



**Sydney  
Secondary  
College**  
Blackwattle Bay

# SUPPORT UNIT SENIOR COURSE GUIDE 2024-2025



QUALITY



OPPORTUNITY



DIVERSITY

Sydney Secondary College provides excellent public education based on quality, opportunity and diversity. Our expectations are that students participate productively in learning, act responsibly and safely and contribute positively to our community.

Sydney Secondary College is a multi-campus structure, where students receive their Year 7 to 10 education at the Balmain or Leichhardt campuses then move to Blackwattle Bay for Years 11 and 12. Students from Balmain and Leichhardt have priority placement in Year 11 at Blackwattle Bay and any remaining positions are filled by students applying for a position via the application process.

**Students of Sydney Secondary College will:**

- Respect yourselves, others and the community
- Act responsibly
- Participate productively in learning

**At the end of their secondary education our goal is for students from Sydney Secondary College to be:**

- Successful lifelong learners
- Positive participants in a changing society
- Resilient, responsible and independent people
- Respectful of diversity and advocates of social justice
- Good communicators, creative thinkers



The course descriptions are intended as a guide to help students select their subjects. Classes can only be formed where sufficient students select the particular course.

The fact that a course is listed is not a commitment to run the course in a particular year.



## PRINCIPAL'S MESSAGE

Sydney Secondary College provides excellent public education based on quality, opportunity and diversity. As the senior campus of the college, Blackwattle Bay provides for students in Years 11 and 12.

Blackwattle Bay Campus is a vibrant, culturally diverse school. All students are encouraged to achieve their personal best in an environment that provides academic challenges and exciting artistic, cultural and sporting opportunities. High expectations of students are held by staff, parents and students themselves. To assist students in achieving their personal best, a strongly supportive culture exists.

Features of this culture include:

- Mature relationships based on mutual respect
- Clearly communicated and modelled expectations
- Effective transition and induction programs
- A structured mentor program providing each student with a teacher mentor
- Strong formal and informal feedback systems for learners
- Three Year Advisers per cohort
- Tutorial assistance and learning support
- Opportunities to participate in enrichment, service and social justice initiatives

Since the formation of the college in 2002 Sydney Secondary College students have excelled in Year 12 examinations in a wide variety of curriculum areas. Blackwattle Bay Campus provides students with the widest possible curriculum choice, including a range of academically challenging Year 12 subjects, specialist VET subjects and access to TAFE and EVET courses. Students may choose from a wide range of traditional academic subjects, Vocational Education frameworks, NESAs Endorsed subjects or TAFE courses.

The campus includes a Support Unit which caters for students with physical and intellectual disabilities and autism. It also supports the integration of students with disabilities in mainstream classes. We believe that the diversity of our student body is one of the strengths of Blackwattle Bay Campus.

Student leadership is an important feature of our school. The Ambassador and SRC Program offer a range of opportunities for students to gain valuable leadership skills which will enhance their social and career development. Blackwattle students are encouraged to be responsible, respectful and productive members of our society capable of high achievement through individual effort and persistence.

I am very proud of our school's achievements. We are committed to providing our students with the best possible educational experiences to prepare them for a successful and fulfilling future.

Leiza Lewis  
Principal

# Welcome to the Support Unit at Blackwattle Bay Campus

We are very excited to welcome you to Year 11 at Sydney Secondary College Blackwattle Bay Campus. Our beautiful, purpose-built facilities are located close to Ferry Road overlooking Blackwattle Bay.

Our Support Unit caters for students with mild and moderate intellectual disabilities and students with autism. The total numbers of students starting Year 11 at the school is approximately 400, with about 26 students in the Support Unit. We make it a priority to make our Support Unit students feel part of the whole school and create many opportunities for inclusion.

## Curriculum

All students in the Support Unit will study 3 core subjects over 2 years. The core subjects are:

- English Life Skills
- Work & the Community Life Skills
- Personal Development, Health and Physical Education Life Skills (PDHPE)

Students will also study 3 or 4 elective subjects. These can be selected from:

- Food Technology Life Skills
- Visual Arts Life Skills
- History Life Skills
- Investigating Science Life Skills
- Entertainment and Music Life Skills
- Geography Life Skills
- Mathematics Life Skills

*\*Please note that some of these elective subjects may not be available due to enough student interest, timetabling and teacher availability.*

Students and parents/carers will develop an individualised study pattern in consultation with Support Unit teachers. This will include Work Experience for one day each week with the possibility to include TAFE in Year 12.

## Work Experience

It is essential that all students are well prepared to enter the workforce once they finish their studies at Blackwattle Bay Campus. To help students decide on a career path and learn work related skills, all students will participate in work experience during the two years they are at the senior campus. The work experience placements will be selected to meet the needs of individual students.



## STUDENT WELL BEING

Sydney Secondary College has a common student wellbeing structure across the three campuses. Students, parents and staff have worked together to develop the college's statement of purpose, values, expectations, exit outcomes and behaviour management procedures.

As part of the Wellbeing program, Blackwattle Bay Campus has a number of special event days where staff and students relax and engage in collaborative activities to strengthen staff-student relationships. These days include Diversity Day, Splendour@the Bay & Wear it Purple Day. They are mandatory school days.

## MENTORING

All students at Blackwattle Bay Campus participate in the Campus Mentoring Program. Mentoring is a two-way partnership which may encompass coaching, role modelling, supporting, appraising and encouraging. Students are allocated a Mentor Teacher for the two years, and they meet with their group once a fortnight. All students are invited to join the Mentoring online platform to access regular updates on study skills and wellbeing support.

Mentors also assist students in organising their study habits and offer advice on how to balance schoolwork, family life and social events. Mentors encourage students to develop responsibility for their own learning. It is important that a respectful and positive relationship develops between each student and their Mentor Teacher.

Blackwattle Bay Campus uses the services of Elevate Education in delivering a series of workshops to students over the two years at the campus.

## LETTERS OF COMMENDATION

An important part of the school's wellbeing system is the issue of commendation letters. Students are encouraged to use these letters in their personal portfolio as they document many aspects of student progress towards graduation.

Commendation letters are issued to students for:

- Academic achievement
- Exemplary participation in school activities
- Consistent application to senior studies
- Citizenship
- Outstanding contribution to sport

## YEAR 11 REPORTING AND COMMITMENT TO LEARNING

Commitment to Learning Statements are prepared once during Term 1 to provide feedback to parents and students of the transition of students to senior studies. The school will use the data from these statements to identify students who may need additional support in their learning. Parents and students will be invited to interview to discuss strategies leading to increased commitment and learning. Detailed course reports are available at the end of Semester 1 and the conclusion of the Year 11 academic year. Parent Teacher interviews will be organised after these reports are published in the Parent Portal. Parent Teacher Interviews are booked via the Parent Portal.

## GOLDEN TICKET

Positive Behaviours for Learning (PBL) is embedded into the school's wellbeing structures. Students can gain Golden Cards for improvements in their attitude and response to learning. Teachers award these cards on a regular basis and students go into a fortnightly draw for rewards.

## COLLEGE LEARNING PLAN

Sydney Secondary College implemented the College Learning Plan in 2021. This plan will support all students to reflect on their academic progress and set goals in response to their academic reports. All students will be involved in the process which involves a guided reflection of their report and a coaching session with a teacher. The goals set by students and the strategies formulated through this process will be recorded in the student's individual College Learning Plan. This process will occur concurrently with the distribution of academic reports at two points per year.

## ATTENDANCE

It is expected that all students attend school regularly and are present for all classes. The school believes that, as senior students, Blackwattle Bay students need to take responsibility for their own learning. There are, however, procedures in place to assist students who are unable to monitor their own attendance.

If a student is late to school or absent, they should bring a note of explanation. They will swipe in at Student Administration and receive a Late Pass to take to class.

All students who have study periods in the morning need to swipe in at Attendance Kiosks before 10am. Similarly, students who have study periods at the end of the day need to swipe out at Attendance Kiosks before departure. If students do not follow these procedures, they will be noted as truants. Deputy Principals monitor attendance closely and provide support when required.

All absences and leave passes are recorded in the Sentral Welfare system. Parents are provided with a code to access the Parent Portal to monitor their child's attendance. Whole school attendance and attendance in all courses are reported on Academic Reports.

## UNIFORM

The Sydney Secondary College and Blackwattle Bay Campus communities, which include students, parents and staff members, have agreed that Blackwattle Bay Campus will have a school uniform.

- Pickles School Wear is our school uniform provider. On Enrolment Night they will be available for sizing and ordering. After this event ordering can either be done at their outlet in Marrickville or online at [www.picklesschoolwear.com](http://www.picklesschoolwear.com). Visit their website to check for opening hours.
- Students are expected to wear full school uniform every day. There are a number of components to cater for both summer and winter seasons.

# Introducing our students



My name is Ruby. I went to Leichhardt Junior Campus. I am now in Year 12 at Blackwattle Bay. I study English, PDHPE, Work & Community, Entertainment, Food Technology and History. My favorite subject is Food Tech. I enjoy the prac lesson when we make food. I have made some dishes at home. I also really like Entertainment, learning how the backstage works and how a show runs. I go to TAFE every Tuesday to study Baking.

For work experience I have been to the German Deli Cafe, Thread Together, Loaves & Fishes and this term I am at Birdsville. It is good to learn what happens behind the counter at a cafe and I enjoyed making food hampers.

My advice for Year 10's is don't commit too hard to begin with, you can take things at your own pace. I like that we have our own area so you can go to mainstream or if you want to chill out we can stay in the Support Unit area.

My name is Jimmy. I went to Balmain Campus. I study Mainstream Maths, English PDHPE, Work & Community and HSIE. My favourite subject is maths. I love solving the basics with calculations. The equations are interesting It can be challenging being in mainstream. I like learning about the different cultures in HSIE.

I have completed 4 different work experiences. Loaves & Fishes, Galuzzos Fruit & Veg shop, Thread Together and Parisi fruit shop.

Year 10's, you are young adults now. You need to pay attention to the teachers. Work experience is good but remember to bring money if you want to buy something from the cafe. Blackwattle Campus is spacious, plenty of subjects and much more friendly.



My name is Coen. I went to Leichhardt. I study English, Work & Community, PHDPE, Food Tech, Entertainment and History. My favourite subjects are PDHPE, Food Tech & Entertainment. Sport is fun, it keeps me active. We have learnt to play basketball, tennis, boccia and cycling. We also entered a boccia competition with other high schools from the region. We even came 3rd place which was really exciting! In Food Tech I've learnt about kitchen hygiene and what needs to be done before you even start cooking. We have made a lot of meals & cakes. The Anzac biscuits were really tasty. In Entertainment we have our own podcast and I do the filming for it.

I am also doing a baking course at TAFE. You get to eat what you make. I am working at Loaves & Fishes. Before that I was at a cafe, cleaning tables, stacking drinks in the fridges. This was a good placement.

My advice for Year 10's is: you're in big years now, coming close to the end of your school days so try as hard as you can and make sure you enjoy your last 2 years.

I've made more friends at Blackwattle Bay than I did at Leichhardt. We meet up outside of school. The SLSO's are cool.

# NESA DEVELOPED LIFE SKILLS COURSES

## ENGLISH LIFE SKILLS 2 UNITS FOR EACH OF YEAR 11 AND 12

ATAR NO

### What will I be doing in this course?

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

The Stage 6 English Life Skills course adapts content from the English Studies Stage 6 course with a specific focus on:

- Communication
- Reading
- Speaking
- Writing
- Listening
- Viewing

The course objectives express the knowledge, skills and understandings that are demonstrated through the outcomes and content. These are applied within the context of the modules and selected texts across Stage 6.

Examples of **modules** which are studied could include:

- We are Australians: English in citizenship, community and cultural identity
- Telling us all about it: English and the media
- On the Road: English and the experience of travel
- Digital Worlds: English for the web
- Playing the Game: English in sport
- MiTunes and Text: English and the language of song
- Part of a Family: English and family life
- Discovery and Investigation: English and the sciences
- In the Marketplace: English and the world of business
- The Big Screen: English in filmmaking
- The Way we Were: English for exploring our past

Fee: \$50 per year



# NESA DEVELOPED LIFE SKILLS COURSES

## WORK AND THE COMMUNITY LIFE SKILLS 2 UNITS FOR EACH OF YEAR 11 AND 12

ATAR NO

### What will I be doing in this course?

The Stage 6 Work and the Community Life Skills course is designed to assist students to reach their maximum potential as active and informed members of society. The syllabus focuses on developing students' literacy and numeracy, self-determination, independence, social participation and employability skills so that they have the confidence to recognise themselves as valuable contributors to society and to know what support is available for them.

It is expected that all students enrolled in Work and the Community Life Skills course will participate in Work Experience for at least one day a week.

The successful transition of students into post-school endeavours and working life is a vital contributing factor to their long-term wellbeing, and the development of self-image and self esteem.

Fee: \$50 per year



### Course Structure:

Module	Module Description
The Future	Students gain an understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests, aspirations and general wellbeing.
Communicating at work and in the community	Students gain knowledge of communication skills that will enhance their employability, future study options and active participation in the community. Students will build their skills in computer literacy and information-gathering as they develop core skills for work.
Rights and responsibilities	Students gain knowledge of their rights and responsibilities as a student, employee and citizen and how these rights are protected. Students develop skills and confidence in self-advocacy and build knowledge and understanding of their responsibilities towards others.
Problem-solving at work and in the community	Students learn how to advocate for themselves and learn how to manage difficult situations across different settings. They will gain skills in safe work and travel practices; how to be organised and how to manage themselves and their time effectively. Students will learn to manage their finances and to develop an understanding of financial matters relating to their future.
Work experience and community-based learning	Students are empowered in their planning for post-school life by experiencing 'real world' learning opportunities in workplace and community environments.
Ready for the future	This module informs, empowers and encourages students to take an active role in planning for their own future. This will include preparing a resume, developing interview techniques and developing a transition plan.



# NESA DEVELOPED LIFE SKILLS COURSES

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION LIFE SKILLS (PDHPE) 2 UNITS IN EACH OF YEAR 11 AND 12

ATAR NO

### What will I be doing in this course?

The Stage 6 Personal Development, Health and Physical Education Life Skills course aims to develop in students the values and attitudes, knowledge, understanding and skills that will enable them to lead healthy, active and productive lives. Students will be doing a combination of practical lessons (focusing on developing strength and endurance) and theory lessons (following the Life Ready curriculum).

#### Practical Lessons

Examples of activities include:

- Team sports such as Soccer, basketball, football
- Weight training at gym
- Skill training
- Bike riding
- Kayaking

#### Life Ready

Life ready aims to help prepare senior students to:

- Confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community
- Lead healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others

Fee: \$50 per year

Module	Topics
Module 1 Safe Travel	<ul style="list-style-type: none"> <li>■ Travelling locally and overseas</li> <li>■ Safe road use to protect each other</li> </ul>
Module 2 Looking after yourself	<ul style="list-style-type: none"> <li>■ Understands relationship between diet, physical activity and health</li> <li>■ Identifies appropriate sources to provide advice on nutrition or lifestyle issues</li> </ul>
Module 3 Health and Wellbeing	<ul style="list-style-type: none"> <li>■ Developing self-efficacy and mental fitness</li> <li>■ Support for self and others</li> </ul>
Module 4 Relationships	<ul style="list-style-type: none"> <li>■ Developing and maintaining respectful relationships</li> <li>■ Promoting safety, equality and respect in relationships</li> </ul>
Module 5 Drugs & Alcohol	<ul style="list-style-type: none"> <li>■ Making safe and responsible choices</li> <li>■ Drugs and Alcohol in different contexts</li> </ul>
Module 6 Sexuality and Sexual Health	<ul style="list-style-type: none"> <li>■ Safe and ethical behaviour</li> <li>■ Building health literacy</li> </ul>
Module 7 Independence	<ul style="list-style-type: none"> <li>■ Building self-concepts and independence</li> <li>■ Preparing for participation in community, education, and employment</li> </ul>



# Fun @ Blackwattle Bay

There are many engaging and exciting events held at Blackwattle Bay and in the community where students can learn beyond the classroom. Such as...



**Bike riding**



**Diversity Day**



**College Athletics Day**





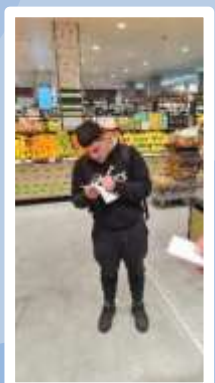
**Social Fridays**



**Excursions**



**Year 12 Graduation and Formal**





**Boccia Competition**



**Rock climbing**

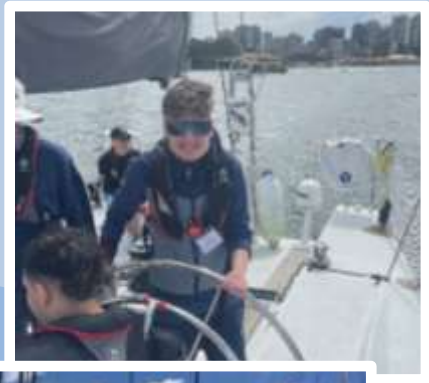


**Ten Pin Bowling**



**Splendour @ The Bay**





Sailing on the Harbour



Support Unit Luncheon



# NESA DEVELOPED LIFE SKILLS COURSES

## FOOD TECHNOLOGY LIFE SKILLS 2 UNITS FOR EACH OF YEAR 11 AND 12

ATAR NO

### What will I be doing in this course?

This course provides opportunities for students to engage in a design process through the development of food products in a variety of settings. Practical skills are developed through the care and safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.

### The main topics are:

- Students will develop knowledge and understanding of the properties and characteristics of food for a range of applications.
- Students will develop an understanding of the nature of food, nutrition and the relationship of food to health
- Students will develop skills in the selection and use of food, equipment and techniques to produce a variety of food items

### Students will:

- Develop knowledge and understanding of a design process
- Develop knowledge and skills in a range of technologies for a variety of purposes and in the production of a design project
- Develop knowledge and understanding of the properties and characteristics of a food for a range of applications
- Develop an understanding of the nature of food, nutrition and the relationship of food to health
- Develop skills in the selection and use of food, equipment and techniques to produce a variety of food items
- Develop an appreciation of the significant role of food in society

Fee: \$120 per year



# NESA DEVELOPED LIFE SKILLS COURSES

## VISUAL ARTS LIFE SKILLS 2 UNITS FOR EACH OF YEAR 11 AND 12

ATAR NO

### What will I be doing in this course?

The Stage 6 Visual Arts Life Skills course provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks.

Students develop sensory, tactile, manipulative and technical skills through artmaking whilst recognising the importance of how meaning is represented in their own artworks as well as the works of other artists. Study of this Life Skills course contributes to students' appreciation of Visual Arts, their quality and enjoyment of life, and assists them to prepare for various post-school opportunities.



Mediums explored:	Materials used:
<ul style="list-style-type: none"> <li>■ Drawing</li> <li>■ Painting</li> <li>■ Mixed media</li> <li>■ Collage</li> <li>■ Print making</li> <li>■ Photography - analogue and digital</li> <li>■ Marbling</li> <li>■ Shibori</li> </ul>	<ul style="list-style-type: none"> <li>■ Graphite pencils</li> <li>■ Watercolour pencils</li> <li>■ Acrylic paint</li> <li>■ Gouache</li> <li>■ Watercolour</li> <li>■ Printing materials</li> <li>■ Photography materials</li> <li>■ Dyes</li> <li>■ Fabrics</li> </ul>

### Examples of units of work studied include:

Module	Mediums
Cityscapes	Mixed media and printmaking
Exploring Abstraction	Mixed media and collage
Portraiture	Drawing and printmaking
Exploring Visual Design	An exploration of traditional arts, crafts and design techniques and processes
The Local Environment	Digital photography

Fee: \$120 per year



# NESA DEVELOPED LIFE SKILLS COURSES

## INVESTIGATING SCIENCE LIFE SKILLS 2 UNITS FOR EACH OF YEAR 11 AND 12

ATAR NO

### What will I be doing in this course?

This course focuses on developing the knowledge, understanding and skills of scientific processes. Students will engage in scientific inquiry to make observations, ask questions, gather data and draw conclusions about the world around them. They explore the relationship between science and technology and how science can be used to human progress and development.

Students will develop skills in problem-solving and communication of ideas and information, as well as understanding the role of science in our world.

The course provides flexibility to develop programs appropriate to the needs, strengths, goals, interests and prior learning of students.

Fee: \$80 per year

### Course Structure:

The course is organised into four modules:

Module	Inquiry Questions
1. Cause and Effect	<ul style="list-style-type: none"> <li>Q. What types of observations do people make in their everyday lives?</li> <li>Q. How are observations made in a scientific investigation?</li> <li>Q. How do we know the observations from scientific investigations are accurate?</li> <li>Q. How do results from a scientific investigation instigate further scientific investigations?</li> </ul>
2. Scientific Models	<ul style="list-style-type: none"> <li>Q. Why do scientists develop models?</li> <li>Q. How can a model be constructed to simplify how a scientific concept is understood?</li> </ul>
3. Science and Technology	<ul style="list-style-type: none"> <li>Q. What initiates a scientific investigation?</li> <li>Q. How can an investigation be designed so that it is a fair test?</li> <li>Q. How are scientific ideas communicated?</li> <li>Q. How are technologies used in scientific investigations?</li> <li>Q. Why develop new technologies?</li> </ul>
4. Science and Society	<ul style="list-style-type: none"> <li>Q. What are some myths or commonly held ideas about the world that need to be scientifically tested?</li> <li>Q. How can a myth or commonly held idea be tested?</li> <li>Q. How can scientific discoveries be used for human progress and development?</li> <li>Q. How is scientific research influenced?</li> <li>Q. Do all scientific investigations have to be carried out ethically?</li> </ul>





# NESA DEVELOPED LIFE SKILLS COURSES

## HISTORY LIFE SKILLS

ATAR NO

### 2 UNITS FOR EACH OF YEAR 11 AND 12

#### What will I be doing in this course?

The History Life Skills course consists of elements from the Stage 6 Modern History Life Skills and the Stage 6 Ancient History Life Skills. The course provides students with opportunities to participate in historical investigations to develop their knowledge, understanding and skills of historical inquiry. Study of this course should contribute to students' skills in locating, selecting, organising, planning and presenting information within an historical context.

The Stage 6 Modern History Life Skills course provides opportunities for students to explore the forces that have shaped the modern world. Students are provided with opportunities to explore key events, developments, movements, individuals and groups of the recent past to develop an understanding of how these have affected our world.

The Ancient History Life Skills Stage 6 Syllabus aligns with the rationale, aim, objectives and outcomes of the Ancient History Stage 6 Syllabus. The Life Skills content has been developed from the Ancient History syllabus to provide opportunities for integrated course delivery.

#### Historical Concepts and Skills

The following are elements of the course and their relationship.

Historical Concepts	Skills
<ul style="list-style-type: none"> <li>■ Historical Investigation</li> <li>■ The Shaping of the Modern World</li> <li>■ Change in the Modern World</li> <li>■ National Studies</li> <li>■ Power and Authority in the Modern World</li> <li>■ Investigating Modern History</li> <li>■ Ancient Societies</li> <li>■ Personalities in their Times</li> </ul>	<ul style="list-style-type: none"> <li>■ Causation</li> <li>■ Continuity and change</li> <li>■ Perspectives</li> <li>■ Significance</li> <li>■ Contestability</li> <li>■ Analyse and use of resources</li> <li>■ Historical interpretation</li> <li>■ Historical investigation and reason</li> <li>■ Explanation and communication</li> </ul>



# NESA DEVELOPED LIFE SKILLS COURSES

## GEOGRAPHY LIFE SKILLS

ATAR NO

### 2 UNITS FOR EACH OF YEAR 11 AND 12

**Course description:** This course provides students with opportunities to develop knowledge and understanding about the characteristics and distribution of a range of environments. Students learn about the relationships between geographical processes, human activity and environments, and learn to use geographical tools and investigate and communicate geographically.

Module 1 Environments in Australia	Module 2 Landforms in Australia and the world
<ul style="list-style-type: none"> <li>■ Recognising elements of environments</li> <li>■ Exploring features of a variety of environments</li> <li>■ Locations of physical environments in Australia: including flora and fauna</li> <li>■ Coasts</li> <li>■ Coral reefs</li> <li>■ Deserts</li> <li>■ Grasslands and Woodlands</li> <li>■ Wetlands</li> <li>■ Forests</li> <li>■ Remnant Ecosystems</li> <li>■ Alpine</li> <li>■ Marine zones</li> <li>■ Mangroves</li> <li>■ Ecosystems at risk</li> <li>■ Climate change and global warming</li> </ul>	<ul style="list-style-type: none"> <li>■ Introduction to Landforms</li> <li>■ What makes our planet have such diverse landforms?</li> <li>■ Weathering</li> <li>■ Erosion</li> <li>■ Extreme Weather</li> <li>■ Floods, wildfires, droughts, cyclones</li> <li>■ Landforms</li> <li>■ Tectonics- processes and landforms</li> <li>■ Volcano's</li> <li>■ Glaciers- processes and landforms</li> <li>■ Coastal Processes and landforms</li> <li>■ Population and habitat change for wildlife</li> <li>■ Population movements due to climate change</li> <li>■ Extreme weather events</li> </ul>



# NESA DEVELOPED LIFE SKILLS COURSES

## MATHEMATICS LIFE SKILLS 2 UNITS FOR EACH OF YEAR 11 AND 12

ATAR NO

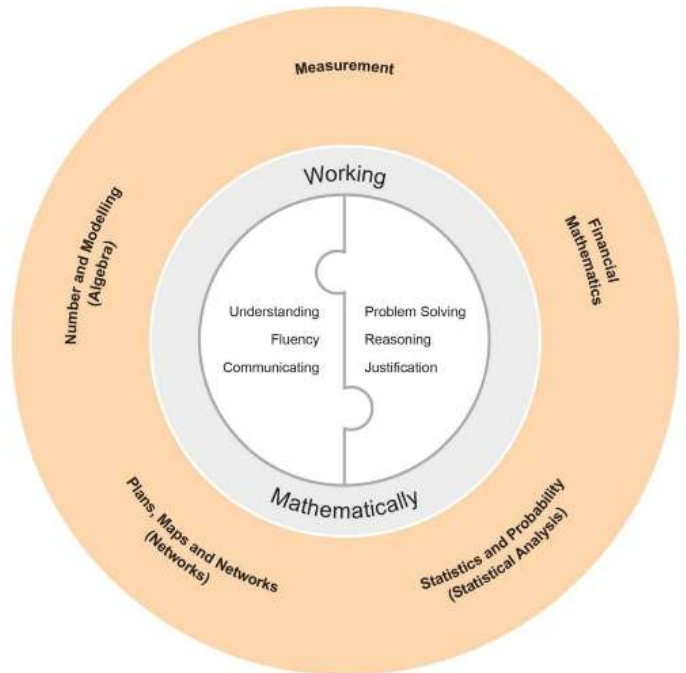
For students in the Support Unit, Mathematics is embedded across all core subjects. If you have a keen interest and are skilled in mathematics and would like to study it as a whole subject, this elective could interest you.

### What will I be doing in this course?

The Stage 6 Mathematics Life Skills course focuses on developing fundamental mathematics skills for life and applying these effectively in meaningful contexts. Students engage with number to develop number sense and basic numeracy skills, which they can use to solve problems in a range of contexts. The course allows students to further develop and apply their knowledge, skills and understanding in real life situations, further increasing the relevance of the course for students in everyday and post-school life.

### The main topics are:

- Numeration
- Space
- Operations
- Money
- Time
- Measurement



### Course Structure:

The course is organised in topics, with the topics divided into subtopics.

Topics	Subtopics
Number and Modelling (Algebra)	MLS-N1 Review of Number Properties MLS-N2 Mathematical Modelling
Measurement	MLS-M1 Everyday Measurement MLS-M2 Measuring Two-Dimensional and Three-Dimensional Shapes
Financial Mathematics	MLS-F1 Decimals, Percentages and Money MLS-F2 Earning Money MLS-F3 Spending Money
Statistics and Probability (Statistical Analysis)	MLS-S1 Statistics MLS-S2 Probability
Plans, Maps and Networks (Networks)	MLS-P1 Using Plans, Maps and Networks



# NESA DEVELOPED LIFE SKILLS COURSES

## ENTERTAINMENT AND MUSIC 2 UNITS FOR EACH OF YEAR 11 AND 12

ATAR NO

### What will I be doing in this course?

The Stage 6 Entertainment and Music Life Skills course is a combination of courses from the Creative Arts Outcomes. The Entertainment component introduces students to the world of theatre, performance, lighting, and sounds. Students learn the behind-the-scenes elements to a production and develop their own podcast which is filmed and produced. The musical component allows students to explore musical concepts, learn how to play instruments and to create electronic music using technology. The combination of these courses provides students with an opportunity to explore their creativity and learn about an exciting and evolving industry.

### The Entertainment component focuses on:

- Learning about Work, health and safety in the entertainment industry
- Operating basic lighting and using lighting effects including special effects
- Creating a podcast including content, setup, filming, production, audio, lighting
- Developing teamwork skills and communication to complete individual and group tasks
- Setting up lighting and production at small and large school events

### The Music component focuses on:

- Developing an understanding and appreciation of musical knowledge, skills and understanding
- Creating electronic music using technology, mix musical sounds using iPads apps to create theme music for different genres
- Students learn how to play musical instruments such as guitar (electronic and acoustic), piano and drums
- Performing music individually and as part of a group in informal and formal situations

Fee: \$80 per year





# Work Experience



Work Experience is a key component in the Work & Community Course. It provides students with on the job training, allowing them to actively participate in a practical learning environment. Students will attend one day a week for both year 11 and year 12.

Throughout the year, students will attend several different work placements. Students are exposed to a variety of social settings and working environments. This helps to identify interests, personal strengths and help set future goals.

A significant focus of the Work Experience Program is on travel training. The majority of students meet at Central Station and then travel onto their placements. It is wonderful to see so many students gaining confidence and skills to become independent travellers so quickly.

Our school works with a large range of organisations and endeavours to match student interests with their business e.g. if a student is interested in baking they could go to a café or kitchen. The types of businesses we work with include cafes, bakeries, charities, retail shops, printers, gardeners, supermarkets, factories, vets, fashion stores, tourist attractions.



# What do some of our students think about their Work Experience?



How to be flexible, quick and proficient

I thought I wanted to work in a café, but now I've tried it I know I don't want to do that

I really like cooking and want to do a TAFE course in baking

I'm good at making smoothies and they are healthy

Admiration for people who can multi-task

I don't like sweeping up

All the different elements of hospitality

To ask questions if you don't understand

Communication has been the most important skill

Learning from watching my supervisor

I actually enjoy washing up

Now I know how to catch the bus, I go out and meet my friends at the weekend

Satisfaction at getting the job done well

We learn a lot about Health & Safety in the work place

I like to be working in a group, not by myself

I can travel from home to the company on my own

# Work Experience FAQs



## Students learn to:

- identify and describe expectations, routines and entitlements for work experience
- show professional conduct and appropriate interpersonal skills in the workplace
- demonstrate safe work practices
- communicate effectively in the workplace
- travel independently to a variety of locations
- set goals and use strategies that promote independence
- seek opportunities to take initiative
- use technology appropriately to facilitate communication
- recognise and apply social and ethical protocols and practices when using technology
- investigate the concept of changing working conditions or employment
- reflect on what they learn about

## Q. Is Work Experience compulsory and part of the HSC?

A. Yes. Work Experience is part of the Work and Community Life Skills course, which is compulsory for all students in the Support Unit.

## Q. Which day of the week is Work Experience and is it every week?

A. Work Experience is on Wednesdays, and it is every week for the whole year, except for the first week of each term.

## Q. How long do I stay at the same work experience for?

A. Typically, you will stay at the same place for a term, however sometimes students may stay a bit longer. We encourage students to be able to travel independently to and from work experience before moving to a new place, however there are exceptions.

## Q. Do I come to school on Work Experience Days?

A. You do not come to school. You will either meet your teacher at Central Station, an arranged meeting point or you will travel directly to your work experience.

## Q. How do I get to work experience?

A. You will be supported by the teacher and/or SLSO initially and will be encouraged to learn the routes to travel independently from home.

## Q. What do I need on work experience days?

A. Charged Opal card, Charged mobile phone, correct clothing and shoes, lunch or money for food. You will not need a laptop or schoolbooks.

## Q. Do I go to Work Experience by myself or with others?

A. Initially, all of Year 11 will go together to Work Experience as a large group. As they become more confident and independent, they will move into smaller groups or by themselves.

## Q. Do the teachers ask me how I am going and get my feedback?

A. In Week 5 of every term, which is halfway, students complete a Work Experience Feedback Form online. Each student then meets 1:1 with the teacher to discuss this form and to see how extra help can be provided and what options are available for the next term.

## Q. How can I prepare for work experience in the holidays before school starts?

A. You should have a mobile phone and be familiar with how to use it. It would be valuable to learn how to travel to Central Station and back home as this is the route most often needed. Students are encouraged to download a Travel App such as TripView and practice using it.

## Q. Do I wear school uniform to work experience?

A. No, you wear smart/casual clothes, or the uniform required by the workplace. Some workplaces require certain shoes such as steel capped boots, or black top and pants.

## Q. Does the school find the work experience places or is it up to the students?

A. The school finds the placements through developing community links and finding varied placements where students will learn new skills. However, if parents of students have any connections to workplaces who would be keen to take work experience students, they are encouraged to explore and let us know.

## Q. What are some of the Work Experience places that I could be going to?

Thread Together, OfficeWorks, Loaves & Fishes, Swadlings Timber & Hardware, Birdsville Pet Supplies, Coles/IGA/Harris Farms, Vinnies/ Salvos, Walls Pharmacy, Disability Services Australia, Fighting Chance, Windgap Growability gardening, Cafe and many more.

# TAFE AND OTHER COURSES



## TAFE NSW

Towards the end of Year 11, some Support Unit students are given the opportunity to apply for a TAFE course to do in Year 12.

Students will either apply for a mainstream course (with extra support required) or an access course (a modified course with extra support and smaller class size).

Students attend an interview at the TAFE and if successful, and if the course goes ahead, they will be offered a position.

### Types of TAFE course

- EVET – TAFE courses offered at different institutions such as Taronga Zoo
- SVET – TAFE courses offered at school such as Construction and Entertainment (2 Year courses)
- TVET – TAFE courses offered at TAFE

TAFE gives you the opportunity to learn real world skills and hands on experience.

Charlie, Barista Course, Ultimo

I have really improved my digital work at Enmore TAFE. I've learnt how to use photoshop, in-design and Illustrator.

Liam, Design Fundamentals

I liked making new friends, making the food, even if it's a challenge, and eating it. I would recommend it to people who don't know how to cook or want to improve their skills.

David, Cert II Kitchen Operations

## What do some of our students think about their TAFE courses?

I have enjoyed going to Taronga Zoo every week. I have learned about the microchips to identify animals and how to care for the animals.

Mourabri, Animal Studies

Before TAFE I had never been to Randwick. Now I can travel there independently.

Adam, Screen and Media

I have really enjoyed the baking course and I like my teachers. I have learned about safety in the kitchen and have made lots of different foods like quiche, pastries, cakes and biscuits. I would like to continue the baking course after school and work towards becoming a baker.

Cameron, Baking



## TAFE AND OTHER COURSES

Below is a snapshot of the courses which some of the Support Unit students are attending in 2022. These may or may not be offered again next year, we will wait until TAFE announce their offerings.

Name of Course	Type, Location & Length of Course	Description
<b>Animal Studies (Access Course)</b> Leads to partial completion of Certificate II in Animal Studies	EVET Taronga Zoo 1 year	This is an introductory level course for those who are interested in the animal care industry. It will enable you to develop the skills and knowledge required for the care and maintenance of animals including handling, feeding, grooming, health & hygiene practices.
<b>Baking (Access Course)</b> Leads to partial completion of Certificate II in Baking	TVET Ryde TAFE 1 year	Get valuable experience working in an industry-equipped campus bakehouse, produce the sweetest of treats on a commercial scale and learn how to manage retail operations. Through theory and practical coursework, you will learn how to bake cakes, biscuits & bread; make non laminated pastry products; maintain ingredient stores; implement food safety program and procedures.
<b>Nourish at OzHarvest</b> Completion of Certificate II of Cookery	EVET OzHarvest Alexandria 6 months (2 terms)	This course is delivered by OzHarvest and TAFE NSW. Students complete the theoretical and practical training in Certificate II Cookery. Students apply for the course, attend an interview and may be selected if suitable. They will attend the course twice a week for two terms. During this time, they will also complete their certified Barista Course.
<b>Retail Services (Access Course)</b> Leads to partial completion of Certificate II in Retail Services	TVET Ultimo TAFE 1 year	This qualification provides a pathway to work in a diverse range of retail settings including retailers, supermarkets, department stores and quick services restaurants. The topics covered include: work effectively in a service environment; identify and respond to security risks; engage the customer; workplace health & safety; communicate in the workplace to support team and customer outcomes.
<b>Screen and Media – Film &amp; TV</b> - Digital media - Games Design - Journalism - Radio	TVET Randwick TAFE 1 year	These Screen & Media courses offers a range of speciality units to provide you with knowledge and hands-on experience.



# Introducing our students



My name is Vishnu. I went to Leichhardt Campus. I am in Year 11 studying English, PDHPE, Work & Community and I've chosen to study Art, Food Tech and Entertainment. I like that we eat what we cook in Food Tech. There's a bit of everything from shopping to washing up. PDHPE is good as there are a lot of different sports. We also do bike riding once a week before classes start.

Work experience is really useful. I started at Thread Together, making boxes, stacking the boxes into 5's, folding clothes in size order and putting jackets on hooks. I've just started at a cafe.

My advice for year 10 is be confident, don't think about it being hard as there is fun too. You get more respect as a year 11 student.

School finishes early on some days and on work experience day we finish by having lunch together.

My name is Beyza. I also went to Leichhardt Campus. I am in Year 11 studying English, PDHPE, Work & Community, Art, Food Tech and Entertainment. Entertainment is my favourite subject as all my dreams involve Entertainment. I want to get a job involving theatre.

For Work experience I go to Thread Together. I helped make the boxes, sorting and hanging clothes. I like going there as I find the fun in it.

My advice for year 10 is to remember to bring your laptop as you'll need it. I like that we have a puzzle table in our garden, and we can go there during recess to complete the puzzle.



My name is Antony and I went to Leichhardt Campus. I am in year 12 studying English, Work and Community and PDHPE. Visual Arts, Food Tech & HSIE.

My favourite subject is Visual Arts. I like coming up with different ideas and we work with different materials including watercolour, pastels & gloss. I have improved my kitchen skills in Food Tech.

I go to work experience at Loaves & Fishes where I sort food into hampers. I have also attended their BBQs and helped serve food to their customers. I have learnt to travel to work experience independently now.

The orientation for Year 10's is good. Get curious, get to know the whole school grounds as there are a lot of places to go.

The school has a lot of different events. Diversity day was exciting. I took part in the talent show and won some money as a prize. It is my last year at school, so I wanted to do something big to make everyone proud.



# SPORT



Sport at Blackwattle Bay Campus is focussed on students participating in positive physical activity to support their wellbeing and mental health. It is timetabled on a flexible basis where students can elect to participate in weekly activity offered in line 7 class time or at lunchtime.

Students can opt to participate in sports such as bike riding, kayaking, volleyball, indoor rock climbing and futsal. Kayaking and bike riding make use of our wonderful location on Blackwattle Bay. Lunchtime drop in sports see students playing pickleball, volleyball, badminton and basketball. These sessions are very popular with students.

A variety of NSWCHS knockout sports are entered with students playing basketball, netball, football and touch. Bligh Zone conducts a range of fun Gala Days in a range of sports where students compete against the seven schools in the inner-city and the traditional swimming, cross country and athletics carnivals.

Some words of wisdom from some of our students about the opportunities that sport provides:

*"Since I started high school, Boys' Football has always been an escape from the long and challenging school year, especially at the senior campus. Representing the College throughout my time at this Campus has been an honour. It has allowed me to be selected for the Sydney East Regional Team. It has also opened opportunities as well as being able to use this as a reference for my applications to University."*

**Gilbert Duffy Year 12 Boys Football Sydney East representative**

*"Since starting high school cross country and athletics have been a great way to get involved in school life and meet new people, as well as the honour of representing my College at Zone, Regional and State level. I really enjoy running and this provides me with an outlet to maintain a lifestyle and also to push myself to achieve a high place in each year and to improve on my personal best. As an HSC student it has helped me to stay focussed on my coursework and keep me balanced for the HSC year."*

**Jake Evans Year 12 NSWCHS/ All schools representative Cross Country and Athletics**

*"Throughout high school I have been involved in every sport possible. I was fortunate enough to be given the opportunity to be a part of the Girls Football team. It's a sport I love and it has led to many friendships both at school and beyond. I was lucky enough to be selected for Sydney East and make the NSWCHS State Championship final. Soccer has been a way to balance the stresses of senior school."*

**Riley Welsh Year 12 Sydney East Girls Football representative**

## What students say about weekly sport

### Kayaking

*"It's an awesome activity. Hard work getting up so early but definitely worth the effort!"* – **Mia Sciacca Year 12**

### Indoor rock-climbing

*"It's a great chance to challenge yourself on different climbs and the staff at U of Sydney are so friendly."* – **Ginerva Lota Year 11**

### Bike riding

*"We get to ride on great bikes, explore the local area on the harbour foreshore and work on our fitness."* – **Sorrachet Sudthawichai Year 11**

### Volleyball

*"It's so much fun playing volleyball in the hall. A chance to play competitively in a social setting."* – **Luca Morrow Year 12**

## What students say about Lunchtime drop in sport

### Pickleball

*"Lunch is so boring. It's the only chance I get to play against my mates."* – **Max Rider Year 12**

*"A welcome distraction from an intense day of hard work in class."* – **Lucia Wand Year 12**

### Badminton

*"It's so much fun to have the chance to play badminton with my friends."* – **Lucy White Tear Year 12**

### Basketball

*"There is a great 5 on 5 competition for anyone who wants to play. We attract a lot of players each week and a huge cheer squad."* – **Mamadou Faye Year 12**



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**A comprehensive, co-educational  
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selective stream**