these with their own language and cultural background.

MUSIC

Year 7 Music introduces students to music as a creative and collaborative subject. Through class-based activities, students explore how music is structured by learning about rhythm, melody, harmony and texture. They engage in hands-on learning through percussion, group singing, and beginner ensemble work. Students are encouraged to reflect on their listening experiences and begin using appropriate musical terminology. These early experiences are designed to build confidence and give every student an opportunity to discover their musical potential in a safe and supported environment.

VISUAL COMMUNICATION

In Year 7 Visual Communication Design, students are introduced to the fundamentals of visual language and design thinking. They learn to use drawing as a means of communication, exploring techniques such as ideation drawing, rendering, and technical drawing. Through practical tasks, students develop an understanding of the design elements and principles, and how these are used to communicate ideas effectively. They begin to respond to simple design briefs and build confidence in visual problem-solving and creative presentation.

YEAR 7 INDICATORS OF SUCCESS:

Active Participation: Joins in learning activities regularly, shows interest, and keeps trying when things are new or tricky.

Approach to Challenges: Gives challenges a go, tries different ways to solve problems, and learns from mistakes.

Responsibility: Completes tasks on time and asks for help when needed.

Organisation: Comes prepared with the right materials and keeps up with homework and practice tasks.

YEAR 8

The Year 8 curriculum is designed to provide a broad and balanced learning experience across core and specialist subjects. Students complete a range of subjects over both Semester 1 and Semester 2, with some electives or specialist areas varying between semesters.

CORE SUBJECTS: Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education are completed across both semesters to ensure continuity and depth in learning.

SPECIALIST SUBJECTS: Music, Art, Italian and Visual Communication, are completed in either Semester 1 or Semester 2. Students have a choice of two Design Technology subjects from, Wood, Food, Ceramics and Textiles.

SAMPLE YEAR 8 PROGRAM:

	COMPLETED IN SEMESTER 1 & SEMESTER 2						May happen during any Semester (in any combination)		
SEMESTER 1	Religious Education	English	Maths	Science	Humanities	Health & Physical Education	Music	Art	TECH Option
SEMESTER 2	Religious Education	English	Maths	Science	Humanities	Health & Physical Education	Italian	Visual Communication	TECH Option

YEAR 8 SUBJECTS

RELIGIOUS EDUCATION

In Religious Education across the Diocese of Sale, units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning. All students also undertake activities which nurture the spiritual life and highlight the importance of belonging to a faith community.

ENGLISH

In Year 8, students enjoy and learn from many types of texts. They listen to, read, watch, study, and respond to spoken, written, and multimedia texts. These include media texts, novels, non-fiction books, poems, and plays. Students learn how context, purpose, and audience shape texts. They also study how text features can guide their own writing. Students begin to use complex sentence structures, new technical words, figurative language, and visual elements like images and charts. Students create different types of texts for storytelling, reflecting, informing, persuading, and analysing.

MATHEMATICS

In Year 8 Mathematics, students build on what they have already learned to become more confident and skilled in key areas. They work with integers, decimals, fractions, percentages, and exponents to solve real-world problems using ratios, rates, and proportional thinking. Their algebra skills grow as they simplify expressions, solve equations, and explore linear relationships. In geometry, students use Pythagoras' theorem and learn about the properties of shapes and circles. They improve their measurement skills through unit conversions and estimation. In statistics and probability, students study data and explore chance events. Digital tools help support their learning, and they are encouraged to use maths in a range of practical situations.

SCIENCE

In Year 8 science, students delve deeper into how scientists work. They consolidate their laboratory skills and analyse experimental results to describe trends. They learn to communicate the results of their experiments as a practical report. Students apply key science skills to new topics across the year. They use models and theories to explain the world around them. This includes atomic theory, the transformation of energy and electronics, cells and human body systems, and the Earth's structure through modelling the rock cycle and plate tectonics.

HUMANITIES

In Year 8 Humanities, students study Geography, History, Economics, and Civics to better understand the world. In Geography, they explore Landscapes and Landforms, and Migration, focusing on natural processes and human movement. Economics and Business introduces financial literacy through real-life tasks like budgeting and managing a bank account. In History, students examine Japan under the Shoguns and Medieval Europe, learning how power, belief, and structure shaped societies. Civics and Citizenship focuses on Australia's political and legal systems, including laws, rights, responsibilities, and democratic values. This program builds critical thinking, ethical understanding, and active citizenship skills.

HEALTH & PHYSICAL EDUCATION

In Year 8 students will continue to develop their understanding of a range of health concepts, such as drugs and smoking. Students also explore broader issues relating to sexual health and relationships that could impact on their own and others' health and identify services they could access in circumstances they may encounter. In the practical setting, students will have the opportunity to participate in and develop their skills in striking sports as well as invasion games.

ART

Year 8 Art builds on the foundations of Year 7, encouraging students to take creative risks and explore more complex concepts and materials. Students investigate the ways artists communicate ideas and develop their own responses to visual challenges. They expand their technical skills through media such as watercolour, lino printing, and mixed media drawing, while learning to plan, refine, and evaluate their work through the stages of the creative process.

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CORE SUBJECTS CONT...

LANGUAGES - *Italian*

In Year 8 Italian, students study pastimes/sports and food. Emphasis is placed on further developing students' skills to communicate in Italian. They continue to work on written, spoken and grammatical skills. Students learn how to construct sentences and manipulate language. Students are encouraged to reflect on how the Italian language, culture and identity are interconnected and compare this with their own language, culture and identity.

MUSIC

In Year 8 Music, students continue building their musical knowledge and performance skills through active music-making. They participate in small ensemble rehearsals, explore song structure and chord progressions, and begin composing short original works. Students also learn to listen more analytically and make connections between music theory and the music they enjoy. There is an increased emphasis on independence and musical decision-making, while still maintaining a supportive classroom atmosphere.

VISUAL COMMUNICATION

Year 8 Visual Communication Design extends students' understanding of visual language and introduces more structured design processes. Students apply design thinking to solve communication and environmental design challenges. They develop skills in both freehand and instrumental drawing, including rendering techniques to enhance form and detail. Using the design process, students research, generate ideas, refine concepts, and present final solutions while considering audience, purpose, and context throughout their work.

YEAR 8 DESIGN TECHNOLOGY SUBJECTS

CERAMICS

In Year 8 Ceramics, students design and create their own clay projects to take home. They research styles and techniques before planning and refining their design ideas. Projects are planned and managed by students, as they build practical skills, improve coordination and gain confidence to work with different tools and materials. Originality and individual expression are encouraged.

WOOD

In Year 8 Wood & Plastics, students design and build their own projects from start to finish. They investigate and explore different ideas and materials before developing and refining a design concept. Students plan and manage their own time and materials while building their projects with a variety of tools and machinery. Students improve their practical skills, coordination and confidence and learn how to use tools safely and effectively.

TEXTILES

Year 8 Textiles is an introduction to sewing, designing and creating. Students craft their own felt-based creations while learning hand-stitching techniques including embroidery, cross-stitch, top-stitching and appliqué. Original project designs that reflect individual creativity include toys, pincushions and a full-sized cushion featuring a personalised slogan.

FOOD

In Year 8 Food, students refine their practical cooking skills by preparing and presenting a variety of food groups, broadening their repertoire of flavours and techniques. They complete a healthy snack design brief and mystery-box challenge. Students increase their independence in the kitchen reading recipes, planning tasks, and managing their cooking to produce tasty, healthy meals. This process boosts their practical coordination, kitchen confidence, and familiarity with a range of utensils.

YEAR 8 INDICATORS OF SUCCESS:

Active Participation: Engages fully in class activities, contributes ideas, and maintains focus during learning tasks.

Approach to Challenges: Tackles challenges with confidence, applies different strategies to solve problems, and reflects on feedback to improve.

Responsibility: Manages deadlines effectively, takes ownership of learning, and seeks support when needed.

Organisation: Brings all required materials to class, uses time well, and keeps track of homework, assessments, and revision tasks.

YEAR 9

The Year 9 curriculum is designed to deepen students' understanding in core learning areas while offering greater choice through a wide range of elective subjects. This structure supports both academic growth and personal interests as students prepare for their senior years.

CORE SUBJECTS: Religious Education, English, Mathematics, Science, Humanities, and Health & Physical Education—are studied across both Semester 1 and Semester 2, providing consistent development throughout the year.

ELECTIVES: allow students to explore areas of interest and begin to personalise their learning journey. Three electives are completed each semester and may vary in focus. Students choose at least one Art option, at least one Technology option and four additional options.

SAMPLE YEAR 9 PROGRAM:

	COMPLETED IN SEMESTER 1 & SEMESTER 2						May happen during any Semester (in any combination)		
SEMESTER 1	Religious Education	English	Maths	Science	Humanities	Health & Physical Education	Elective	Elective	Elective
SEMESTER 2	Religious Education	English	Maths	Science	Humanities	Health & Physical Education	Elective	Elective	Elective

YEAR 9 SUBJECTS

RELIGIOUS EDUCATION

In Religious Education across the Diocese of Sale, units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning. All students also undertake activities which nurture the spiritual life and highlight the importance of belonging to a faith community.

ENGLISH

In Year 9, students use English to interact and to support strengthening relationships and roles. Students engage with a variety of texts for enjoyment and learning. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context. Students use language features including successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics. Students create a range of texts whose purposes may be aesthetic, narrative, reflective, informative, persuasive, analytical and critical.

MATHEMATICS

In Year 9 Mathematics, students build a deeper understanding by solving problems, thinking logically, and applying maths to real-life situations. They learn about scientific notation, error analysis, and irrational numbers on the number line. Students work with both linear and quadratic functions to model problems, make predictions, and solve equations using algebra, graphs, and numbers. They use trigonometry, Pythagoras' theorem, and scale to solve measurement and geometry problems. Their skills in statistics grow as they compare data sets, study patterns, and interpret different ways data is shown. In probability, students explore complex events and plan experiments. Digital tools are used throughout the course to support learning.

SCIENCE

Year 9 Science challenges students to think critically about the systems that shape life on Earth—and beyond. They explore, human body systems and the impacts of disease, Earth's dynamic systems, including the four spheres and the carbon cycle, and tackle global issues like sustainable use of resources and the greenhouse effect. Students also learn about chemical reactions and compare AC and DC for electricity. They explore the fascinating world of radioactivity, potential for life on Mars, and investigate the properties of heat, light, and sound.

HUMANITIES

In Year 9 Humanities, students explore significant historical and geographical themes that connect past and present. In History, they examine Ancient Australia to European Contact and Colonisation, focusing on the impact of British settlement on First Nations Peoples, followed by the Industrial Revolution, which introduced profound economic and social changes, and culminate with an in-depth study of World War I, including Australia's involvement and the war's global impact. In Geography, students investigate Biomes and Food Security, exploring how different environments support food production, and Geographies of Interconnection, which examines how people and places are linked globally through trade, technology, and migration. A local fieldwork investigation further develops geographical skills, allowing students to apply concepts through data collection and analysis in their own community. This integrated approach builds historical empathy, spatial awareness, and real-world inquiry skills.

HEALTH & PHYSICAL EDUCATION

In semester one, students identify and analyse factors that contribute to respectful relationships and sexual health. In addition, students will investigate the issues surrounding gender equality through participating in various gender dominated sports and engaging in a gender-based debate. In the practical setting, students will learn about the various roles required to organise and run community sporting events within a SEPEP unit.

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YEAR 9 ELECTIVES

In Year 9, students start to take ownership of their learning pathways by choosing six semester-long subjects. This process of choice starts the journey to the Kildare campus and the array of options that are available to senior students. Students should consider what they enjoy studying, but also be open to embracing new challenges and opportunities.

In addition to their compulsory studies, students choose at least one Art option, at least one Technology option and four options from any of the lists below.

ART OPTIONS

Media

Drama

Visual Communication Design

Art

Music Composition

Music Performance

TECHNOLOGY OPTIONS

Game Development

STEM

Food Studies

Resistant Materials

Non-Resistant Materials

OTHER OPTIONS

Discovering Italian

Exploring Italian

Exercise and Sports Science

Outdoor and Environmental*

Sports Enrichment*

Economics and Business

Work Skills

MEDIA

In Year 9 Media, students explore the basics of photography, digital editing, and filmmaking through hands-on creative tasks. Using Canon 1300D DSLR cameras, they learn how to compose expressive photographs with thoughtful framing, angles, and lighting. These images are then enhanced through digital editing to strengthen their visual impact.

Students also analyse magazine covers and consider how media can be distorted to influence audiences and shape societal values. This helps build their critical thinking about the role of media in the world around them.

In the second half of the course, students are introduced to key filmmaking techniques, including camera shots, lighting, sound, and editing through analysis of films from multiple genres.

This subject is perfect for those interested in photography, film, social media, or digital storytelling.

WHY CHOOSE MEDIA?

- You enjoy photography and digital editing
- You want to learn how to use media industry tools
- You're interested in filmmaking conventions and storytelling
- You enjoy creative group projects
- You want to build skills for future media or design studies

INDICATORS OF SUCCESS

- You take creative risks and and open to new techniques
- You complete tasks thoughtfully
- You collaborate well and contribute to group activities

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MUSIC: PERFORMANCE & COMPOSITION

Year 9 Music Preformance sees students forming their own ensembles, choosing a piece to rearrange, and presenting it as a group. Alongside this, they explore how different genres use musical elements like rhythm, pitch, and harmony to enhance their performance, while developing listening skills to deepen their understanding of genre, style and technique. This subject offers a strong foundation for students who enjoy being creative, collaborating with others, and developing their performance skills.

In **Year 9 Music Composition**, students explore music's emotional and storytelling power through film. They perform music from popular movie soundtracks, arrange ensemble versions of cinematic themes, and compose short pieces in response to visual prompts. The course introduces students to film scoring techniques and how music enhances narrative. It combines practical musicianship with analytical listening and basic composition skills.

Music is about communication, creativity and cooperation. Students have the opportunity to build on these skills, enrich their lives and experience the world from a new perspective through musical studies.

These subjects are open to all students who have an interest in learning more about music and developing musical skills.

Students who are receiving instrumental or vocal lessons are encouraged to select these subject to support their learning.

WHY CHOOSE MUSIC PERFORMANCE and/or MUSIC COMPOSITION?

Music is about communication, creativity and cooperation. Students have the opportunity to build on these skills, enrich their lives and experience the world from a new perspective through musical studies.

INDICATORS OF SUCCESS

Students are:

- Open to learning new skills.
- Committed to practising to refine skills.
- Able to work independently and in small groups.

DRAMA

You will experiment with several different theatre styles, such as: improvisation, mime, comedy, exaggeration and group ensembles.

You will enjoy Theatre Sports games, similar to those on shows like: Thank God You're Here and Whose Line Is It Anyway.

Students will write their own play scripts and participate in a group theatre performance, where they can design their own costumes and props. They will also get the opportunity to visit the local Theatre to explore what happens backstage and see a local theatre production!

This is also a great subject if you are interested in the College Productions, if you are looking for a stepping stone or are already involved in the College Musical or College Play.

WHY CHOOSE DRAMA?

- You enjoy acting and performance
- You want to build confidence and communication skills
- You love working creatively with others
- You want to be part of school plays or musicals
- You enjoy learning through movement, voice, and expression

INDICATORS OF SUCCESS

- You contribute positively to group work
- You take creative risks and stay open to feedback

ART

In Year 9 Art, students build confidence and independence in their creative process by working through a visual diary. They develop their folio skills by planning, experimenting, and reflecting on their work, all while exploring the materials and techniques that interest them most.

A key feature of this subject is student choice. Whether it's lino printing, sculpture, painting, or drawing, students decide how they want to express their ideas. This personalised approach encourages ownership over their creative journey and supports a variety of skill levels. One major task in this course challenges students to create an artwork in response to a social issue that matters to them. They choose the medium and technique, using their visual diary to plan and document each stage of their process. This task builds both conceptual thinking and technical skill. Students also complete an Art History task with a fun twist, reimagining iconic cartoon characters in the style of different artists or movements. This activity develops visual analysis and introduces students to important ideas in art history. Throughout the course, students are encouraged to think critically, take creative risks, and develop their own visual style.

WHY CHOOSE ART?

- You enjoy hands-on creativity
- You want to explore different materials and techniques
- You like making personal, meaningful work
- You're interested in art history and culture
- You want to develop a folio of original ideas

INDICATORS OF SUCCESS

- You stay engaged and meet deadlines
- You try new techniques and reflect on your process
- You express your ideas visually with confidence

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VISUAL COMMUNICATION DESIGN

This subject introduces students to the foundations of Visual Communication Design through drawing, design thinking, and digital tools. Students are introduced to technical drawing skills, including one and two-point perspective, as they design a Novotel building concept. This task develops spatial awareness and introduces architectural conventions. Students also take on a character design brief, stepping into the role of graphic designers. This task focuses on audience engagement, visual storytelling, and refining ideas through sketches, annotations, and peer feedback.

WHY CHOOSE VISUAL COMMUNICATION DESIGN?

- You enjoy drawing and designing
- You want to learn how design solves real-world problems
- You're curious about architecture, product design or branding
- You like bringing ideas to life through creative projects

INDICATORS OF SUCCESS

- You stay organised and meet deadlines
- You enjoy sketching and presenting ideas visually
- You respond positively to feedback and improve your work
- You can follow a process from start to finish

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FOOD STUDIES

In Year 9 Food Studies, students look at the world we live in and the resources that are available to us.

Throughout the semester, students examine OHS requirements, learn basic cooking skills using a variety of equipment, follow the design brief process to investigate, create and evaluate their own productions and the importance of eating sustainable and nutritious foods.

Students explore the components of a healthy lifestyle whilst also considering people's likes and dislikes.

WHY CHOOSE FOOD STUDIES?

- Because you enjoy food and cooking
- To experiment with a range of flavour combinations to produce a variety of dishes successfully.
- To increase your ability to produce a dish using a recipe, being familiar with culinary terms and the safety and hygiene aspects required.

• INDICATORS OF SUCCESS

At the end of this course, you will be able to:

- An interest in cooking and experimenting with food.
- A willingness to follow instructions and work safely in a kitchen environment.
- An openness to trying new ingredients and flavour combinations.

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NON-RESISTANT MATERIALS

In this subject, students work through the Product Design Process to investigate, design and produce an LED lamp or Light Sculpture.

The Design Brief requires students to work with predominantly Sustainable/Recyclable materials and allows them to choose their own production method to produce a lamp. Time is provided for students to investigate, test and record new materials and production techniques, to develop and improve product design ideas. Production of the lamp takes place over several weeks to enable students to finish a lamp they will be proud of.

WHY CHOOSE NON-RESISTANT MATERIALS?

- To become more confident in drawing and design
- To experiment with new materials and production methods
- To produce a unique LED lamp

INDICATORS OF SUCCESS

At the end of this course, you will be able to:

- An interest in creative design and hands-on making.
- A willingness to experiment with different materials and techniques.
- An ability to plan and develop ideas over time to complete a long-term project.

RESISTANT MATERIALS

In this subject, students get to design and make their own practical projects using wood and plastics!

They learn about the different characteristics and properties of materials and how they affect the things we build. This helps us create smart, strong, and useful designs that can make life better for everyone.

Students will also start thinking about how to make things that are good for the planet and help people in the future, making ethical and sustainable choices when designing and building.

WHY CHOOSE RESISTANT MATERIALS?

- You get hands-on experience using real tools and materials
- You will bring your ideas to life through practical projects
- You will learn skills that are useful for future jobs and everyday life
- It's fun, creative, and you will get to take home what you make!

INDICATORS OF SUCCESS

- An interest in hands-on learning and building practical projects.
- A willingness to follow safety guidelines and use tools responsibly.
- An ability to think creatively and solve problems through design.

STEM

Combining Science, Technology, Engineering and Mathematical thinking to solve practical problems.

With a strong emphasis on current social, economic and environmental issues, students will undertake a series of projects that utilise a Design and Technology/Engineering problem solving cycle and combine mathematical reasoning with the application of digital technology and scientific understanding.

WHY CHOOSE STEM?

STEM develops critical thinking, problem-solving, and innovation skills essential for the modern world. STEM careers are in high demand and offer exciting opportunities in fields like medicine, engineering, technology, and environmental science. Studying STEM empowers students to understand and shape the world around them, preparing them for a future where technology and science play central roles. It also fosters creativity and collaboration, making students more adaptable and competitive in a global economy. Ultimately, STEM opens doors to rewarding, impactful, and future-ready careers.

INDICATORS OF SUCCESS

- A curiosity about how things work and a desire to solve real-world problems.
- A willingness to work collaboratively and share ideas in a team.
- An interest in using technology, science, and maths to design and test solutions.

GAME DEVELOPMENT

The computer games industry is an exciting and ever developing world of challenge and entertainment.

This study will provide students with an experience of both designing and creating computer based interactive games.

Scratch and Game Maker Studio 2 are the two game creation software that are used. Both game creation software have graphic programming interfaces, however, Game Maker also offers a scripting language for more advanced programmers. Students can play each other's games and provide feedback for evaluation.

Games such as mazes, Rush Hour, scrolling shooters and platform games are among the possible projects. There is also a major research project with current topics relevant to the gaming industry and end users.

WHY CHOOSE GAME DEVELOPMENT?

Game Development combines creativity, storytelling, and technology, making learning both engaging and relevant. Game design encourages problem-solving, critical thinking, and collaboration—skills vital for any career. It also introduces students to coding, graphic design, and project management, offering a hands-on way to explore digital media. As the gaming industry continues to grow, students gain valuable experience in a high-demand field. Beyond entertainment, game design can be used for education, training, and social impact, empowering students to create meaningful digital experiences. It's a fun, future-focused path with endless possibilities.

INDICATORS OF SUCCESS

- An interest in gaming, digital technology, and creative design.
- A willingness to learn coding and experiment with game-making software.
- Patience and persistence to test, problem-solve, and improve digital projects.

EXCERCISE AND SPORTS SCIENCE

Exploring the mechanics of human movement in sport.

Analysing sporting performance with the use of video.

Investigating how the body produces energy to create movement?

You will look at fatigue and recovery, energy systems, biomechanics, balance and stability, biomechanics, video analysis and HR monitoring.

WHY CHOOSE EXERCISE AND SPORTS SCIENCE?

Interested and enjoy learning about the physiology of movement within sport.

Looking to pursue a career in the fitness or sports science area.

This subject involves regular practical sessions.

INDICATORS OF SUCCESS

- An interest in how the body moves and performs during sport and exercise.
- A willingness to participate actively in practical sessions and apply theory to performance.
- An ability to observe, analyse, and explain physical activity using data and scientific concepts.

SPORTS ENRICHMENT

Elite level student-athletes – Academy level or higher

The course aims to provide:

- Support, guidance & mentoring
- Strength and conditioning sessions
- Skill based sessions
- Personal organisation and planning sessions

WHY CHOOSE SPORTS ENRICHMENT?

It gives you avenues to further develop your sporting skill set.

Creates a network of elite performers (students, coaches, outside providers) to support, encourage and assist each other.

Sports Enrichment is for student-athletes only. You must submit an application to be enrolled in this course

INDICATORS OF SUCCESS

- A commitment to personal growth and high-performance in your chosen sport.
- A willingness to engage in structured training, reflection, and feedback.
- The ability to set goals, manage time effectively, and stay motivated in both sport and study.

OUTDOOR AND ENVIRONMENTAL

In Outdoor and Environmental, students will study the role of Sport, Outdoor Recreation and Physical activity in the lives of Australians. The subject promotes teamwork while interacting with outdoor environments. Students will participate in various Outdoor activities and will then reflect on and evaluate their experiences.

Key skill areas explored include leadership and teamwork, rock climbing, surfing, bush craft skills, canoeing and more. Students will also learn basic first aid.

WHY CHOOSE OUTDOOR AND ENVIRONMENTAL STUDIES?

Participating in this elective gives students a hands-on experience with outdoor adventure and survival skills, while introducing students to the types of transport and techniques they'll encounter in senior Outdoor Education classes. Beyond practical skills, this subject also challenges students to step outside their comfort zone, build resilience, and develop confidence in working with different people.

Students will be required to attend and participate in various excursions and camps. The more you put in, the more you get out of this elective.

INDICATORS OF SUCCESS

- A positive attitude toward teamwork, communication, and group activities.
- A willingness to participate in outdoor experiences and step outside your comfort zone.
- The ability to stay organised and take responsibility for your own learning and gear.

ECONOMICS AND BUSINESS

Work within a team to develop a business enterprise.

Refine your entrepreneurial skills by building a Micro Business from the ground up. You will learn about market research, developing innovation and managing efficient and ethical practices.

This elective will invite you to explore the world of work and learn about business and its place in the economy.

You will become familiar with the language of economics and invest $50,000 in the share market game.

WHY CHOOSE ECONOMICS AND BUSINESS?

This subject empowers students to explore real-world business concepts by creating a micro business, engaging in market research, and participating in the share market game. It builds entrepreneurial thinking, financial literacy, and an understanding of business and economics in everyday life.

You will create your own small-business and participate a Start-Up Market.

INDICATORS OF SUCCESS

- An interest in entrepreneurship, business, and how markets work.
- A willingness to think creatively and critically to develop ideas and solve problems.
- The ability to work collaboratively in a team and manage practical tasks like budgeting and research.

ITALIAN

Two Units of Italian are available in Year 9 Discovering Italian and Exploring Italian. Students can choose to do one semester or two semesters of Italian. This will appears a two elective choices.

Do you want to use your Italian in practical situations? Do you like to work with your peers? Do you like to share and realize your ideas?

Further your skills in Italian and take your knowledge to the next level. You will be very proud of yourself!

In this course you will develop and participate in a number of new and exciting projects while learning the language such as:

- Pop up café – treating the Lavalla community to an authentic Italian café experience.
- Fashion parade
- Dante Alighieri Poetry Competition in Melbourne
- Lavalla-Fermi Exchange
- Creating children's picture story books
- Excursions will be part of the course.

WHY CHOOSE ITALIAN?

Studying Italian allows students to use the language in real and creative ways—through activities like a pop-up café, fashion parade, poetry competition, and cultural exchange. It's a fun, hands-on subject that builds confidence, teamwork, and a deeper understanding of Italian culture.

Italian has two electives at Year 9. Discovering Italian and Exploring Italian. Students can choose to do Italian for one semester or both.

INDICATORS OF SUCCESS

- Has successfully completed Year 8 Italian or equivalent
- Demonstrates a willingness to use Italian in speaking, listening, reading, and writing
- Shows enthusiasm for learning languages and engaging with Italian culture

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WORK SKILLS

With a focus towards the future, students learn about making a first impression, interview skills and build their first resume.

They turn their focus to practical technology skills completing textiles, concrete and upcycles furniture projects, documenting steps along the way in an interview ready folio.

WHY CHOOSE WORK SKILLS?

This subject encourages students to look to the future and explore practical skills to help them land that part time job and create the beginnings of a folio to help them stand out in a traineeship or apprenticeship interview.

You will create your own resume and portfolio of projects.

INDICATORS OF SUCCESS

- A motivation to prepare for future employment through practical interview and resume skills.
- A willingness to learn and work with different materials and tools on hands-on projects.
- The ability to reflect on experiences and document progress in a portfolio or folio.

YEAR 10

BUILDING YOUR OWN PATHWAY

The Year 10 program provides a balanced curriculum that includes core subjects and elective choices, allowing students to explore a range of interests while building key academic foundations.

CORE SUBJECTS:
Studied across both Semester 1 and Semester 2:

- English
- Mathematics

Studied in either Semester 1 or Semester 2:

- Religious Education

ELECTIVES: Students select **seven electives** across the year, which must include:

- **One** Category A Subject
- **One** Category B Subject
- **One** Category C Subject
- **Four additional electives** of the student's choice — from any category

Category A, B, and C subjects can be studied in either semester (in any combination).

YEAR 10 PROGRAM WITH ACCELERATION

This option allows eligible students to begin their VCE or VET studies while completing core Year 10 subjects.

Compulsory Selections
Studied across both Semester 1 and Semester 2:

- English
- Mathematics

Studied in either Semester 1 or Semester 2:

- Religious Education

ELECTIVES

Students complete:

- **One** Category A Subject
- **One** Category B Subject
- **One** Category C Subject
- **Two additional electives** of the student's choice — from any category
- **VCE Unit 1 or VET** in Semester 1*
- **VCE Unit 2 or VET** in Semester 2*

This structure ensures students meet their core requirements while offering flexibility and early access to senior learning opportunities.

Students must apply to accelerate see page 54.

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YEAR 10

SAMPLE YEAR 10 PROGRAM

	COMPLETED IN SEMESTER 1 & SEMESTER 2		MAY HAPPEN DURING ANY SEMESTER (IN ANY COMBINATION)			
	Compulsory Selections				Free Selections	
SEMESTER 1	English	Mathematics Selection	Religious Education Selection	Category B Subject Selection	Elective	Elective
SEMESTER 2	English	Mathematics Selection	Category A Subject Selection	Category C Subject Selection	Elective	Elective

SAMPLE YEAR 10 PROGRAM *WITH ACCELERATION*

	COMPLETED IN SEMESTER 1 & SEMESTER 2		MAY HAPPEN DURING ANY SEMESTER (IN ANY COMBINATION)			COMPLETED IN SEMESTER 1 & SEMESTER 2
	Compulsory Selections				Free Selections	
SEMESTER 1	English	Mathematics Selection	Religious Education Selection	Category B Subject Selection	Elective	VCE or VET Unit 1 Selection
SEMESTER 2	English	Mathematics Selection	Category A Subject Selection	Category C Subject Selection	Elective	VCE or VET Unit 1 Selection

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BREADTH MATTERS

At Lavalla Catholic College, we are committed to empowering students to shape their own pathways and define their future. We also believe that breadth in education is essential. Scientists should be able to communicate their discoveries. Artists should appreciate the beauty of mathematics. Lawyers should understand the power of statistics. We aim to nurture learners who are creative, critical thinkers, and resilient in the face of change.

Students may apply to undertake alternative **Religious Education options: Liturgy or Marist in Action**. These are year-long programs and are counted as an additional elective across two semesters. **Music** and **Italian** can be studied as year-long programs (counting as an additional elective) or as single-semester electives, depending on student preference. Students accepted into the Sports Enrichment Program may also count it as one elective.

Application links are completed with Web Preferences.

CATEGORY A

Art
Digital Design
Food Foundations
Workshop Skills
Furniture Design
Media
Music *
Systems Engineering
Textiles Design
Visual Communication Design

CATEGORY B

Biology
Chemistry
Computing
Environmental Science
Geography
Physical Education
Physics
Psychology

CATEGORY C

Drama
Economics and Business
Health
History
Italian *
Law
Literature

APPLICATION ONLY
non-categorised

Liturgy*
Marists in Action*
Sports Enrichment

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ACCELERATED LEARNING OPTIONS

Accelerating into VCE Unit 1 & 2 in Year 10 Students in Year 10 at Lavalla Catholic College have the opportunity to enhance their learning by applying to study a VCE Unit 1 & 2 or VCE VET subject. This acceleration option is subject to application and approval, based on specific academic and behavioural criteria.

WHY ACCELERATE?

Studying a VCE Unit 1 & 2 subject in Year 10 can provide several benefits:

- Experience with VCE-level coursework and expectations
- Opportunity to build strong study skills and time management strategies
- Exposure to more challenging content and academic growth

INDICATORS OF SUCCESS CRITERIA

To be considered for a VCE Unit 1 & 2 subject in Year 10, students must:

- Meet the College's attendance requirements of 90 percent.
- Achieve a minimum assessment task average of:
- B+ for VCE acceleration
- C+ for VET acceleration
- Demonstrate strong work habits and positive learning behaviours.
- Average of 4+ on learning behaviour reports.

Note: These indicators of success ensure students are equipped for the demands of VCE/VET studies.

RECOMMENDED SUBJECTS FOR ACCELERATION

Not all VCE Unit 1 & 2 subjects are appropriate for acceleration due to Year 10 skill development requirements. Lavalla offers a select list of subjects that are best suited for early entry and student success.

FACULTY	SUBJECTS
Humanities	Business Management, Legal Studies
Health & PE	Health and Human Development, Outdoor Environmental Studies
Science	Psychology, Environmental Science
Technology	Food Studies, Product Design Technologies & Systems Engineering
VET	Building and Construction, Engineering, Sport, Aquatics & Recreation

Students must complete a separate application to be considered for a Unit 1 & 2 study in Year 10.

PROGRESSING TO UNIT 3 & 4 IN YEAR 11

Many students who complete a Unit 1 & 2 sequence in Year 10 continue to the corresponding Unit 3 & 4 in Year 11. While this pathway offers advantages, it is not compulsory. Students should consider whether they are ready for the demands of Year 12-level study.

INDICATORS OF SUCCESS

To study a Unit 3 & 4 subject in Year 11, students must:

- Meet the College's attendance requirements of 90 percent.
- Achieve a minimum assessment task average of:
- B+ for VCE acceleration
- Demonstrate strong work habits and positive learning behaviours.
- Average of 4+ on learning behaviour reports

Students must complete a separate application to be considered for a Unit 3 & 4 study in Year 11.

YEAR 11

SENIOR PATHWAYS

At the senior level, students can tailor their learning program according to their interests and post-school goals.

Programs are structured to include both compulsory and free selections, with some elements completed across the full year and others flexible across the semester!

SAMPLE YEAR 11 VCE PROGRAM STRUCTURE

Full Year Subjects

- English
- VCE Subject 1
- VCE Subject 2
- VCE Subject 3
- VCE Subject 4

One Semester Subjects

- Religious Education
- VCE Unit Taster

Key Notes:

- The Unit Taster is a **compulsory** part of the program, completed in either Semester 1 or 2. ***If nominated to do Liturgy as Religious Education this allocated as both your RE selection and VCE Unit Taster.***
- The Acceleration pathway enables high-achieving students to begin a Unit 3 & 4 VCE subject in Year 11.
- Students must meet eligibility criteria and gain school approval for accelerated studies.

VCE UNIT TASTER OPTIONS

FACULTY	SUBJECTS
Religious Education	Liturgy
Mathematics	Foundation Mathematics, General Mathematics
Humanities	History, Geography
Science	Biology, Environmental Science
Health & PE	Physical Education
Arts	Art Creative Practice, Media, Drama
Design Technologies	Product Design Technologies
Digital Technologies	Applied Computing

YEAR 11

SAMPLE YEAR 11 PROGRAM

	MAY HAPPEN DURING ANY SEMESTER	COMPLETED IN SEMESTER 1 & SEMESTER 2				
	Compulsory Selections		Free Selections			
SEMESTER 1	Religious Education Selection	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	VCE Subject 4
SEMESTER 2	VCE Unit Taster	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	VCE Subject 4

SAMPLE YEAR 11 PROGRAM *WITH ACCELERATION*

	MAY HAPPEN DURING ANY SEMESTER	COMPLETED IN SEMESTER 1 & SEMESTER 2				
	Compulsory Selections		Free Selections			
SEMESTER 1	Religious Education Selection	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	Acceleration VCE Subject 4
SEMESTER 2	VCE Unit Taster	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	Acceleration VCE Subject 4

YEAR 12

SENIOR PATHWAYS

Year 12 students follow one of several pathways depending on their academic goals, learning needs, and career interests. Each program includes a combination of compulsory and free selection subjects studied across the full year.

KEY POINTS ACROSS ALL PROGRAMS

- **Religious Education and English (or Literacy)** are compulsory in all pathways.
- **Acceleration Pathway** enables students to complete a fifth VCE subject in Year 12.
- Entry into **acceleration** requires **school approval** and **evidence of academic readiness**.
- A **maximum of two folio subjects** is recommended to manage workload.
- The **Vocational Program** includes a **core VET course** to build practical and industry-based skills.
- **Year 12 programs** offer flexibility to support **individual wellbeing and post-school transitions**.

YEAR 12 VCE PROGRAM

This is the standard academic program designed to complete the Victorian Certificate of Education.

Completed in Semester 1 & 2

- Religious Education Selection
  (Unit 2 Religion & Society or Liturgy)
- English
- VCE Subject 1
- VCE Subject 2
- VCE Subject 3
- VCE Subject 4

YEAR 12 VCE PROGRAM WITH ACCELERATION

This pathway is for students who began a Unit 3 & 4 subject in Year 11 and wish to continue studying a fifth VCE subject in Year 12. It allows for a broader study load and potentially a stronger ATAR outcome.

Completed in Semester 1 & 2

Religious Education

English

VCE Subject 1

VCE Subject 2

VCE Subject 3

New VCE Subject 5

VOCATIONAL PROGRAM (VCE VOCATIONAL MAJOR)

This applied learning pathway is designed for students focused on hands-on, practical learning and preparation for employment or further vocational training.

Completed in Semester 1 & 2

Religious Education

Literacy or English

Numeracy or Mathematics

Personal Development Skills

Work Related Skills

VET Course

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SAMPLE YEAR 12 VCE PROGRAM

	MAY HAPPEN DURING ANY SEMESTER	COMPLETED IN SEMESTER 1 & SEMESTER 2				
	Compulsory Selections		Free Selections			
SEMESTER 1	Religious Education	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	VCE Subject 4
SEMESTER 2	Personal Learning	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	VCE Subject 4

SAMPLE YEAR 12 VCE PROGRAM *WITH ACCELERATION*

	MAY HAPPEN DURING ANY SEMESTER	COMPLETED IN SEMESTER 1 & SEMESTER 2				
	Compulsory Selections		Free Selections			
SEMESTER 1	Religious Education	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	New VCE Subject 5
SEMESTER 2	Personal Learning	English	VCE Subject 1	VCE Subject 2	VCE Subject 3	New VCE Subject 5

SAMPLE VOCATIONAL PROGRAM

	MAY HAPPEN DURING ANY SEMESTER	COMPLETED IN SEMESTER 1 & SEMESTER 2			
	Compulsory Selections				
SEMESTER 1	Religious Education	Work Related Skills	Personal Developemt Skills	Literacy or English	Numeracy or Mathematics
SEMESTER 2	Personal Learning	Work Related Skills	Personal Developemt Skills	Literacy or English	Numeracy or Mathematics
ALL YEAR	VET Course				

SUBJECTS BY DEPARTMENT

RELIGIOUS EDUCATION

Religious Education Yr 10
Liturgy
Marists in Action Yr 10

Religion & Society Units 1-2
Religion & Society Units 3-4

ENGLISH

English Yr 10
Literature Yr 10

English Units 1-4
English Language Units 1-4
Literature Units 1-4

MATHEMATICS

Foundation Maths Yr 10
Mathematics Yr 10
Mathematics Advanced Yr 10

Foundation Maths Units 1-4
General Maths Units 1-4
Mathmatical Methods Units 1-4
Specialist Maths Units 1-4

SCIENCE

Biology Yr 10
Chemistry Yr 10
Environmental Science Yr 10
Physics Yr 10
Psychology Yr 10

Biology Units 1-4
Chemistry 1-4
Environmental Science Units 1-4
Physics Units 1-4
Psychology Units 1-4

HUMANITIES

Economic & Business Yr 10
Geography Yr 10
History Yr 10
Law Yr 10

Accounting Units 1-4
Business Management Units 1-4
Geography Units 1-4
History Units 1-4
Legal Studies Units 1-4
Philosophy Units 1-4

ARTS

Art Yr 10
Drama Yr 10
Media Yr 10
Visual Communication Design Yr 10

Art Creative Practice Units 1-4
Drama Units 1-4
Media Units 1-4
Visual Communication & Design Units 1-4

DESIGN TECHNOLOGIES

Food Foundations Yr 10
Furniture Design Yr 10
Systems Engineering Yr 10
Textiles Design Yr 10
Workshop Skills Yr 10

Food Studies Units 1-4
Product Design Technology Units 1-4
Systems Engineering Units 1-4

DIGITAL TECHNOLOGIES

Computing Yr 10
Digital Design Yr 10

Applied Computing Units 1-2
Software Development Units 3-4
Data Analytics Units 3-4

HEALTH & PE

Sports Enrichment Yr 10
Health Yr 10
Physical Education Yr 10

Health & Human Development Units 1-4
Outdoor & Environmental Studies Units1-4
Physical Education Units 1-4

LANGUAGES

Italian Yr 10

Italian Units 1-4

MUSIC

Music Yr 10

Music Units 1-2
Musical Repertoire Performance Units 3-4

VOCATIONAL EDUCATION

Personal Development Skills Units 1-4
Work Related Skills Units 1-4

Education Skills Literacy Units 1-4
Education Skills Numeracy Units 1 - 4
Vocational Education & Training Victorian Pathways Certificate

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RELIGIOUS EDUCATION

YEAR 10

In Year 10, Religious Education is studied in accordance with the curriculum of the Diocese of Sale, by focusing on four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'.

Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning.

Alongside the academic content, students are also given opportunities to broaden their own faith experience, and to experience prayer, liturgy and reflective activities.

WHY STUDY RELIGIOUS EDUCATION?

Religious Education in Year 10 helps students deepen their understanding of the Catholic faith while exploring how faith shapes personal and social values. The course also encourages spiritual growth through prayer, liturgical celebration, and reflective experiences, helping students form a deeper connection to their faith and its relevance in today's world.

INDICATORS OF SUCCESS

- Are open to exploring religious, ethical, and spiritual ideas through discussion and reflection.
- Engage respectfully with diverse viewpoints and demonstrate a willingness to learn about Catholic traditions.
- Participate actively in liturgies, prayer experiences, and class activities.
- Demonstrate a developing ability to think critically about social justice and moral issues.
- Show commitment to completing written and group tasks with thoughtfulness and effort.

LITURGY

YEARS 10 – 12

The Liturgical Choir, is a Religious Education option for all students at the Kildare Campus. Students work as a liturgical choir, making a meaningful contribution to the liturgical life of our College and wider community. This form of community service is an outstanding model of prayer in action and students will participates in our College masses and liturgies throughout the year.

WHY CHOOSE LITURGY?

The Liturgical Choir is a unique Religious Education option that allows students to express their faith through music and service. As part of the choir, you'll contribute to the spiritual life of the College by leading worship at masses and liturgies throughout the year. It's a powerful way to engage in prayer, build community, and deepen your faith through song.

Liturgy students commit to a weekly before-school rehearsal and represent the College at a variety of public events throughout the year.

VCAA ASSESSMENT (IF APPLICABLE)

Liturgy is not a VCAA subject and does not contribute to an ATAR.

INDICATORS OF SUCCESS

- A commitment to regular participation in rehearsals and college liturgies.
- A desire to contribute to the spiritual and community life of the College through music and service.
- The ability to work respectfully and collaboratively as part of a team.

MARISTS IN ACTION

YEAR 10

'*Marists in Action*' will provide students with an opportunity to develop leadership skills and their personal faith through completion of activities within and beyond the classroom setting. Students of this RE option will complete a program of studies aligned to the RE Curriculum of the Sale Diocese, along with topics which explore faith in action and opportunities to serve others. Through completion of service opportunities and practical experiences each term, students will be empowered and equipped with the knowledge and skills necessary to make a positive impact in their communities and beyond. As ambassadors for the College in the community, students will be expected to maintain a high level of personal responsibility and accountability for their actions in this course.

'*Marists in Action*' may be selected for a full year of study or on a semester basis.

WHY CHOOSE MARISTS IN ACTION?

Marists in Action offers a unique opportunity to grow as a leader and live out your faith through meaningful service. This course blends religious education with real-world experiences, empowering you to make a positive difference in your school and broader community. You'll gain valuable life skills, deepen your understanding of social justice, and develop a stronger sense of purpose and responsibility—all while representing the values of the College in action.

INDICATORS OF SUCCESS

- A willingness to develop leadership skills and deepen personal faith through active participation.
- A commitment to serving others and engaging in practical community activities.
- The ability to demonstrate responsibility, accountability, and represent the College positively.

RELIGION & SOCIETY

UNIT 1 – YEAR 11

In this VCE unit, students explore the spiritual origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society, and focus on the roles of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. The unit provides an opportunity for students to understand the often-complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live. Students are assessed following VCE requirements for successful completion of Unit 1 Religion and Society. All assessments are school based, and students are required to demonstrate three outcomes.

WHY CHOOSE RELIGION AND SOCIETY UNIT 1?

This unit provides insight into the complex relationships between individuals, communities, beliefs, and society, helping students understand religion's role in Australia and beyond. Successful completion develops critical thinking about faith, culture, and social values.

INDICATORS OF SUCCESS

- An interest in exploring the origins and societal impact of religion and spirituality.
- A willingness to engage critically with complex ideas about identity, belief systems, and culture.
- The ability to research, analyse, and communicate ideas effectively to meet VCE assessment standards.

UNIT 2 – YEAR 12

In this unit students study in detail various methods of ethical decision-making, in at least two religious traditions and their related philosophical traditions. They explore ethical issues in society where multiple worldviews coexist, in the light of these investigations. Students are assessed following VCE requirements for successful completion of Unit 2 Religion and Society.

WHY CHOOSE RELIGION AND SOCIETY UNIT 2?

Studying Religion and Society helps students understand different methods of ethical decision-making within various religious and philosophical traditions. This unit encourages exploration of ethical issues in a diverse society where multiple worldviews coexist, fostering critical thinking and respect for different perspectives. It prepares students for VCE requirements while deepening their awareness of how religion influences social values and choices.

INDICATORS OF SUCCESS

- A demonstrated understanding of the general purposes of religion and how religious beliefs address life's big questions.
- A willingness to analyze how belief is expressed to provide meaning for adherents.
- A willingness to investigate the challenges that religious traditions have faced over time, with a focus on the Catholic tradition.

RELIGION & SOCIETY

UNITS 3 & 4

In Unit 3 students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. They study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion. In Unit 4 students explore challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination. Students will focus on the Catholic Christian tradition as our main religious tradition for this study.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3- 25%

School Assessed Coursework Unit 4- 25%

End of Year Examination- 50%

INDICATORS OF SUCCESS

- A demonstrated understanding of the general purposes of religion and how religious beliefs address life's big questions.
- A willingness to analyse how belief is expressed to provide meaning for adherents.
- A willingness to investigate the challenges that religious traditions have faced over time, with a focus on the Catholic tradition.

ENGLISH

YEAR 10

Students will develop their understanding of the English language and to apply this knowledge as they view, read, speak, write and create a range of texts written for different purposes. Students will study a range of texts and focus on the development of skills essential to success in the senior years.

WHY CHOOSE ENGLISH?

English is a compulsory study for all students. Studying English helps you develop a deep understanding of the language and learn how to use it effectively in everyday life. Through reading, writing, speaking, and creating a variety of texts, you build essential skills that prepare you for success in senior years and beyond. This course encourages critical thinking and creativity, enabling you to communicate clearly and confidently across different contexts and purposes.

INDICATORS OF SUCCESS

- Ability to comprehend and analyse a variety of texts across different formats and purposes.
- Developing skills in speaking, writing, and creating texts effectively for diverse audiences.
- Commitment to building strong language skills essential for success in senior years.

LITERATURE

YEAR 10

Literature at Year 10 is a semester long elective that can be taken in addition to Year 10 English. The skills that are focused on are the reading, analysing and discussing of texts. You will be writing essays and creative pieces. You will also be presenting the results of your investigations into the texts. There is a need to deeply consider the literary construction of texts and the decisions that authors have made as well as the historical and social context within which literary works have been created.

WHY CHOOSE LITERATURE?

Literature is a rewarding extension subject that will enhance your skills as an English student. It will make you a more critical and insightful reader and develop your abilities as a writer. It is strongly recommended that students considering Literature as a VCE option choose this elective.

INDICATORS OF SUCCESS

- Ability to read and analyse a variety of texts with attention to literary techniques and authorial choices.
- Skills in writing structured essays and creative responses based on textual investigations.
- Willingness to engage deeply with historical and social contexts that influence literary works.

ENGLISH

UNITS 1 & 2

This subject follows on logically and further refines the English skills that students have developed in previous year levels. It is the most common option for students to choose and is designed to appeal to those who wish to develop a broad range of writing and reading skills. Students study a series of set texts and produce analytical and creative written responses as a part of their assessment. Students will study a range of texts, such as: novels, plays, short novels, stories and memoirs. They will write in a variety of styles as well as learn how to analyse the way in which arguments and points of view are constructed using persuasive language techniques. English sees students compare and contrast the way that ideas, issues and themes are portrayed in multiple texts. The Unit concludes with a study of persuasive language techniques used in the non-print media. Students will then use persuasive techniques to prepare their own pieces of writing that attempt to position and persuade readers.

WHY CHOOSE ENGLISH?

English is a compulsory study for all VCE students. The majority of students complete VCE English to meet this requirement.

UNIT 3 &4

VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Students develop insight into a varied range of ideas through the study of varied texts. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Units 3 & 4 - 50%

End of Year Examination- 50%

INDICATORS OF SUCCESS

- Ability to think critically and creatively about diverse texts and ideas.
- Skills in responding to and creating texts tailored to specific purposes, audiences, and contexts.
- Confidence and competence in communication, collaboration, and reflection within a multicultural society.
- Preparedness to undertake VCE-level study, including written assessments and critical thinking tasks.

ENGLISH LANGUAGE

UNITS 1 & 2

English Language is an introduction to linguistics – the study of language. Of the three English choices, English Language is considered the most intensive option, and students need to be prepared to learn the required grammar and vocabulary that underpin this subject. This unit is designed for English students who enjoy learning about how language works in our world. It appeals to students who are more suited to learning information by rote, rather than being creative in their responses. This Unit studies the history of the English language, from the earliest times through to the current day. It examines how and why language continually changes. Content includes study of short texts, from the past and the present and the role of English today as a global language.

WHY CHOOSE ENGLISH LANGUAGE?

This subject appeals to students who want to learn more about how language works in everyday situations and who are prepared to learn the necessary grammar and metalanguage.

Due to the amount of new material students must learn, it is considered the most intensive English choice.

UNIT 3 &4

These Units cover the broad topics of 'Language variation and social purpose' and 'Language variation and identity'. This subject is an analytical study of how language is used every day. It examines the specific features of informal spoken texts through to formal written texts, as well as studying how language is used to show our identity, as an individual; as a group member; and as an Australian. Learning outcomes for students include: the increased knowledge of how grammar works, the ability to analyse the language used in written and spoken texts, the use and understanding of the International Phonetic Alphabet, the appreciation of using the right language to suit the audience, context and function, and developed awareness of how language portrays identity.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Understanding of grammar and language features across spoken and written texts.
- Ability to analyse language use in different contexts and purposes, including informal and formal settings.
- Awareness of how language reflects identity and the skill to use language appropriately for audience and function.

LITERATURE

UNITS 1 & 2

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, responding to a range of texts through close analysis. They explore conventions common to a selected movement or genre. Students engage with the ideas, concerns and representations of this genre within set texts. Students explore and reflect on the voices, perspectives and knowledge in texts of Aboriginal and Torres Strait Islander authors and creators. They analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect of comment on the ideas and concerns of individuals and groups in that context.

WHY CHOOSE LITURATURE?

Literature will make you a more critical and insightful reader and develop your abilities as a writer.

It is strongly recommended that students considering Literature as a VCE option discuss their suitability with their English teacher.

UNIT 3 &4

Students explore a range of text types and analyse how language, literary devices and production elements are used to create meaning.

You will also consider a variety of viewpoints on aspects of the texts. Then you will use textual evidence to develop and justify your own interpretations. These units will focus on the significance and implications of the views and values examined. They will also consider the role of form, genre and context in the creation of literary works.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Ability to analyse diverse text types, including language, literary devices, and production elements.
- Willingness to engage with multiple viewpoints and critically evaluate their significance.
- Skill in using textual evidence to support personal interpretations and understanding of form, genre, and context.

FOUNDATION MATHS

YEAR 10

This subject consists of the areas of study, Number, Algebra, Geometry, Measurement, Probability and Data Representation. During Year 10 students will become proficient in the use of a summary book and will complete regular skills practice, according to their needs. Evidence of competence in this unit will be demonstrated through regular assessment tasks and class tasks.

WHY CHOOSE FOUNDATION MATHS?

Students who need to develop their skills in maths to be confident in their daily lives, but who do not wish to specialise in this area in future may wish to consider this option. Those who hope to pursue a trade may wish to choose this to complement their VCE VM pathway.

Students will be allocated into this class based on achievement in Year 9.

The college will make recommendations for the student's progression into VPC Numeracy, VCE VM Numeracy or VCE Foundation Mathematics. This recommendation will be based on the student's mathematical ability as demonstrated throughout the course of the subject.

INDICATORS OF SUCCESS

- Ability to study independently.
- Ability to work with others and seek help from a variety of sources.

MATHEMATICS

YEAR 10

Study in this subject consists of the areas of study, Number, Algebra, Measurement, Space, Statistics and Probability. During Year 10 students will become proficient in the use of a summary book and will complete regular skills practice, according to their needs. Evidence of competence in this unit will be demonstrated through regular assessment tasks.

WHY CHOOSE MATHEMATICS?

The Mathematics course is aimed at the majority of students who are capable mathematicians and who may not yet know what their future pathway holds. The course covers a wide range of mathematical concepts and helps to prepare students for most future courses in this domain.

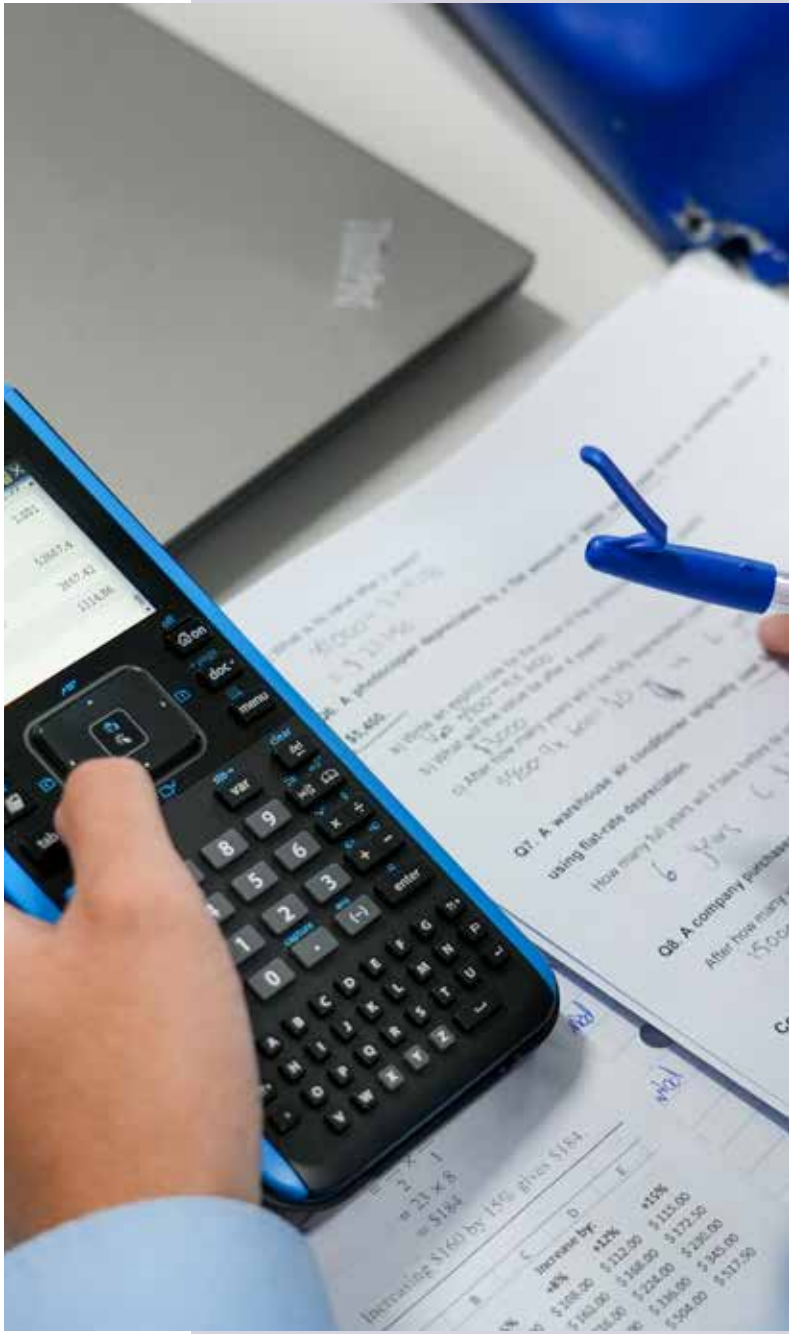
Teachers will make recommendations for the student's progression into VPC Numeracy, VCE VM Numeracy, VCE Foundation Mathematics or VCE General Mathematics. This recommendation will be based on the student's mathematical ability as demonstrated in various assessment opportunities throughout the course of the subject.

Students may struggle later if they opt for General Mathematics in Year 10 and decide to choose Unit 1 and 2 Mathematical Methods or Specialist Mathematics in Year 11.

INDICATORS OF SUCCESS

- Ability to study independently and catch up on work.
- Ability to work with others and seek help from a variety of sources.
- Capable reading and analysis skills to ensure that they can read and interpret mathematical problems.

MATHEMATICS ADVANCED



YEAR 10

Study in this subject consists of the areas of study, Number, Algebra, Measurement, Space, Statistics and Probability. Some assumed skills and knowledge are required in the areas of linear algebra, inverse operations, factorising, trigonometry, Pythagoras' theorem, plotting Cartesian coordinates and working diligently with directed numbers. During Year 10 students will become proficient in the use of a summary book and will complete regular skills practice, according to their needs. Evidence of competence in this unit will be demonstrated through regular and varied assessment tasks. CAS calculator use is integrated throughout the course.

WHY CHOOSE MATHEMATICS ADVANCED?

Mathematics Advanced is a challenging course, aimed at students who are strong mathematicians and who may wish to pursue pathways in STEM.

Students will be allocated into this class based on achievement in Year 9.

Recommendations will be made for the student's progression into VCE Mathematical Methods Units 1&2 and Specialist Mathematics Units 1&2. This recommendation will be based on the student's ability as demonstrated in assessment opportunities throughout the course.

INDICATORS OF SUCCESS

- Ability to study independently and catch up on work in their own time.
- Strong understanding of mathematical concepts including trigonometry and algebra and a desire to continue learning in this area.
- Ability to work with others and seek help from a variety of sources.
- Ability to organise their time effectively and ensure they have a strong understanding of content.
- Capable reading and analysis skills to ensure that they can read and interpret mathematical problems.

FOUNDATION MATHEMATICS

UNITS 1 & 2

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. Students will study a variety of areas of personal interest and access and develop mathematical skill through this. Mathematical concepts taught in context will include geometry, number operations, number patterns, fractions, collecting and analysing data and measurement.

WHY CHOOSE FOUNDATION MATHEMATICS?

Students who need to develop their skills in maths to be confident in their daily lives, but who do not wish to specialise in this area in future may wish to consider this option. Those who hope to pursue a trade may wish to study VCE Foundation Mathematics instead of VM Numeracy to offer greater challenge and indicate a stronger understanding of mathematics to future employers.

UNIT 3 &4

This subject focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	40%
School Assessed Coursework Unit 4	20%
End of Year Written Examination	40%

INDICATORS OF SUCCESS

- Ability to study independently
- Ability to work with others and seek help from a variety of sources

GENERAL MATHEMATICS

UNITS 1 & 2

General Mathematics Units 1 and 2 consists of the following areas of study: Data analysis, probability and statistics, Discrete mathematics, Functions, relations and graphs, Space, measurement and applications of trigonometry. It involves learning a number of mathematical modelling and problem-solving techniques (with and without CAS technology). It develops a student's ability to select and justify the selection of a technique, apply it accurately and then interpret the results in a range of contexts of increasing complexity.

WHY CHOOSE FOUNDATION MATHEMATICS?

The General Mathematics course is aimed at the majority of learners and enables them to develop their mathematics abilities to support them in life. It covers important life skills, such as an understanding of financial mathematics and data analysis, which are vital skills in the modern workforce.

CAS calculator use is integrated throughout the course.

UNIT 3 &4

VCE General Mathematics builds on the knowledge and skills that are covered in Unit 1 and 2 General Mathematics. There are four areas of study covered across the year. In Unit 3 we will cover 'Data analysis, probability and statistics' and 'Recursion and Financial Modelling' While in Unit 4 we will cover Matrices, Networks and Decision mathematics. General Mathematics Unit 3 and 4 builds on the mathematical modelling and problem-solving techniques (with and without CAS technology) developed in Unit 1 and 2 General Mathematics. It continues to develop a student's ability to select and justify the selection of a technique, apply it accurately and then interpret the results in a range of contexts of increasing complexity.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	24%
School Assessed Coursework Unit 4	16%
End of Year Written Examination 1	30%
End of Year Written Examination 2	30%

INDICATORS OF SUCCESS

- Ability to study independently and catch up on work outside of scheduled classes
- Ability to work with others and seek help from a variety of sources
- Ability to organise their time effectively and ensure they have a strong understanding of content
- Capable reading and analysis skills to ensure that they can read and interpret mathematical problems

MATHEMATICAL METHODS

UNITS 1 & 2

Each Unit is one semester in length and each Unit is independently assessed. The areas of study for Units 1 and 2 are Functions relations and graphs (including power functions, logarithmic functions, exponential functions and circular functions), Algebra, number and structure, Calculus and Data analysis, probability and statistics. Students select and use the numerical, graphical, symbolic and statistical functions of CAS technology to develop mathematical ideas, produce results and conduct analyses requiring problem solving, modelling or investigative techniques.

WHY CHOOSE MATHEMATICAL METHODS?

Mathematical Methods is a challenging course, aimed at students who are strong mathematicians and who may wish to pursue pathways in STEM. Students are advised to check prerequisites for university entrance, as some courses require Mathematical Methods.

CAS calculator use is integrated throughout the course.

UNIT 3 &4

VCE Mathematical Methods Unit 3 and 4 follows on directly from Units 1 and 2. Areas studied are Functions, relations and graphs, Algebra number and structure, Calculus, Data analysis, probability and statistics. Students' skills using CAS technology are further developed throughout the units. The course demands that students have a high degree of competency in preceding mathematical studies.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	20%
End of Year Written Examination 1	20%
End of Year Written Examination 2	40%

INDICATORS OF SUCCESS

- Ability to study independently and catch up on work outside of scheduled classes.
- Strong understanding of mathematical concepts including trigonometry and algebra and a desire to continue learning in this area.
- Ability to work with others and seek help from a variety of sources.
- Ability to organise their time effectively and ensure they have a strong understanding of content.
- Strong reading and analysis skills to ensure that they can read and interpret mathematical problems.

SPECIALIST MATHEMATICS

UNITS 1 & 2

The areas of study for VCE Specialist Mathematics Units 1 and 2 include topics such as Proof and number, Discrete mathematics, Data analysis, probability and statistics, Space and measurement, Algebra, number and structure. VCE Specialist Mathematics Units 1 & 2 provides a strong foundation in mathematics for those students wishing to undertake studies in VCE Specialist Mathematics Units 3&4.

WHY CHOOSE SPECIALIST MATHEMATICS?

Students who are particularly driven in the study of mathematics or wish to pursue pathways that will require a very advanced understanding of mathematics should consider this option.

CAS calculator use is integrated throughout the course.

UNIT 3 &4

The course assumes that students have a very high degree of competency in preceding mathematical studies. Areas of study are Logic and proof, Functions, relations and graphs, Algebra number and structure, Calculus, Space and measurement, Data analysis, probability and statistics. This course is intended for those with a strong interest in Mathematics or who wish to undertake specialist courses in Mathematics and related disciplines such as engineering and physical sciences. Throughout the course, CAS calculators will be used to reinforce students' understanding of concepts.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	20%
End of Year Written Examination 1	20%
End of Year Written Examination 2	40%

INDICATORS OF SUCCESS

- Ability to study independently and catch up on work outside of scheduled classes.
- Comprehensive understanding of mathematical concepts including trigonometry and algebra and a desire to continue.
- Ability to work with others and seek help from a variety of sources.
- Ability to organise their time effectively and ensure they have a strong understanding of content.
- Strong reading and analysis skills to ensure that they can read and interpret mathematical problems.

BIOLOGY

YEAR 10

Year 10 Biology introduces students to the role of DNA and genetics in the inheritance of our physical characteristics. Students explore how cells function, what DNA is made of and how physical traits are passed from parent to offspring. They will learn how DNA directs cell growth and the synthesis of proteins, and how heritable traits can be selected for in nature via 'natural selection' as the mechanism for evolution.

The ethical implications of genetic research are explored, and students will engage in practical activities that complement the theory covered in the classroom.

WHY CHOOSE BIOLOGY?

Biology promotes a deep understanding of how the human body functions, as well as the structure and processes of all living things. This subject builds skills that allow students to explore the complexity of life—from cells and genetics to ecosystems and evolution. It enriches us through the insight it provides into health, bioethics, and the intricate connections between organisms and their environments. Biology fosters an appreciation of the interconnectedness of all life.

INDICATORS OF SUCCESS

- Interest in genetics, cellular functions, and evolutionary processes.
- Willingness to engage in practical activities that reinforce theoretical understanding.
- Curiosity about the ethical implications of biological research and the interconnectedness of life.

CHEMISTRY

YEAR 10

Year 10 Chemistry introduces students to how the Periodic Table is used to organise elements and how the trends in the periodic table can be explained. Students explore the physical structure and chemical properties of elements, learn about the types of reactions that can occur, and describe the types of bonding that hold molecules and lattices together. Students will have the opportunity to engage in practical activities that complement the theory covered in the classroom which will enable them to practise scientific report writing.

WHY CHOOSE CHEMISTRY?

Chemistry is essential for meeting our basic needs—food, shelter, health, and energy—and plays a vital role in addressing global challenges. This subject builds skills that help students understand the substances that make up our world. It enables them to read and interpret product labels to make informed decisions, and to develop a deeper awareness of the materials and processes that shape our world. Chemistry enriches us through the insight it provides into reactions, energy changes, medicine, and sustainable solutions.

Sound maths skills are needed for this subject.

INDICATORS OF SUCCESS

- Interest in understanding the structure, properties, and reactions of elements and compounds.
- Ability to engage in practical experiments and develop scientific report writing skills.
- Willingness to explore how chemistry relates to everyday life and global challenges.

ENVIRONMENTAL SCIENCE

YEAR 10

Year 10 Environmental Science explores a range of Earth sciences looking at the Earth itself, the life that exists on it, and how to manage the human impacts that change and reshape it.

Students explore how the biosphere supports all life on Earth and the challenges in maintaining biodiversity, as well as how matter is cycled and human impacts on this. There is a focus on evaluating solutions to contemporary issues such as investigating new and developing technologies for addressing climate change and promoting biodiversity on a local and global scale. Students will have also the opportunity to engage in practical activities that complement the theory covered in the classroom.

WHY CHOOSE ENVIRONMENTAL SCIENCE?

Environmental Science develops an understanding of the relationship between people and the environment, and the knowledge needed to address pressing environmental issues. This subject builds skills that empower students to understand and respond to challenges such as climate change, resource use, and sustainability. It enriches us through the insight it provides into Earth's systems and the impact of human activity, inspiring informed, responsible, and solution-focused global citizenship.

INDICATORS OF SUCCESS

- Interest in Earth sciences, including biodiversity, and ecological cycles.
- Ability to critically evaluate environmental issues and potential solutions, including climate change technologies.
- Willingness to participate in practical, hands-on learning alongside theoretical study.

PHYSICS

YEAR 10

Year 10 Physics explores energy conversions, Newton's laws of motion, and the origins of the universe. Students will explore energy conversions including gravitational, kinetic, potential and elastic energy and the Big Bang model as a way to understand the origins of the universe. Newton's laws of motion are also investigated, where students derive motion equations by producing and analysing motion graphs, and use motion capture software to design and implement a student designed investigation.

WHY CHOOSE PHYSICS?

Physics is about understanding how things work—from the smallest particles to the vastness of the universe—and using that knowledge to improve society. This subject builds skills that help students investigate the fundamental principles of matter, energy, motion, forces, electricity, and waves. It enriches us through the insight it provides into the structure of the cosmos while strengthening problem-solving, analytical thinking, and the ability to approach challenges in a logical, scientific way.

Sound maths skills are needed for this subject.

INDICATORS OF SUCCESS

- Interest in exploring fundamental physics concepts.
- Ability to use scientific tools and software to investigate and analyse physical phenomena.
- Willingness to design and carry out practical investigations based on physics principles.

PSYCHOLOGY

YEAR 10

In this subject, students will investigate how conditions and diseases of the brain and nervous system impact people and society. They will study the structure and function of the brain and nervous system and investigate injuries, conditions and diseases using case studies and profiles.

Past studies such as Milgram's research into obedience to authority and Zimbardo's Stanford prison experiment will be reviewed in the context of the ethical guidelines that govern the research psychologists do today.

An understanding of human behaviours will be gained through learning and applying scientific research methods in a student designed investigation.

WHY CHOOSE PSYCHOLOGY?

Psychology builds skills that allow students to better understand how people think, learn, feel, and behave. It enriches us through the insight it provides into social interaction, communication, motivation, emotions, and the processes behind decision making. By exploring topics such as brain function, development, mental health, and behaviour, students gain a deeper understanding of themselves and others. Psychology fosters empathy, critical thinking, and analytical skills that are valuable in everyday life.

INDICATORS OF SUCCESS

- Interest in brain and nervous system functions and their impact on behaviour and society.
- Ability to analyse psychological case studies and understand ethical research principles.
- Willingness to design and conduct scientific investigations into human behaviour using research methods.

BIOLOGY

UNITS 1 & 2

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism. This includes understanding the requirements and processes that cells use to sustain life. A student designed investigation related to function and regulation of cells or systems is also completed and presented as a scientific poster.

Students explore how biological information is transmitted from generation to generation and the impact this has on species diversity. Students analyse the advantages and disadvantages of reproductive cloning technologies and the structural, physiological and behavioural adaptations that enhance survival. Students will undertake a self-directed research investigation into a contemporary bio-ethical issue.

WHY CHOOSE BIOLOGY?

Biology promotes a deep understanding of how the human body functions, as well as the structure and processes of all living things. This subject builds skills that allow students to explore the complexity of life—from cells and genetics to ecosystems and evolution. It enriches us through the insight it provides into health, bioethics, and the intricate connections between organisms and their environments. Biology fosters an appreciation of the interconnectedness of all life.

UNIT 3 &4

In Unit 3 students investigate the workings of the cell from several perspectives. They explore the relationship between DNA and proteins as key molecules in cellular processes. Students analyse the structure and function of DNA and proteins and examine the biological consequences of manipulating DNA and applying bio-technologies.

In Unit 4 students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Strong understanding of cellular biology, including DNA, proteins, and biotechnology applications.
- Interest in studying human biology, especially the immune system and disease processes.
- Ability to engage with bioethical issues and apply biological knowledge to real-world challenges.

CHEMISTRY

UNITS 1 & 2

Students investigate the chemical structures and properties of a range of materials and the role of maths in chemistry is highlighted through the mole concept for calculating quantities. Practical investigations are conducted involving the reactivity series of metals, empirical formulas, chromatography, synthesis of polymers and the use of precipitation reactions to identify ionic compounds.

In Unit 2, students analyse and compare different substances that dissolve in water, the gases produced in chemical reactions and the applications of chemical reactions in society. They will conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, and solubility, as well as complete a student-designed scientific investigation.

WHY CHOOSE CHEMISTRY?

Chemistry is essential for meeting our basic needs—food, shelter, health, and energy—and plays a vital role in addressing global challenges. This subject builds skills that help students understand the substances that make up our world. It enables them to interpret product labels to make informed decisions, and to develop a deeper awareness of the materials and processes that shape our world. Chemistry enriches us through the insight it provides into reactions, energy changes, medicine, and sustainable solutions.

Maths proficiency strongly recommended.

Completing Unit 1 and 2 as a sequence is recommended for doing Units 3+4

UNIT 3 &4

In Unit 3, students investigate the chemical production of energy and materials in a world with increased global demand. They explore how innovation, design and sustainability principles and concepts can be applied to meet this demand. Students compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

In Unit 4 students investigate the structures and reactions of carbon-based organic compounds and consider how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Strong understanding of chemical principles, including energy transformations and reactions.
- Interest in applying sustainability and green chemistry concepts to real-world problems.
- Ability to perform laboratory techniques and analyse chemical substances accurately.

ENVIRONMENTAL SCIENCE

UNITS 1 & 2

Students examine the processes and interactions occurring within and between the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystems influence many local, regional and global environmental conditions such as plant productivity, and air quality. Students explore how changes that have taken place through our geological history are fundamental to predicting the likely impact of future changes. They consider pollution and food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants in air, soil, water and biological systems, exploring factors that limit and enable the sustainable supply of adequate and affordable food and water.

WHY CHOOSE ENVIRONMENTAL SCIENCE?

Environmental Science develops an understanding of the relationship between people and the environment, and the knowledge needed to address pressing environmental issues. This subject builds skills that empower students to understand and respond to challenges such as climate change, resource use, and sustainability. It enriches us through the insight it provides into Earth's systems and the impact of human activity, inspiring informed, responsible, and solution-focused global citizenship.

Short field trips included.

UNIT 3 &4

Students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living and analyse the processes that threaten biodiversity, evaluate biodiversity management strategies for threatened species. Students explore different factors that contribute to the variability of Earth's climate, which affects living things, society and the environment at local, regional and global scales. They compare renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use and analyse various factors that are involved in responsible environmental decision-making to inform the management of climate change and the impacts of energy production and use.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in sustainability and biodiversity conservation at multiple scales.
- Ability to analyse climate variability and its impact on ecosystems and societies.
- Willingness to evaluate energy resources and apply responsible decision-making to environmental challenges.

PHYSICS

UNITS 1 & 2

Unit 1 examines some of the fundamental ideas and models used by physicists to try to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored in this unit. Students apply these ideas to contemporary issues like communication, climate change, medical treatments, electrical home safety and energy needs.

Unit 2 explores Motion, the use of experimentation to complete a student designed investigation and facilitate an in-depth case study into a physics application or issue relevant to society. Students will mathematically model and apply force, energy and motion to explore issues relevant to the physical world.

WHY CHOOSE PHYSICS?

Physics is about understanding how things work—from the smallest particles to the vastness of the universe—and using that knowledge to improve society. This subject builds skills that help students investigate the fundamental principles of matter, energy, motion, forces, electricity, and waves. It enriches us through the insight it provides into the structure of the cosmos while strengthening problem-solving, analytical thinking, and the ability to approach challenges in a logical, scientific way.

Maths proficiency strongly recommended.

Completing Unit 1 and 2 as a sequence is recommended for doing Units 3+4.

UNIT 3 &4

Students are challenged to think beyond how they experience the everyday; to consider a world where motion approaches the speed of light and to wonder at how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Students use Newton's laws to investigate motion in one and two dimensions, using this to explain motion both on earth and beyond. They explore how things move without contact by examining the similarities and differences between gravitational, electric and magnetic fields. Students will also investigate how fields are used to move electrical energy. Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. A student-designed practical related to fields, motion or light is undertaken.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Strong foundation in mechanics, including Newton's laws and motion concepts.
- Interest in exploring advanced physics topics such as fields, motion at relativistic speeds, and modern physics developments.
- Ability to plan, conduct, and analyse scientific investigations related to physics concepts.

PSYCHOLOGY

UNITS 1 & 2

Students learn about key science skills and how they are applied in psychological research, including ethical principles. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour, exploring brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values.

WHY CHOOSE PSYCHOLOGY?

Psychology builds skills that allow students to better understand how people think, learn, feel, and behave. It enriches us through the insight it provides into social interaction, communication, motivation, emotions, and the processes behind decision making. By exploring topics such as brain function, development, mental health, and behaviour, students gain a deeper understanding of themselves and others. Psychology fosters empathy, critical thinking, and analytical skills that are valuable in everyday life.

UNIT 3 &4

In Unit 3 students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

In Unit 4 students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in understanding how biological and psychological factors affect learning, memory, and wellbeing.
- Ability to engage with classical and contemporary research in neuroscience and psychology.
- Willingness to explore the impact of sleep on mental health and psychological function.

ECONOMICS AND BUSINESS

YEAR 10

The content at this year level is organised into two main areas; Business and Economics Knowledge and Understanding, and Business and Economics skills. These two areas are interrelated and have been developed to be taught in an integrated way that is appropriate to specific local contexts.

This subject will invite you to explore the world of work and learn about business and its place in the economy. Topics include:

- Making Choices; Consumer and Financial Literacy
- The Business Environment
- Work and Work Futures
- Enterprising Behaviours

WHY CHOOSE ECONOMICS AND BUSINESS?

Through engaging and real-world topics—such as consumer and financial literacy, work futures, and the business environment—students develop practical skills in managing money, making informed choices, and understanding how businesses operate within the broader economy. This subject nurtures enterprise, innovation, and ethical thinking, preparing students to participate confidently in the world of work and economic life.

INDICATORS OF SUCCESS

- Interest in understanding business, economics, and the world of work.
- Ability to apply knowledge to real-life contexts, including consumer and financial literacy.
- Willingness to develop skills related to enterprising behaviours and navigating future work environments.

GEOGRAPHY

YEAR 10

This Unit focuses on investigating environmental geography through an in-depth study of a specific environment. The Unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews. Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places.

WHY CHOOSE GEOGRAPHY?

Geography helps students understand the relationships between people, places, and environments. This unit explores environmental sustainability and global human wellbeing, encouraging students to think critically about real-world challenges like climate change and inequality. It builds global awareness and problem-solving skills essential for today's world.

INDICATORS OF SUCCESS

- Interest in studying ecosystems and environmental functions that sustain life.
- Ability to analyse sustainability challenges and diverse environmental perspectives.
- Willingness to investigate and compare human wellbeing across different geographic scales.

HISTORY

YEAR 10

This unit investigates The Modern World and Australia by focussing on World War II (1914-1945) as well as how rights and freedoms have developed since the end of World War II up to the present. The course will cover include, the causes, course, and consequences of World War II, including significant places Australians fought, the changing nature of warfare, how World War II changed Australia's relationships globally, the Holocaust and the creation of the Universal Declaration of Human Rights, the struggle of First Nations peoples for rights and freedoms before 1965, the significance of the US civil rights movement.

WHY CHOOSE HISTORY?

This unit helps students understand how World War II and its aftermath shaped modern Australia and the world. It explores major events like the Holocaust, the rise of human rights, and the struggle of First Nations peoples, fostering critical thinking and a deeper understanding of justice and change.

As part of this course, students travel to Victoria's Shrine of Remembrance and the Jewish Holocaust Museum.

INDICATORS OF SUCCESS

- Interest in major global events and their impact on Australia's national identity and international relationships.
- Ability to analyse historical causes, events, and consequences using evidence.
- Willingness to engage with issues of human rights, social justice, and civil movements through a historical lens.

LAW

YEAR 10

This unit investigates civics and citizenship in Australia as well as Australia's global roles and responsibilities. Topics that will be studied include, Australia's political system and how people's electoral choices are influenced, comparing Australia's political system with one other political system in the Asia region, the High Court and its role, the key principles of Australia's system of justice and our court system, understanding identities and attitudes to diversity, democratic societies and how they can be sustained, and the exploration of criminal and civil law including examining case studies.

WHY CHOOSE LAW?

This subject builds understanding of Australia's democracy, legal system, and global responsibilities. It develops skills for active, informed citizenship and fosters respect for diversity and justice.

In order to build knowledge and understanding of important legal and political processes and institutions students may visit such locations as: State Parliament, Old Melbourne Gaol, and relevant Courts.

INDICATORS OF SUCCESS

- Interest in understanding Australia's political and legal systems, including democratic values and the justice system.
- Ability to think critically about national identity, diversity, and global responsibilities.
- Willingness to engage with real-world case studies and current civic issues through discussion and analysis.

ACCOUNTING

UNITS 1 & 2

This Unit explores the establishment of a business and the role of accounting in determining business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate business performance using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Students develop their knowledge of the accounting process for sole proprietors operating a trading business. Students use manual processes and ICT, to prepare historical and budgeted accounting reports. Students analyse and evaluate business performance relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on business performance to develop and suggest strategies to improve.

WHY CHOOSE ACCOUNTING?

VCE Accounting teaches students how to record, report, and analyse financial data to make informed business decisions. It builds practical skills in managing money, understanding financial performance, and using accounting tools. These are essential for everyday life, running a business, or pursuing careers in finance, business, and management.

UNIT 3 &4

NOT OFFERED IN 2026*

Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students record financial data and prepare reports. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information and suggest strategies to improve the performance of the business. In Unit 4, students use the double-entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in financial management and understanding the role of accounting in business success.
- Ability to record, interpret, and analyse financial data using both manual and digital tools.
- Strong problem-solving and critical thinking skills to evaluate business performance and suggest improvements.

BUSINESS MANAGEMENT

UNITS 1 & 2

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate and the effect of these on planning a business. This Unit focuses on the establishment phase of a business' life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

WHY CHOOSE BUSINESS MANAGEMENT?

VCE Business Management provides students with insights into how businesses are planned, established, and operated. It develops essential skills for understanding business operations, decision-making, and leadership, which are valuable for careers in management, entrepreneurship, and various business-related fields.

UNIT 3 &4

Students explore the key processes and issues concerned with managing a business efficiently and effectively. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles and skills, and the relationship between these. Students investigate strategies to manage staff and business operations to meet objectives. Students develop an understanding of the complexity of managing businesses and using contemporary business case studies can compare theoretical perspectives with current practice. They consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider strategies to manage change in the most efficient and effective way.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in how businesses operate and are managed to achieve objectives.
- Ability to apply theoretical concepts to real-world business examples and case studies.
- Strong analytical and critical thinking skills to evaluate performance, strategy, and change management.

GEOGRAPHY

UNITS 1 & 2

This Unit of study looks at Hazards and Disasters at a local, regional and global scale. You will be skilled in using the spatial concepts which Geographers use to make sense of issues using a wide range of geographic media such as electronic learning, fieldwork and independent research-based learning. In Unit 2, students look at Tourism at a local, regional and global scale. In this unit you will investigate the characteristics of tourism, with particular emphasis on where it has developed, it's various forms, how it has changed and continues to change and its impacts on people, places and environments. A wide range of geographic media such as electronic learning, fieldwork and independent research-based learning is used. You will investigate contrasting examples of tourism from within Australia and elsewhere in the world with at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world.

WHY CHOOSE GEOGRAPHY?

VCE Geography equips students with the knowledge and skills to understand global challenges like climate change, urbanisation, and resource management. It supports careers in sustainability, planning, policy, and international development.

All units will include field trips to complement the study.

UNIT 3 &4

Unit 3 focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate deforestation and melting glaciers and ice. A wide-range of geographic media is used to study this unit including videos, on-line data, field-work and exploration of a wide-range of research material.
Unit 4 focuses on two investigations of geographical change: change to land cover and change to land use. In this unit you will investigate the geography of human populations. You will explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, you will study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world: growing and ageing populations.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in exploring environmental and population changes through real-world case studies and geographic data.
- Ability to analyse spatial patterns and interpret information from diverse sources, including maps, media, and fieldwork.
- Strong research and critical thinking skills to evaluate human and environmental responses to geography.

HISTORY

MODERN HISTORY UNITS 1 & 2

Students investigate social, political, economic and cultural change in the late 19th and 20th century. Students explore Nationalism, Imperialism, Fascism, Socialism, and Colonialism considering world events such as World Wars One and Two. Students examine the causes and social impact of conflicts, and the cultural changes that emerged. They examine the peace treaties which ended WWI and the ideologies which shaped society during the interwar years. Topics include post-war ideologies (democracy and communism), the United Nations and the Declaration of Human Rights, the Cold War, and related conflicts such as the Korean War and Cuban Missile Crisis. The causes and nature of challenge and change in relation to the American civil rights movement and Apartheid in South Africa.

WHY CHOOSE HISTORY?

VCE History offers students a deep understanding of past events, societies, and movements, fostering critical insights into how history has shaped the modern world. It enhances analytical skills and cultural awareness, preparing students for informed citizenship and diverse career paths.

Unit 1 & 2 History includes excursions to various historical sites and museums.

HISTORY REVOLUTIONS UNIT 3 &4

Students investigate the significant historical causes and consequences of political revolution. They learn that revolutions create ruptures in time and are a major turning point in the collapse and destruction of existing political orders. The resulting change to society is examined closely.

The revolutions studied are, the American Revolution (1754-1789) and the Russian Revolution (1896-1922).

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in understanding major political and social change through historical events.
- Ability to analyse causes and consequences of revolution and their impact on society.
- Strong reading and writing skills to interpret historical sources and construct evidence-based arguments.

LEGAL STUDIES

UNITS 1 & 2

This unit allows students to develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. Students investigate key concepts of both criminal and civil law and apply these to case studies. Students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

WHY CHOOSE LEGAL STUDIES?

VCE Legal Studies provides students with an understanding of the structures, processes, and principles of the Australian legal system. It develops critical thinking and analytical skills, preparing students for informed citizenship and careers in law, business, and public administration.

UNIT 3 &4

Unit 3 examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Victorian court Hierarchy. They explore the rights available to an accused and to victims in the criminal justice system, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld. Students discuss recent and recommended reforms to enhance the justice system's ability to achieve its principles. Unit 4 explores how the Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people. Students develop an understanding of the significance of the High Court in upholding and interpreting the Australian Constitution. Students investigate parliament and the courts, and consider the roles of individuals and law reform bodies in influencing reform.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in how the justice system operates, including courts, rights, and legal processes.
- Ability to think critically about the effectiveness and fairness of laws, sanctions, and reforms.
- Strong reading and analytical skills to interpret legal principles and understand constitutional and law-making powers.

PHILOSOPHY

UNITS 1 & 2

Students study different topics relating to metaphysics such as materialism and idealism, the nature of the mind, personal identity and free vs. determinism. Also, students will engage with epistemology – the nature of knowledge. Students will engage with a range of philosophical thinkers to explore epistemology such as Plato, Rene Descartes and David Hume to consider philosophical questions driving this area of study. Students explore the basic principles of morality and related issues debated in the media and contemporary society. Students learn to analyse problems, develop independent ideas, defend and explain viewpoints and arguments. It explores questions such as: Where does morality come from? What role should reason, emotion, duty or self-interest have in decision-making? Should animals have rights? What justification can be given for terrorism, torture and war?.

WHY CHOOSE PHILOSOPHY?

VCE Philosophy encourages students to explore fundamental questions about existence, knowledge, and ethics. It fosters critical thinking and analytical skills, preparing students for various academic and professional paths.

UNIT 3 &4

Unit 3 considers basic questions regarding the mind and the self through two key questions, Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Unit 4 considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life?

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Interest in exploring complex questions about the mind, identity, morality, and the good life.
- Ability to think critically and compare philosophical arguments with personal and contemporary perspectives.
- Strong reading and writing skills for analysing and constructing reasoned arguments.

ART

YEAR 10

Art is all about exploring different materials, techniques, and styles to express your own ideas and respond to the work of others. You will investigate a variety of artists and art movements while developing skills in analysing and interpreting artworks using the Interpretive Lenses (Personal, Cultural, Structural) A key focus is building your own creative process, with ongoing documentation in your folio and visual diary.

Throughout the course, you'll experiment with both traditional and contemporary art forms, developing your confidence as an artist and thinker. Regular research, reflection, and practical tasks will help you build a strong foundation for further studies in VCE Art Creative Practice.

WHY CHOOSE ART?

Art is perfect for students who enjoy hands-on, visual learning and want to explore personal expression through making. If you're curious about different artists, cultures, and styles, and want to build a folio while developing creative thinking, this subject will support your growth. Art also helps prepare you for a wide range of creative pathways and other industries that value visual practice and innovative thinking.

INDICATORS OF SUCCESS

- Interest in expressing ideas through a variety of art forms and materials.
- Willingness to explore and analyse artworks using the Interpretive Lenses.
- Commitment to documenting creative processes in a folio and visual diary.
- Curiosity about different artists, cultures, and styles, and enthusiasm for hands-on, visual learning.

DRAMA

YEAR 10

Drama is all about building your confidence through performance, collaboration, and creative expression. These skills are valuable not only on stage, but in everyday life — from job interviews to speaking confidently in front of large audiences. This subject combines practical class activities with theory components, encouraging students to work both independently and in groups. Throughout the course, students will explore improvisation techniques, devise and perform their own ensemble (group) plays, and attend a live professional performance as part of their learning. A mix of performance and written tasks, including journal entries and reflections, allows students to build both their practical and analytical skills. Drama provides a strong foundation for senior Drama and Theatre Studies by helping students develop voice, movement, characterisation, and storytelling techniques.

WHY CHOOSE DRAMA?

Drama is ideal for students who enjoy acting, working with others, and expressing ideas creatively. If you like to perform, build confidence, and explore different perspectives through character, this subject will suit you. It supports pathways into performing arts, media, education, events, and public speaking.

Students are required to attend an excursion to a professional performance and may need to rehearse with their group outside of class time.

INDICATORS OF SUCCESS

- Willingness to perform, take creative risks, and collaborate with others.
- Interest in developing voice, movement, characterisation, and storytelling skills.
- Ability to reflect on performance work through written tasks like journals and evaluations.
- Enthusiasm for participating in both practical and theory-based components of the course.

MEDIA

YEAR 10

Media is all about exploring how stories, ideas, and information are communicated through film, photography, print, and digital platforms. In this subject, you'll learn how media shapes the way we view the world and how you can craft your own messages using practical tools and critical thinking.

You'll explore media codes and conventions, genre, representation, and storytelling techniques. Through hands-on tasks, you'll experiment with digital tools to create short films, photo essays, or print layouts. Alongside this, you'll analyse how media products are constructed and consumed, becoming both a thoughtful viewer and a skilled content creator.

Media provides a strong foundation for VCE Media, balancing production skills with analysis and reflection. You'll also build communication, collaboration, and project management skills that are valued in many industries.

WHY CHOOSE MEDIA?

Media is ideal for students who are interested in film, photography, digital content, or storytelling. If you enjoy creating your own media or thinking critically about the messages we see every day, this subject will suit you. It supports pathways into film and television, photography, journalism, animation, advertising, and media and communications careers.

INDICATORS OF SUCCESS

- Interest in how media communicates ideas and influences audiences.
- Willingness to explore media codes, conventions, and storytelling techniques.
- Basic skills or enthusiasm for using digital tools to create media content.
- Ability to analyse and reflect on media products and their impact.

VISUAL COMMUNICATION & DESIGN

YEAR 10

Visual Communication Design (VCD) is all about solving problems and communicating ideas visually. In this subject, you'll learn how to think like a designer by applying creative and critical thinking to real-world challenges. You'll explore freehand and technical drawing methods, experiment with digital design tools, and learn how to organise visual information using the elements and principles of design.

Students will develop a design folio that documents the full design process, from research and ideation through to development and final presentations. You'll learn to generate and refine concepts, work to a brief, and apply visual conventions to create effective communication and presentation drawings. These subject builds foundational skills for VCE Visual Communication Design and a range of creative pathways.

WHY CHOOSE VCD?

VCD is ideal for students who enjoy drawing, designing, and solving problems visually. If you're interested in fields like architecture, graphic design, fashion, product development, illustration, or interior design, this subject helps you build practical and creative skills using both manual and digital methods. It's a great stepping stone to many design-related careers and future studies.

INDICATORS OF SUCCESS

- Interest in solving problems through visual thinking and creative design.
- Basic skills in freehand and technical drawing, and willingness to explore digital tools.
- Ability to follow a design process from research and concept development to final presentation..

ART CREATIVE PRACTICE

UNITS 1 & 2

In Unit 1 and 2 of Art Creative Practice, students focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students apply the Structural Lens, Cultural and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research and their personal observations. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of traditional and contemporary art practices.

WHY CHOOSE ART CREATIVE PRACTICE?

This subject is ideal for students who are passionate about artmaking, enjoy thinking critically about visual ideas, and want to explore a variety of creative approaches. It suits those planning to continue into VCE Units 3 and 4 or pursue further study in the visual arts.

Art Creative Practice is a Folio Subject.

UNIT 3 &4

Students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. In Unit 3 students research the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

The Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	60%
School Assessed Coursework Unit 4	10%
End of Year Written Examination	30%

INDICATORS OF SUCCESS

- Ability to engage in inquiry and project-based learning to develop a cohesive Body of Work.
- Interest in researching and analysing artists' practices and applying this to personal artwork.
- Willingness to experiment with materials, techniques, and creative processes.
- Skills in critically reflecting on and evaluating both their own work and that of others using Interpretive Lense.

DRAMA

UNITS 1 & 2

Unit 1 focuses on researching, creating, presenting and analysing a devised ensemble performance that includes real or imagined characters based on personal, cultural or community experiences and stories. This Unit also involves analysis of a student's own performance work and analysis of a performance by professional and various other practitioners.

Unit 2 focuses on the use and documentation of the processes involved in constructing a devised solo performance, focussing on Australian identity in contemporary drama practice. Students research, create, present and analyse a performance based on a person, event, issue, place, art work, text and/or icon from a contemporary or historical Australian context.

WHY CHOOSE DRAMA?

Drama is ideal for students who enjoy acting, storytelling, working collaboratively, critical thinking and expressing ideas through performance. It suits students interested in developing their confidence, voice, movement, and creativity while exploring meaningful themes and perspectives.

Students should be available for evening performances and are encouraged to attend excursions to satisfy the requirements for this Unit. Students will work with the same group of students to create an ensemble performance. Team work and commitment to regular lunch time and out of class time rehearsals is necessary. Students will also need to work independently and methodically to create a performance for external assessment.

UNIT 3 &4

In Unit 3, students explore the work of drama practitioners and draw on contemporary practice as they work collaboratively to devise, develop and present an ensemble performance. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas.

Unit 4 focuses on the use of stimulus material and resources to create and develop characters for a solo performance. Students complete two solo performances. For a short solo they develop the practical skills of researching, creating, presenting, documenting and analysing a performance. In the development of a second solo they devise a performance in response to a VCAA prescribed structure. Students implement their knowledge and creative ideas of dramatic elements, stagecraft, theatrical conventions and expressive skills.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3&4	40%
End of Year Perfomance Examination	35%
End of Year Written Examination	25%

INDICATORS OF SUCCESS

- Ability to collaborate effectively in ensemble settings and engage with drama practitioners' techniques.
- Skills in applying dramatic elements, conventions, and expressive performance techniques to create compelling work.
- Experience in researching, developing, and presenting solo performances.

MEDIA

UNITS 1 & 2

In Unit 1, students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. They also produce two print media products, drawn from photography and magazine inspiration.

In Unit 2, students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. They also produce one media short film; planned, created and produced by themselves.

WHY CHOOSE MEDIA?

Media is ideal for students interested in storytelling, digital content, and the influence of media in our world. It combines practical and analytical learning and prepares students for creative pathways in media and communication.

Media is a Folio Subject.

An individual hard drive will also be required.

UNIT 3 &4

Unit 3 Media allows students to explore stories that circulate in society through a close analysis of a media narrative. They will consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Students study how social, historical, institutional, cultural, economic and political contexts may influence the construction of media narratives and audience readings.

In Unit 4 students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	40%
End of Year Written Examination	40%

INDICATORS OF SUCCESS

- Ability to analyse media narratives, including the use of codes and conventions to convey meaning.
- Understanding of how social, cultural, historical, and economic contexts influence media production and audience interpretation.
- Skills in planning, producing, and refining media projects through feedback and reflection.
- Commitment to documenting the creative process from pre-production to post-production stages.

VISUAL COMMUNICATION & DESIGN

UNITS 1 & 2

VCE Visual Communication Design Unit 1 focuses on a variety of topics including Object Design and Logo Design. VCE Visual Communication Design Unit 2 focuses on the study of Environment, in the form of spaces and Architecture. Students should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.

WHY CHOOSE VISUAL COMMUNICATION AND DESIGN?

VCD is perfect for students who enjoy drawing, design, and creative problem-solving. Students learn how to communicate ideas visually through logos, products, spaces, and layouts using both manual and digital techniques. This subject builds skills in design thinking, visual literacy, and presentation, ideal for pathways in graphic design, architecture, interior design, fashion, illustration, and other creative fields.

Visual Communication Design is a Folio Subject.

UNIT 3 &4

Units 3 & 4 continue a focus on the design process but also explore professional practice in the workplace. The units cover theory based on designers in the workplace and professional practice. Students create final presentations for Environmental Design, Object Design and Visual Communication and Design. Students apply their creative skills in design and create a folio based on their chosen visual communication, based on two communication needs.

The final folio relates to two final presentations revolving around the students' chosen visual communication. Students experiment with a range of different media, materials and methods that relate back to the design brief. They will then synthesise design choices made throughout the design process and create two final presentations.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	50%
End of Year Written Examination	30%

INDICATORS OF SUCCESS

- Understanding of the full design process from research to final presentation.
- Ability to apply creative skills in developing design concepts across different media and materials.
- Experience in producing design folios that respond to specific communication needs.

FOOD FOUNDATIONS

YEAR 10

In Food Foundations, you will develop practical skills and knowledge to prepare and present food that supports a healthy, balanced lifestyle. You will learn how and why we make certain food choices, and explore nutrition, food safety, and current food trends.

You will use the design process to plan, trial and evaluate different dishes, applying creativity and problem-solving. In the kitchen, you will build confidence using a range of ingredients, tools and techniques. In the classroom, you will explore how food choices are shaped by health, culture, sustainability, and lifestyle factors.

There's a strong focus on how food looks as well as how it tastes. You will learn food styling and presentation techniques to make your meals visually appealing. You will also learn how to understand food labels and use the Australian Guide to Healthy Eating to make informed choices.

This hands-on subject involves working both independently and in small groups to produce real, delicious food you will be proud of.

WHY CHOOSE FOOD FOUNDATIONS?

If you enjoy cooking, exploring food and health, or being creative in the kitchen, this subject builds practical skills for life and prepares you for VCE Food Studies in senior years.

INDICATORS OF SUCCESS

- Organisation and consistent participation in practical classes
- Ability to work independently and collaboratively.
- Willingness to apply the design process to solve problems and reflect on outcomes.

WORKSHOP SKILLS

YEAR 10

In this subject, you will learn how to design and make a product for someone else, with a focus this semester on creating a chair, stool, or seat that meets the needs of a specific user. You will follow the design process—investigating, designing, making, and evaluating—while researching materials, construction methods, and other important factors to help you create a strong and useful product. You will write a design brief, sketch ideas, and plan your build using both critical and creative thinking. The course has a 50/50 mix of practical and theory work: you will spend time in the workshop building your project and also complete written work in a design folio to document your research, planning, and reflections. Timber is the main material used, but you may also work with plastics and metals. You will also learn about occupational health and safety (OHS) to ensure safe workshop practices. This subject is ideal if you enjoy hands-on learning, problem-solving, and designing real products for real people.

WHY CHOOSE WORKSHOP SKILLS?

Because you enjoy hands-on work, being creative, and making real products. It's a great choice for anyone who likes problem-solving, working with tools and materials, and designing something useful.

INDICATORS OF SUCCESS

- Being able to problem solve
- Project management
- Being able to follow an idea to create a real-world product.

FURNITURE DESIGN

YEAR 10

Furniture Design is a fast-paced unit, focusing on refining your design folio and preparing for VCE Product Design and Technology or commencing a trade in the Carpentry, cabinet-making or furniture design industry. This semester, you will design and make a functional product that includes a drawer, such as a small cabinet or bedside table, while exploring more advanced construction techniques. The course combines a mix of theory and practical work, placing greater emphasis on understanding and applying design elements and principles, learning what makes good design, and incorporating sustainable materials and practices. You will also investigate the factors that influence design, including user needs, aesthetics, function, and environmental impact, while continuing to develop your practical workshop skills.

WHY CHOOSE FURNITURE DESIGN?

This subject is ideal for students ready to deepen their design thinking, improve their folio work, and create thoughtful, responsible products.

Furniture Design is not a prerequisite for VCE Product Design, but it is advised.

INDICATORS OF SUCCESS

- Being able to apply safe workshop practices and use tools and materials competently.
- Being able to justify design choices based on user needs, function, and aesthetics.
- Meet project deadlines and work independently with responsibility and creativity.

SYSTEMS ENGINEERING

YEAR 10

Year 10 Systems Engineering is an integrated introduction to the principles of mechanical and electronic systems. You will explore how machines and circuits function, and how they interact in modern technologies. The course combines theory, modelling, and hands-on investigation across topics such as motion, energy transfer, materials, circuits, and system design.

You will investigate levers, gears, cams, and linkages alongside electrical components like resistors, capacitors, transistors, and diodes. Through breadboarding, simulation, and mechanical prototyping, they build systems that combine mechanical movement with electronic control. Concepts such as force, efficiency, resistance, and current are analysed using calculations, testing, and data interpretation. Students also learn to read technical drawings, apply formulas, and justify design choices through evidence-based reasoning.

WHY CHOOSE SYSTEMS ENGINEERING?

This subject blends mechanical and electronic principles through hands-on projects, theory, and calculation. It's ideal for students who enjoy designing, building, and understanding how complex systems work.

INDICATORS OF SUCCESS

- You enjoy exploring how mechanical and electronic components work together.
- You apply maths to calculate and solve technical challenges.
- You like to design, build, test, and optimise mechanical and electrical devices.

TEXTILES DESIGN

YEAR 10

This course will introduce you to a broad range of Textile skills and approaches to design. This includes essential skills such as hand stitching, buttons and how to use a sewing machine. You will explore your creativity through the design and production of embroidery, toys and garments. Advanced skills such as how to interpret and use commercial patterns to make garments are included. In addition, you will learn how to produce fashion drawings and will have the opportunity to use these skills for real-world projects such as the annual 'World of Wearable Art' fashion and culture show. Sustainability and ethics in the Textiles industry is a major international issue and this will be explored through our designs and production, and by investigating major fashion labels.

This course is designed to provide you with the skills to confidently tackle textile projects beyond school and as a foundation for VCE Product Design and Technologies – Textiles, which is offered in Year 11 and 12.

WHY CHOOSE TEXTILES?

- Opportunity to explore your creativity using Textiles media
- Making unique products
- Leaning a life skill

INDICATORS OF SUCCESS

- Basic skills in hand stitching, sewing machine use, and garment construction.
- Creativity and interest in designing and producing textiles projects, including embroidery and toys.
- Ability to interpret commercial patterns and create fashion drawings.
- Awareness of sustainability and ethical issues in the textiles and fashion industry.

FOOD STUDIES

UNITS 1 & 2

In Year 11 Food Studies, you will explore food from both historical and contemporary perspectives—examining where food comes from, how it has changed over time, and how we produce and consume it today.

In Unit 1 (***Food Origins***), you will investigate global food systems, including traditional practices and early agriculture. You will explore a selected food-producing region outside Australia and examine the cultural and environmental factors that shaped its cuisine. You will also learn about Aboriginal and Torres Strait Islander food knowledge and examine how immigration, manufacturing, and global influences have shaped Australia's food identity.

In Unit 2 (***Food Makers***), the focus is on how food is produced in commercial and domestic settings. You will investigate Australia's food industries, food systems and the supply chain. You will also compare food preparation in different settings and learn how to design and adapt recipes to meet various dietary needs.

Practical activities help you explore ingredients, test ideas, and build confidence in the kitchen.

WHY CHOOSE FOOD STUDIES?

This subject is ideal if you're interested in nutrition, science, culture, or sustainability. It can lead to pathways in food science, nutrition, public health, hospitality, food technology, community services, or education.

Practical activities in this subject include more than just cooking. Students may also take part in comparative food testing, design briefs, demonstrations, dietary and nutritional analysis, product analysis, scientific experiments, and sensory evaluation such as taste-testing and focus groups.

UNIT 3 &4

In Units 3 and 4 Food Studies, you will explore the important roles food plays in daily life, including its impact on health, identity, culture, and sustainability. You'll study food science topics like digestion and gut health, and investigate how food choices affect both physical and mental wellbeing.

Unit 3 focuses on the social and emotional influences on eating behaviours, food marketing, and media, while examining dietary guidelines and diverse nutritional needs. Unit 4 addresses global and local food systems, exploring environmental and ethical challenges, food security, and your role in promoting sustainable food futures. Practical activities help you apply theory through ingredient analysis and recipe exploration.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	30%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	40%

INDICATORS OF SUCCESS

- Interest in understanding the role of food in health, culture, and sustainability.
- Ability to critically evaluate the influence of social, emotional, and media factors on eating behaviours.
- Willingness to engage with scientific concepts related to nutrition and dietary guidelines.
- Commitment to exploring food systems and applying theoretical knowledge through practical cooking and analysis.

PRODUCT DESIGN TECHNOLOGIES

UNITS 1 & 2

In this subject, you will explore how products are designed and made for different people and purposes. You will learn how designers work together, use research, and think creatively to solve real problems. You will get to design and make your own physical product using either Textiles (fabric) or Hard Materials like wood, metal, or plastic.

You will use both hand drawing and digital tools to sketch and present your design ideas. You will experiment with different materials, tools, and techniques to develop and test your product. You will also learn how to research what people need, create user profiles, and design with a focus on inclusion and sustainability. The course also explores the role of culture and tradition in design, including the practices of Aboriginal and Torres Strait Islander peoples.

WHY CHOOSE PRODUCT DESIGN TECHNOLOGIES?

This subject is perfect if you enjoy being creative, working hands-on, and designing products that are meaningful and useful to others.

Product Design Technologies runs two streams at VCE. Students must select either Resistant Materials (Wood, metal, plastics) or Non-Resistant Materials (Textiles).

Product Design Technologies is a Folio Subject.

UNIT 3 &4

In Unit 3, you act as a designer, creating a product for a specific end user while developing a Design Folio that covers the full design process. You explore emerging technologies, sustainability, and product lifespan, critically assessing ideas for practicality and user-friendliness.

In Unit 4, you bring your design to life by building the product using various tools and materials. You then evaluate your work by reflecting on your process, checking how well it meets design criteria, gathering user feedback, and considering improvements, gaining insight into real-world product design.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	50%
End of Year Written Examination	30%

INDICATORS OF SUCCESS

- Understanding of the full design process, from research and ideation to evaluation.
- Interest in emerging technologies, sustainability, and practical design considerations.
- Basic skills in using workshop tools and materials to create prototypes or products.
- Ability to reflect on and evaluate design outcomes based on user feedback and criteria.

SYSTEMS ENGINEERING

UNITS 1 & 2

In this subject, you will explore how materials, forces, and motion are used to create real-world engineered solutions. You will learn how things work—from simple machines to complex systems—and develop the skills to design, build, and test your own projects.

You will also investigate electrical components and energy systems, looking at how they power and control different types of technology. Through both theory and hands-on work, you will discover how these systems are used in everyday life and industry.

WHY CHOOSE SYSTEMS ENGINEERING?

- You want to develop practical problem-solving and technical skills
- You want to learn how to apply science and maths in real-world projects.
- You like to design and build your own systems using mechanical and electrical components
- It's a great subject if you enjoy working with your hands and thinking like an engineer.

This is a Folio Subject—you will document your design and problem-solving process throughout the year.

This subject is ideal for students interested in engineering, robotics, automation, or future careers in STEM fields.

UNIT 3 &4

In Units 3 & 4, you will take on a major engineering challenge: designing and building a fully integrated mechanical and electrical system with elements of automation. This is your opportunity to solve a real-world problem, respond to a need, or explore a creative idea through hands-on engineering.

Your project must combine mechanical components (like motors, gears, and linkages) with electrical systems (such as circuits, sensors, and microcontrollers). You will also incorporate automation using software and sensors—for example, using Arduino or similar platforms to bring your project to life.

Previous student projects have included, remote-controlled vehicles, Smart home devices and automated robots with specific tasks or features.

By the end of the unit, you will have completed a major systems project and a comprehensive folio documenting your design process from start to finish.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	50%
End of Year Written Examination	30%

INDICATORS OF SUCCESS

- Basic knowledge of mechanical and electrical systems.
- Experience or interest in hands-on engineering.
- Willingness to learn automation (e.g., Arduino).
- Ability to document and communicate design work.
- Ability to reflect on and evaluate design outcomes based on user feedback and criteria.

COMPUTING

YEAR 10

The Computing course enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deeper knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

This course includes an introduction to programming, information design, and computer hardware and software components.

WHY CHOOSE COMPUTING?

This subject leads towards the VCE Applied Computing stream.

INDICATORS OF SUCCESS

- Basic understanding of digital systems, data, and information processes.
- Interest in problem-solving using computational thinking and digital technologies.
- Willingness to develop creative digital solutions to meet real-world needs.
- Confidence in engaging with information systems and applying technical concepts.

DIGITAL DESIGN

YEAR 10

The year 10 Digital Design course focuses on the digital design process with a strong emphasis on practical skills involving, page layout, vector design, image manipulation, animation, and website development. Students are introduced to a variety of software including InDesign, Illustrator, Photoshop, Animate, Dreamweaver, and Fusion360/Blender. Through this software they will gain skills in manipulating, composing and enhancing still images and use these common techniques to create a portfolio of images for advertising or propaganda. Students will also design, draw and animate their own animation sequences. This will involve the use of some basic frame-by-frame animating techniques along with some more technical forms of animating found within the software.

WHY CHOOSE DIGITAL DESIGN?

Studying Digital Design with a focus on 2D animation, 3D modelling, website coding, and Photoshop skills is an awesome way to bring your creative ideas to life using technology. You'll learn how to make cool animations, design realistic 3D objects, build interactive websites, and create amazing digital images—all skills that are in high demand in industries like gaming, film, advertising, and web design.

By mastering these tools, you become a versatile creator who can work on everything from animated movies and video games to websites and digital art. These skills let you express your creativity while also opening up lots of job opportunities in exciting, fast-growing fields where technology and art come together.

This class is a good introductory start to the Certificate III in Screen & Media. Where these skills are used and enhanced.

INDICATORS OF SUCCESS

- Basic familiarity with digital design concepts such as image manipulation, layout, and animation.
- Willingness to learn and use a range of design software tools including InDesign, Illustrator, Photoshop, and Animate.
- Interest in creating digital portfolios that involve graphic design, animation, and website development.
- Ability to experiment with both creative and technical aspects of digital design, including frame-by-frame animation techniques.

APPLIED COMPUTING

UNITS 1 & 2

- Students use software tools to create data visualisations in response to teacher-provided solution requirements, designs and data.
- Students use an appropriate programming language to create a working software solution in response to teacher-provided solution requirements.
- Students will work collaboratively to design and develop an innovative solution to an identified problem, need or opportunity.
- Students investigate emerging trends in cyber security and how networks enable data and information to be exchanged locally and globally.

WHY CHOOSE APPLIED COMPUTING?

Applied Computing is all about using computers to solve real problems in everyday life, like helping doctors, businesses, or the environment. Instead of just learning theory, you get to practice things like coding, building software, analyzing data, and keeping information safe. This hands-on learning helps you get ready for jobs where you can use technology to make a difference.

You can also mix computing skills with other subjects you like, such as science, business, or art, which means there are lots of different jobs you could do. Applied Computing is great if you want to learn how to use technology to help people and solve important problems while gaining useful skills that can work in many areas

Applied Computing is a Folio Subject.

UNIT 3 &4

Applied Computing is a VCE Unit 1&2 subject only.

*Students can select **Software Development or Data Analytics for Units 3&4**.*

VCAA ASSESSMENT (IF APPLICABLE)

Not applicable for Unit 1 & 2.

INDICATORS OF SUCCESS

- Ability to use software tools to create data visualisations based on given requirements and data.
- Foundational programming skills to develop working software solutions according to specified designs.
- Willingness to collaborate effectively in teams to design and develop innovative problem-solving solutions.
- Interest in current trends in cybersecurity and understanding of how networks facilitate local and global data exchange.

SOFTWARE DEVELOPMENT

UNITS 3 &4

NOT OFFERED IN 2026*

In Software Development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.

They continue to study the programming language used in Unit 3.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Strong foundational skills in programming and problem-solving methodologies.
- Ability to analyse, design, and develop software solutions using a programming language.
- Interest in understanding how software meets the information needs of users in networked environments.

DATA ANALYTICS

UNITS 3 &4

NOT OFFERED IN 2026*

In Data Analytics Unit 3 and 4 students focus on data, information and information systems.

In unit 3 students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Written Examination	50%

INDICATORS OF SUCCESS

- Confidence in using digital tools such as spreadsheets, databases, and basic data visualisation software.
- Ability to think logically and apply structured problem-solving processes to analyse and present data.
- Interest in exploring how data can be used to answer research questions and awareness of the importance of data security.

SPORTS ENRICHMENT

YEAR 10

Sports Enrichment has been designed to enable student-athletes to achieve at the highest level of performance in their chosen field and also provide guidance on how to balance both their academic and sporting demands.

The Year 10 semester elective will provide an opportunity for individual and group mentoring sessions, development of personal fitness and sporting profiles and extension of knowledge of performance enhancing techniques within elite sport. Students will also be provided the opportunity to plan and conduct skill-based coaching sessions to their peers for their chosen elite sport.

WHY CHOOSE SPORTS ENRICHMENT?

Provides an opportunity to make meaningful academic links between their own personal performance and physical education concepts related to movement, recovery and mental skills in elite sport.

Sports Enrichment is by application only. You must be an elite student-athlete to enrol in this course.

Attendance at morning sessions at St Paul's campus are optional.

INDICATORS OF SUCCESS

- Demonstrated commitment to high-level performance in a chosen sport, with experience competing at an elite level.
- Strong interest in linking personal performance with physical education concepts such as movement, recovery, and mental skills.
- Ability to participate in individual and group mentoring, and willingness to lead peer coaching sessions.

HEALTH

YEAR 10

Year 10 Health aims to provide students the opportunity to further develop their health literacy, in order to positively influence both their own health and wellbeing and that of their communities.

Students investigate a range of health issues relevant to young people, including mental health, healthy eating, personal and relationship safety, body image, and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

WHY CHOOSE HEALTH?

This elective builds the foundation knowledge and introduction to a number VCE Health and Human Development concepts relating to individual, regional, national and global health issues.

Students will be required to participate in regular practical sessions. These sessions will be based on lifestyle and non-traditional activities with a focus on movement for health benefits and self-confidence.

INDICATORS OF SUCCESS

- Interest in exploring health issues relevant to young people, including mental health, safety, and wellbeing.
- Willingness to engage in discussions about personal development and respectful relationships.
- Ability to use and further develop skills in help-seeking, assertive communication, conflict resolution, and negotiation.

PHYSICAL EDUCATION

YEAR 10

Students will investigate the different components of fitness, how they vary between activities and how they contribute to the wellbeing of people at different stages of their lives.

Students learn to set personal fitness goals, design and carry out a fitness training program and evaluate its success.

The structure and function of the musculoskeletal, cardiovascular and respiratory body systems are explored in relation to physical performance.

WHY CHOOSE HEALTH?

This elective builds the foundation knowledge and introduction to a number VCE Physical Education concepts relating to designing fitness programs and human anatomy.

Students will take part in regular practical sessions focusing on sport-specific skills and developing their fitness.

INDICATORS OF SUCCESS

- Interest in understanding how fitness contributes to health and wellbeing across different life stages.
- Ability to set personal goals and engage in planning and evaluating physical training programs.
- Basic knowledge of body systems (musculoskeletal, cardiovascular, and respiratory) and their role in physical activity.

HEALTH AND HUMAN DEVELOPMENT

UNITS 1 & 2

In Unit 1, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health.

In Unit 2, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood.

WHY CHOOSE HEALTH AND HUMAN DEVELOPMENT?

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

This subject delves into local, national and global health systems, such as Medicare, PBS and the NDIS, providing students with relevant knowledge and skills for life-long health literacy.

UNIT 3 &4

In Unit 3, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

In Unit 4 students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Examination	50%

INDICATORS OF SUCCESS

- Strong interest in exploring health and wellbeing from individual, community, and global perspectives.
- Ability to think critically about the social, economic, and environmental factors that influence health outcomes.
- Confidence in analysing and interpreting health data to understand inequalities within and between populations.

OUTDOOR AND ENVIRONMENTAL STUDIES

UNITS 1 & 2

In Unit 1 OES students will examine some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments.

Students will acquire the knowledge and skills to adventure into the unknown – and make it back safely! Outdoor adventure activities, including overnight camps, will provide the opportunity for students to explore the factors that affect an individual's access to outdoor experiences and their relationship with the natural environment.

WHY CHOOSE ENVIRONMENTAL AND OUTDOOR STUDIES?

Outdoor and Environmental Studies offers students a range of pathways and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Students are required to attend a variety of excursions and camps for OES.

UNIT 3 &4

In Unit 3, case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

In Unit 4 students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Examination	50%

INDICATORS OF SUCCESS

- Interest in and understanding of human interactions with outdoor environments, including historical and contemporary perspectives.
- Awareness of environmental issues and the importance of conservation and sustainability in Australian contexts.
- Ability to engage critically with case studies, policies, and legislation related to environmental management.

PHYSICAL EDUCATION

UNITS 1 & 2

In Unit 1, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities.

Unit 2 develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups and contexts.

WHY CHOOSE PHYSICAL EDUCATION?

- Want to develop your sporting and fitness knowledge and skills.
- Are keen to pursue a degree in exercise, sports science, teaching, coaching, strength and conditioning and athlete rehabilitation.

Students will participate in regular practical sessions, where they gather primary data, analyse and reflect on their experiences.

UNIT 3 &4

Unit 3 introduces students to a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students also explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4, students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	30%
End of Year Examination	50%

INDICATORS OF SUCCESS

- Foundational understanding of human movement, including basic biomechanics and skill development principles.
- Ability to describe and apply basic knowledge of energy systems, physical fitness components, and training methods.
- Confidence in interpreting data and using evidence to support decisions related to physical activity and performance.

ITALIAN

YEAR 10

Continue to be challenged through improving your Italian skills.

Students will enjoy a number of activities like role-plays, games and songs. The topics covered this year will be Relationships, School, Travel, the Future, Food, Health and Fitness.

You will be gaining confidence with the language and applying the grammar studied in practical situations. You will have the ability to have a conversation and write in Italian about the topics studied.

WHY CHOOSE ITALIAN?

Choose Year 10 Italian to build confidence and fluency through engaging activities like role-plays, games, and songs. Explore topics such as Travel, Food, and Health while applying grammar in real-life situations. This year-long course counts as two units and continues to challenge and extend your Italian language skills.

There might be the opportunity to participate in the Lavalla Study Tour in Italy.

Year 10 Italian can be selected in both semesters or for only one semester.

INDICATORS OF SUCCESS

- Demonstrate ongoing improvement in Italian language skills through active engagement with course content and activities.
- Participate confidently in interactive tasks such as role-plays, games, and songs to build practical communication skills.
- Apply grammar and vocabulary knowledge to speak and write effectively about a range of familiar topics in Italian.

ITALIAN

UNITS 1 & 2

Students will deepen their knowledge of the subject and aim at reaching a high intermediate level of the language.

The course will focus on VCAA prescribed topics and students will learn how to maintain a spoken interaction, respond to texts, present, analyse and interpret information in Italian.

They will be engaged in targeted activities to enhance their skills.

WHY CHOOSE ITALIAN?

If students enjoyed learning Italian in Year 10, this is the perfect opportunity to take their language knowledge to the next level. Speaking another language opens the door to new and exciting lifelong opportunities. They will be able to use their language skills beyond VCE, at university, in their future careers, travels and in their interactions with others.

There might be the opportunity to billet an Italian student and/or participate in the Lavalla Study Tour in Italy.

UNIT 3 &4

This year represents the culmination of all the work of the previous 5 years. Students will aim at reaching an advanced level of the language.

The course will focus on VCAA prescribed topics and students will learn how to discuss, negotiate, share ideas and opinions, present, evaluate texts in Italian, interpret and analyse information.

They will be engaged in targeted activities to enhance their skills.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	25%
School Assessed Coursework Unit 4	25%
End of Year Oral Examination	12.5%
End of Year Written Examination	37.5%

INDICATORS OF SUCCESS

- Successful completion of Year 10 Italian, demonstrating foundational language skills.
- Genuine interest and enthusiasm for the Italian language and its continued study.
- Curiosity and appreciation for different cultures, particularly Italian traditions and customs.

MUSIC

YEAR 10

Year 10 Music focuses on developing musicianship through regular performance and compositional exploration. Students perform both as soloists and ensemble members, working with repertoire from jazz and contemporary styles. They refine technique on their chosen instrument or voice, learn about music theory, and begin composing more independently. The course includes performance workshops, composition folios, and listening analysis.

WHY CHOOSE MUSIC?

Music provides a unique balance of creativity, discipline, and collaboration. It allows students to express themselves while developing practical skills through regular performance. Music supports the development of focus, resilience, and confidence- qualities that benefit all subject areas.

Year 10 Music can be selected in both semesters or for only one semester.

Weekly private instrumental or vocal lessons are recommended to support students' practical development. Students are also encouraged to take Liturgy: The Liturgical Choir as their Religious Education elective.

While it is ideal for students to enrol in Music for a full-year experience, it can be chosen for one semester. Participation in after-hours performances is a required component of the course.

INDICATORS OF SUCCESS

- Dedication to improving performance skills through consistent effort and focus.
- Openness to receiving and applying feedback to support growth.
- Willingness to actively participate in group rehearsals and contribute to presentations.

MUSIC

UNITS 1 & 2

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

WHY CHOOSE MUSIC?

VCE Music Units provide students with the opportunity to develop their practical musicianship through focused performance, while also building a deeper understanding of music theory, analysis and listening skills. The subject supports students in setting personal goals, managing regular practice, and learning how to interpret and present music with technical and expressive control. Music fosters creativity, critical thinking and resilience- qualities that benefit students in a wide range of academic and vocational pathways. This subject is ideal for students who are passionate about music and are ready to extend their skills in both performance and musical understanding.

It is a requirement that students enrolling in the VCE Music units are undertaking private lessons on their instrument. All students must be involved in at least one College based ensemble to be enrolled in VCE Music. It is strongly recommended that music students take Liturgy: The Liturgical Choir as their Religious Education elective. Students will be required to attend morning and/or evening rehearsals and evening performances as part of these studies.

UNIT 3 &4

Music is a VCE Unit 1&2 subject only.

*Students can select **Music Repertoire Performance for Units 3&4**.*

VCAA ASSESSMENT (IF APPLICABLE)

This is a preparatory subject. There is no external examination or ATAR contribution for Units 1 and 2.

INDICATORS OF SUCCESS

- Strong commitment to regular and purposeful practice that supports continuous improvement.
- Growing confidence in performing in front of others, showing readiness for formal assessment settings.
- Willingness to engage with feedback and reflect critically to enhance future performance.

MUSIC REPERTOIRE PERFORMANCE

UNITS 1 & 2

Music Repertoire Performance is a VCE Units 3&4 subject only.

For Units 1&2, students can select Music.

WHY CHOOSE MUSIC REPERTOIRE PERFORMANCE?

VCE Music Units provide students with the opportunity to develop their practical musicianship through focused performance, while also building a deeper understanding of music theory, analysis and listening skills. The subject supports students in setting personal goals, managing regular practice, and learning how to interpret and present music with technical and expressive control. Music fosters creativity, critical thinking and resilience- qualities that benefit students in a wide range of academic and vocational pathways. This subject is ideal for students who are passionate about music and are ready to extend their skills in both performance and musical understanding.

It is a requirement that students enrolling in the VCE Music units are undertaking private lessons on their instrument. All students must be involved in at least one College based ensemble to be enrolled in VCE Music. It is strongly recommended that music students take Liturgy: The Liturgical Choir as their Religious Education elective. Students will be required to attend morning and/or evening rehearsals and evening performances as part of these studies.

UNIT 3 &4

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought. The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician.

VCAA ASSESSMENT (IF APPLICABLE)

School Assessed Coursework Unit 3	20%
School Assessed Coursework Unit 4	10%
Externally Assessed Task Unit 4	50%
End of Year Written Examination	20%

INDICATORS OF SUCCESS

- Regular and focused rehearsal that reflects a commitment to skill improvement.
- Ability to take initiative and responsibility in learning and refining repertoire without constant supervision.
- Thoughtful evaluation of personal and group performances to identify strengths and areas for growth.

VOCATIONAL MAJOR: PERSONAL DEVELOPMENT SKILLS

UNITS 1 – 4

VCE Vocational Major Personal Development Skills (VM PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

The study considers four key areas:

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and teamwork

Unit 4: Community Project

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Personal Development Skills is a compulsory course for the Victorian Certificate of Education Vocational Major.

VCAA ASSESSMENT (IF APPLICABLE)

PDS is available only as part of the Vocational Major.

PDS does not contribute to an ATAR.

INDICATORS OF SUCCESS

- Ability to evaluate personal strengths and weaknesses and reflect on experiences to guide improvement.
- Capacity to manage change, overcome challenges, and remain focused during setbacks.
- Demonstrated skills in collaboration, communication, and supporting shared goals.
- Proven ability to learn, develop, and apply new skills in varied contexts.

VOCATIONAL MAJOR: WORK RELATED SKILLS

UNITS 1 – 4

VCE Vocational Major Work Related Skills (VM WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas:

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Work Experience or Structured Workplace Learning (SWL). Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals. In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change.

The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

Work Related Skills is a compulsory course for the Victorian Certificate of Education Vocational Major.

VCAA ASSESSMENT (IF APPLICABLE)

WRS is available only as part of the Vocational Major.

WRS does not contribute to an ATAR.

INDICATORS OF SUCCESS

- Demonstrate confidence, self-awareness, and the ability to make informed decisions about career and education pathways.
- Apply knowledge of workplace environments, skills, and practices in both classroom and real-world settings such as Work Experience or Structured Workplace Learning.
- Communicate effectively, advocate for oneself, and adapt to change as a prepared and engaged future member of the workforce.

VOCATIONAL MAJOR: LITERACY

UNITS 1 – 4

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community.

Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

The study considers four key areas:

Unit 1: Literacy for Personal Use, Understanding and creating digital texts

Unit 2: Understanding issues and voices, Responding to opinions

Unit 3: Accessing and understanding information, organisational and procedural texts, Creating and responding to organisation information and procedural texts

Unit 4: Understanding and engaging with literacy for advocacy, Speaking to advise or to advocate.

VCAA ASSESSMENT (IF APPLICABLE)

Literacy is available only as part of the Vocational Major.

Literacy does not contribute to an ATAR.

INDICATORS OF SUCCESS

- Interpret and create purposeful, accurate, and fluent texts across a range of real-world contexts, including personal, community, and workplace settings.
- Confidently engage with diverse text types—from everyday language to specialised and technical language—across digital, print, and multimodal formats.
- Communicate ideas effectively through written and spoken language, including responding to opinions and advocating in real-life situations.

VOCATIONAL MAJOR: NUMERACY

UNITS 1 – 4

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies. This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking.

This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

The study considers three key outcomes:

Outcome 1: Numeracy in Context – personal, civic, financial, health, vocational and recreational.

Outcome 2: Problem solving cycle

Outcome 3: Mathematical Toolkit

VCAA ASSESSMENT (IF APPLICABLE)

Numeracy is available only as part of the Vocational Major.

Numeracy does not contribute to an ATAR.

INDICATORS OF SUCCESS

- Apply mathematical skills and knowledge to real-life contexts,
- Including personal, financial, civic, health, and vocational situations.
- Use a structured problem-solving approach to formulate, apply, evaluate, and communicate mathematical solutions.
- Demonstrate awareness of local, national, and global contexts when interpreting and using numerical information.
- Effectively use appropriate technologies to support mathematical thinking and problem-solving.

VOCATIONAL EDUCATION AND TRAINING

OVERVIEW

Vocational Education and Training (VET) allows students to gain practical skills and nationally recognised qualifications while still completing their secondary education.

VET programs are delivered by Registered Training Organisations (RTOs) and provide students with hands-on experience, industry knowledge, and pathways into employment, apprenticeships, traineeships, and further study.

VET can be undertaken as part of the VCE, VCE Vocational Major (VM), or Victorian Pathways Certificate (VPC). Some VET programs contribute to the VCE with scored or unscored assessment.

- Delivered one day per week through external training providers or school-based partnerships embedded in student timetable.
- Leads to a nationally recognised Certificate II or III qualification.
- Combines theory and practical workplace skills
- May include a Structured Workplace Learning component
- Some courses allow for scored assessment contributing to ATAR (for VCE students
- Year 10s are only eligible to enrol in a onsite VET

FURTHER INFORMATION

For more details about offsite VET courses, please visit the TAFE Gippsland VDSS (VET Delivered to Secondary Students) page: HERE

VOCATIONAL EDUCATION AND TRAINING

INDUSTRY	VET COURSE	CERTIFICATE LEVEL	YEARS OF STUDY	VCE (SCORED ATTRIBUTES TO ATAR)
ON CAMPUS VET				
TRADES	Building & Construction	II	1st Year	Non-Scored
	Engineering Studies	II	1st Year	Scored
CREATIVE	Screen & Media	III	1st & 2nd Year	Scored
SPORT / OUTDOOR	Sport, Aquatics & Recreation	II	1st & 2nd Year	Scored
OFF CAMPUS VET				
ENVIRO / AGRICULTURE	Horticulture	II	1st & 2nd Year	Non-Scored
ANIMAL CARE	Animal Care	II	1st & 2nd Year	Non-Scored
TRADES	Automotive	II	1st & 2nd Year	Non-Scored
	Building & Construction	II	2nd Year	Non-Scored
	Electrotechnology	II	1st & 2nd Year	Non- Scored
	Engineering Studies	II	2nd Year	Scored
	Plumbing	II	1st & 2nd Year	Non-Scored
COMMUNITY SERVICE	Health Services Assistant	III	1st & 2nd Year	Scored
HOSPITALITY	Hospitality	II	1st & 2nd Year	Non-Scored
HAIR & BEAUTY	Hair & Beauty	II	1st & 2nd Year	Non-Scored

2026 VET Course offered @ Lavalla

Tha availability of VET courses is dependant on timetabling, staffing and enrolment numbers.

VICTORIAN PATHWAYS CERTIFICATE

OVERVIEW

The Victorian Pathways Certificate (VPC) is designed to support students who, due to a range of academic or wellbeing challenges, may not be in a position to complete the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VCE VM).

Students are allocated to the VPC through a referral process. It is not a program students choose independently. Allocation is determined in consultation with families, wellbeing staff, and Inclusion Leaders, ensuring that the program is appropriate for the individual student's needs.

THE VPC OFFERS

- A flexible, applied learning program tailored to student needs
- Opportunities to include Certificate I VET studies
- Individualised learning plans and Structured Workplace Learning (SWL)
- The VPC is an unscored certificate and is not a VCE certificate.
- A minimum of 12 units is required for completion (16 units recommended).

AREAS OF STUDY

- Students must complete units in the following areas:
- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Students may also include:
- VET and Certificate I VET units, where appropriate.

CAREERS AND PATHWAYS

OVERVIEW

At Lavalla Catholic College, we are committed to supporting every student in planning for life beyond school. Our Careers & Pathways program is designed to empower students with the knowledge, skills, and tools to explore a wide range of career and study options—whether that leads to university, TAFE, an apprenticeship, or direct employment.

We recognise that each student's journey is unique. Through personalised advice, access to resources, and structured programs, we help students make informed decisions about their future.

EXPLORE THE LAVALLA CATHOLIC COLLEGE CAREERS WEBSITE

Our dedicated Lavalla Careers Website provides up-to-date, easy-to-access information and tools to assist students and families in navigating future pathways.

You can use the site to:

- Explore University, TAFE, and other post-school study options across Australia
- Get detailed information about the VCE, VCE VM, VPC, and VET programs
- Access tools to build your resume, write job applications, and prepare for interviews
- Search for job vacancies, apprenticeship opportunities, and career expos
- Learn about industry trends and future workforce needs

LAVALLA CATHOLIC COLLEGE CAREERS WEBSITE HERE

Support Available for:

- Individual career counselling appointments
- Pathways planning sessions (Year 9–12)
- Course and subject selection guidance
- Work experience coordination and preparation
- Access to guest speakers, industry immersion, and career expos

Our Careers Office is always open to students and families.

Feel free to make an appoint via the Careers website or on SIMON under student links.

GLOSSARY

ABBREVIATION	FULL TERM	DESCRIPTION
ACARA	Australian Curriculum, Assessment and Reporting Authority	The national agency responsible for school curriculum and assessments.
ATAR	Australian Tertiary Admission Rank	A national ranking system used by universities for admissions.
GAT	General Achievement Test	A Victorian literacy and numeracy test completed by students undertaking Unit 3&4 VCE subjects.
HoD	Head of Department	The Lavalla staff member in charge of a department area (e.g. Head of English).
SAC	School Assessed Coursework	Assessment completed in Unit 3&4 subjects that counts towards a scored VCE.
SAT	School Assessed Task	Long-form assessment completed in Unit 3&4 subjects that counts towards a scored VCE.
SBAT	School Based Apprenticeship/Traineeship	A program allowing students to begin an apprenticeship or traineeship while still in school.
VCAA	Victorian Curriculum and Assessment Authority	The Victorian authority for curriculum, assessment, and VCE administration.
VCE	Victorian Certificate of Education	The senior secondary certificate completed across Years 11 and 12.
VCE VM	Victorian Certificate of Education Vocational Major	A vocational and applied learning version of the VCE for students in Years 11 and 12.
VPC	Victorian Pathways Certificate	A flexible certificate for students not yet ready to undertake the VCE or VCE VM.
VTAC	Victorian Tertiary Admissions Centre	The centralised service managing applications to tertiary courses in Victoria.

FREQUENTLY ASKED QUESTIONS (FAQS)

SUBJECT SELECTION & COURSE PLANNING

Q: How many subjects do I need to choose for Year 10?

A: Students must select one subject from each of Category A, B, and C, plus four additional electives from any category.

Q: Can I study a VCE Unit 1 & 2 subject in Year 10?

A: Yes, eligible students can apply to accelerate into a VCE subject. Approval is based on academic readiness and other criteria outlined in the application form.

Q: What is the difference between VCE and VCE Vocational Major (VM)?

A: VCE is an academic pathway leading to university and other study options. VCE VM focuses on applied learning and is designed for students interested in vocational pathways, including TAFE, employment, and apprenticeships.

Q: How do I know which pathway is right for me—VCE, VCE VM, or VPC?

A: Pathway decisions are made in consultation with teachers, families, and Inclusion or Pathways staff. Each program suits different learning styles and future goals. It is important for families to attend the annual Pathway Expo and Subject Selection Evening for most up to date information.

VOCATIONAL EDUCATION (VET) & APPRENTICESHIPS

Q: Can I do a VET subject while still at school?

A: Yes. VET subjects are available to students in VCE, VCE VM, and VPC pathways. They provide industry-recognised qualifications and practical experience.It is recommened that student accelerating in VET in Year 10 do a onsite VET.

Q: What is an SBAT (School-Based Apprenticeship or Traineeship)?

A: An SBAT lets you start an apprenticeship or traineeship while completing your school studies. It includes part-time work, training, and school-based learning.

CAREERS & FUTURE PATHWAYS

Q: Where can I get help with choosing subjects or planning my career?

A: Attend the Lavalla Catholic College Pathway Expo and Subject Evening Visit the Careers Office or explore the Lavalla Careers Website. Careers staff are available for one-on-one guidance and pathway planning.

Q: Will my VET or VCE VM studies still allow me to go to university?

A: Yes—some university pathways are accessible through VCE VM or VET, especially with further TAFE or bridging programs. Speak with careers staff for personalised advice.

Q: What if I'm unsure about what I want to do after school?

A: That's normal! Use Years 9 and 10 to explore different subjects and talk to teachers, careers advisors, and family members. You'll get support every step of the way.