Year 10 Course Handbook

Seymour College

Respect - Inspire - Excel

2015
The courses offered for Year 9 and 10 will be in separate course handbooks. Copies of other handbooks (Years 7 and 8, and Senior) are available from the school on request.

All learning areas will use state and national standards (AusVELS) to build their curriculum. AusVELS will bring a range of inter-related skills into the curriculum of each learning area, aiming to integrate students’ learning with skills like personal development, communication, thinking and ICT use.

In Years 7 and 8 our students follow a prescribed two-year program incorporating core academic subjects and a comprehensive exposure to specialist practical areas. In Year 9 a core and elective system operates. The design of this program provides studies in core academic areas and also allows students to choose semester-length elective units most suited to their ability, interests and aspirations. In Year 10, as shown below, there is also a core and elective program designed to allow flexibility for students to access fast-tracking into VCE subjects. Our widely-respected senior program, through our VET, VCAL and VCE streams, offers Year 11 and 12 students a breadth of academic and vocational studies.

THE YEAR 10 PROGRAM

In EACH semester, a student will study a core consisting of

- English,
- Mathematics,
- Science,
- Humanities,
- Health/PE

In addition, students will choose TWO electives per semester.

**Career Education** will be completed on a sessional basis, sometimes substituting for classes in the core and at other times as a full group for a morning or afternoon session, especially when classes are preparing for Work Experience placements.

**Subject Fees:** Some subjects have an additional fee for materials and consumables. Other subjects may also, at times, charge a small fee for additional items or activities.
At Year 10 the following selection rules relating to core and elective units must be followed:

1. **MATHEMATICS** - All students study Maths and will be allocated to units depending on their ability and likely need for Maths in their future education. Students will receive advice regarding units that are most suitable for their future schooling.

2. **LOTE STUDIES** - Students in the Enhanced and Accelerated class MUST study LOTE as part of their course, and choose a PE elective.

3. **ELECTIVE UNITS AT YEAR 10** - These are offered for ONE semester; students are to select TWO electives each semester. At least ONE unit should be selected from the ARTS or TECHNOLOGY area during the year. Elective units cannot be done twice.

4. **FAST-TRACKING TO VCE UNITS** - The elective structure allows for selected students to have an opportunity to fast track in one VCE subject in place of one of their elective choices in each semester, BUT ONLY after consultation with co-ordinators or subject teachers where approval is given.

POSSIBLE fast tracking options are listed at the bottom of this page in both the VET and VCE areas. Students must understand that, within the constraints of timetabling, not all of the fast tracking options will be possible.

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**V.C.E. Fast Tracking**

**Who?**  Students coming into Year 10 who have demonstrated sound ability in a subject area, and have completed recommended units can, with the recommendation of their current teacher in that learning area, be enrolled in a VCE unit in Year 10. The student would normally be intending to proceed to some tertiary study after completing Year 12.

**Why?**  Students who study more than four VCE Year 12 units gain an additional 10% of the study score for each additional subject studied at Year 12 level. This will improve the student’s ATAR score and enable access to a greater range of courses, maybe even their ‘most preferred’ course. A Year 10 student choosing to fast track would have access to a sixth Year 12 subject and, as a result, gain the chance of an ATAR tertiary selection score bonus.

**How?**  Students select a subject that they wish to fast track, subject to discussions with a current teacher in that area. This would be their sixth VCE subject, when completing Year 12. They would study the Year 11 matching subject during Year 10, in place of an elective block.

**Process?**  The selection sheet for students going into Year 10 contains a section where you may indicate the VCE subject for fast tracking together with an approval section for your current teacher in that learning area. Students should seek advice from their Year 10 class teachers, co-ordinators and careers counsellor, and obtain a copy of the Senior School handbook, containing information about each VCE subject. **If a Year 10 student doing a VCE Unit 1 in first semester fails to satisfactorily complete that unit, they will be withdrawn from Unit 2 in the second semester.**

These subjects are recommended as possibilities for fast tracking:

- **Humanities:** Legal Studies, Business Management
- **Science:** Biology, Psychology
- **Mathematics:** General Maths / Further Maths
- **Technology:** VET (Auto, Engineering, Building & Construction), Information Technology, Production Design & Technology
CORE STUDIES.

CORE ENGLISH UNITS

Year 10 CORE ENGLISH 1 & 2 (Semester 1 & 2)

These units are compulsory for all Year 10 students.

Learning outcomes are based on the AusVELS curriculum and students will produce a body of work which demonstrates an ability to:

- Convey meaning (spoken and written) with accuracy and appropriate use of conventions.
- Write in a variety of styles for different purposes and audiences.
- Develop research, analytical and critical skills in order to respond verbally and in writing to events and issues portrayed in the media.
- Respond verbally and in writing to literary texts: novels, short stories, films, plays and poetry.

Work Requirements:

- Writing Tasks
- Reading Tasks
- Speaking and Listening Tasks

Assessment:

Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE MATHEMATICS UNITS

All students will study CORE MATHS in Year 10. This will keep options open to study any of the VCE Mathematics units, which can then lead to tertiary studies, or to proceed to VCAL Numeracy.

PATHWAYS TO VCE MATHEMATICS

To prepare for the following VCE Mathematics units you must have completed:

Year 11:

- Required Middle School units.
- MATHS METHODS 1 & 2 Upper-level Maths at Year 10 is essential.
- GENERAL MATHS 1 & 2 Mid-level Maths at Year 10 is recommended.

Students will be placed in Core Maths units in Year 10 PRIMARILY on teacher recommendations, based on achievement testing and AusVELS standards reached in Year 9 Maths.

Year 10 CORE MATHS 1 & 2 (Semester 1 & 2)

These units are the mainstream mathematics units for Year 10 (for students intending to go on to VCE Maths Methods). Students taking these units should have completed Core Maths at Year 9.

Learning outcomes to be demonstrated, appropriate to AusVELS Level 10:


Work Requirements:

- Complete set tasks.
- Maintain a workbook containing notes and exercises.
- Complete all assessment tasks.
Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE SCIENCE UNITS

Year 10 CORE SCIENCE 1 & 2 (Semester 1 & 2)
These units involve the investigation of electric circuits, electronic devices, genetics and evolution. Students will further develop their understanding of chemical reactions. They explore the origins of the universe and develop a better understanding of the relevance of space exploration. They also reflect on the importance of maintaining biodiversity.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- Produce a well-organised and complete record of topics studied
- Demonstrate that they have participated actively and responsibly in practical activities
- Demonstrate their level of scientific knowledge and understanding under test conditions
- Competently complete a range of homework tasks and/or assignments

Assessment:
Based on the extent to which appropriate learning outcomes have been demonstrated.

CORE STUDIES IN HUMANITIES (SOSE)

Students study Humanities as a core subject in Year 10. These units cover the domains of History, Geography and Economy and Society with the learning outcomes appropriate to the AusVELS curriculum.

Year 10 core studies in Humanities 1 & 2 (Semester 1 & 2)
Australian History - 1902 – Present Day, Australia and the World Wars, Post War, Modern Wars, Modern Australia
Geography - People and the Environment
Economy and Society - Economic reasoning, globalization issues

Work Requirements:
- Complete set tasks.
- Maintain a workbook containing notes and exercises.
- Complete all assessment tasks.

Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

CORE PHYSICAL EDUCATION / HEALTH UNITS

Year 10 CORE PHYSICAL EDUCATION / HEALTH 1 & 2 (Semester 1 & 2)
These units are part of the core studies for all Year 10 students. Students who elect to study LOTE will not do these units of Heath/PE, but they MUST select one of the Health/PE elective units instead.

A variety of sports and activities will be offered each semester in Physical Education. Health Education will focus on a range of issues including drug education, sexuality, decision making and community health.

Learning outcomes to be demonstrated, appropriate to the VELS curriculum:
- Perform at a proficient skill level in practical classes
- Recognise the changing nature of relationships
• Describe community health resources available to individuals and groups in society

**Work Requirements:**
• Participate in 80% of practical classes
• Improved skill development
• Classwork and assignments

**Assessment:** To be based on attendance, participation, classwork, assignments and attitude.

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**LANGUAGES OTHER THAN ENGLISH (LOTE)**

The learning of another language takes students' thinking beyond the confines of their own culture. It has the potential to challenge all students in new ways by causing them to reconsider what has become an accepted pattern of thought by the single use of the English language. The learning of another language promotes skill development in the areas of listening, speaking, reading and writing. This is achieved through the study of the structure and function of the language. The learning of another language can also assist students’ understanding of and skills in, the use of their own mother language.

Language learning skills are also social skills. The study of other languages makes it possible to view another culture through and within its own terms of reference. This results in improved understanding of our multicultural and multilingual world.

**INDONESIAN 1 & 2 (Semester 1 & 2)**

These units are offered to those students wishing to further their Indonesian language skills, having completed Year 9 Indonesian. These units will extend their skills in the areas of listening, speaking, reading and writing and are based on more complex language structures using a variety of resources including books, cassettes, magazines, videos and other materials. These units are a pre-requisite for students wishing to study VCE Indonesian.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**
• Can express opinions about daily life
• Can participate in discussions
• Can read a page using appropriate strategies
• Can read aloud using appropriate strategies
• Can write to entertain and to express opinions
• Can demonstrate main conventions of writing

**Work requirements:**
• Complete set exercises
• Maintain a workbook containing notes and exercises
• Complete all assessment tasks

**Assessment:** Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.
ELECTIVE UNITS

Students will be asked to select 4 elective units they wish to study (2 units in Semester 1, followed by 2 units in Semester 2). You will be asked to select them in priority order on a Year 10 unit selection sheet. Remember to follow the selection rules listed earlier in this Handbook when making your selections.

CHOOSING YOUR ELECTIVE UNITS.

You must be careful when making your choices to see that they are right for you. Study the descriptions of units carefully. Discuss your choices with your parents, your teachers and the Year Level Counsellors.

CONSIDER THE FOLLOWING QUESTIONS:
(You don’t have to say yes to all of them, but you should have a positive feeling about them).

- Am I interested in the unit?
- Will it prepare me for the senior classes that I want to go on to?
- Have I checked what is required for my career choices?
- Do I need this unit for an apprenticeship, a university or TAFE course?
- Will it extend my knowledge of the subject?
- Is the unit at the right level of difficulty for me?
- Am I prepared to pay additional costs required by some units?
- Do my parents and my teachers think this is a wise choice?

Remember: CHOOSE WHAT IS BEST FOR YOU, NOT WHAT YOUR FRIENDS LIKE!!

The following is a summary of Year 10 electives which MAY run, depending on student numbers and staffing:

- The Arts - AIRBRUSHING
- The Arts - PENS AND PENCILS
- The Arts – ART
- The Arts - CERAMICS
- The Arts – PHOTOGRAPHY
- Health/PE - CHILD DEVELOPMENT
- Health/PE - SMART SPORT
- Technology - AUTOMOTIVE
- Technology - FOOD TECHNOLOGY
- Technology - ENGINEERING
- Technology - SHEETMETAL
- Technology - WOODWORK
- Technology - TEXTILES
- Technology - INFORMATION TECHNOLOGY
THE ARTS LEARNING AREA

In the Arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultures. They learn to be imaginative, explore alternative solutions, develop, practice and refine techniques, share opinions and extend the limits of the Arts. At Seymour College the following Arts Strands are offered: Graphic Communication and Visual Arts

- Students wishing to gain a broad experience in the Arts should consider units from all areas of the Arts.
- Students should note that a number of The Arts units charge a levy to help cover the costs of materials associated with the completion of the work requirements.

AIR-BRUSHING (Visual Communication - Graphics)
This unit is designed to introduce the students to the use, care and basic techniques in Air-Brushing and Markers.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
Understanding of the use, care and basic techniques in Air-Brushing and Markers including correct control, Masking techniques, Tonal control and applications, Cleaning and maintenance.

Work Requirements:
- Satisfactory completion of all given classwork and assignments.
- Research, collect information and conduct investigations relevant to topics being studied.

Assessment Based On:
Satisfactory completion of a series of classroom exercises and final folio presentation.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

PENS AND PENCILS (Visual Communication - Graphics)
This unit is designed to introduce the students to the use, care and basic techniques in a combination and variety of "Pens" and "Pencils".

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
Competent use of:
- Pens - technical ink pens, calligraphy pens.
- Pencils – grey lead pencils, colour pencils.

Work Requirements:
- Satisfactorily completion of all given classwork and assignments.
- Research, collect information and conduct investigations relevant to topics being studied.

Assessment Based On: Satisfactory completion of a series of classroom exercises and final folio presentations.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

ART
This course involves an in depth study of various techniques, media and ideas so as to produce artistic pieces of work which are highly individualistic in approach and technically competent in finish. The topics are broad enough to allow a personal interpretation. Skills and techniques of other artists are used as guidelines for personal development. Both 2D and 3D works will be attempted. Students are STRONGLY ADVISED to have completed at least one Year 9 Art unit prior to commencing this unit.

Learning outcomes appropriate to the AusVELS curriculum: (Dimensions-Creating and Making, Exploring and Responding) will be demonstrated by completion of the following Work Requirements:
- Maintaining a visual diary of sketches, idea developments and media exploration samples.
- Completing 4 worksheets on artists / studio practices.
- Completing 2 written pieces on artists.
- Complete a minimum of 4 design briefs with associated developmental work covering different studio practices.

**Assessment Based On:**
- Satisfactory completion of the work requirements
- Quality of finished work and design processes
- Organisation and focus ability.

*Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.*

### CERAMICS

Students will explore a variety of different ceramic techniques and traditions, in both functional and sculptural forms using:
- Hand building, slab and coil techniques.
- Slip casting.
- Throwing on the wheel.
- Finishing and decoration techniques with clay and glazes.

**Learning outcomes appropriate to the AusVELS curriculum (Dimensions-Creating and Making, Exploring and Responding) will be demonstrated by completion of the following Work Requirements:**
- Maintaining a visual diary of sketches and idea developments.
- Complete 2 small research projects and maintaining a glossary of ceramic terms.
- Complete a minimum of 4 design briefs in clay covering, different clay types, construction techniques and surface treatments.

**Assessment Based On:**
- Satisfactory Completion of Work Requirements.
- Focus and organisation ability.

*Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.*

### PHOTOGRAPHY

This course reinforces the work done in the Introduction to Photography unit. Students undertake work that requires the further development of specialist techniques.

*NB: It is advisable that students have completed the year 9 photography unit BEFORE attempting this unit.*

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**
- Use of a digital camera, learning more advanced settings.
- Advanced specialist computer software skills using Adobe Photoshop and third party filters
- Manipulate digital images, using a variety of detailed and comprehensive techniques

**Work Requirements:**
- Submit a folio of completed photographic work based on themes, with some developed by students.
- Complete set theory work and assignments.

**Assessment Based On:** Presentation of folio work displaying specialist techniques plus work book and a number of theory assignments.

*Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.*

### HEALTH AND PHYSICAL EDUCATION LEARNING AREA

Studies in the Health and Physical Education area promote understanding of physical activity and movement, food, nutrition, health, safety, human development and human relations. The whole concept is of a person’s well being.

Study in this area leads to two strands at VCE, Physical Education and Outdoor Education or Health
and Human Development (H&HD). These subjects are suggested for those wishing to undertake further studies in the Physical Education, Nursing, Health and Caring Professions.

CHILD DEVELOPMENT
This course relates to maternal health and the life-span stages of pre-natal development and early childhood. There is a focus on the responsibilities of parenthood, family and the importance of family. The growing community health concerns related to child dietary habits are addressed.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**
- Knowledge, skills and behaviours related to maternal health and the physical, social, emotional and intellectual development progressions from birth to childhood.
- Investigations of appropriate community services and explore the importance of personal and community actions in the promotion of health by addressing societal, genetic and environmental and lifestyle determinants.
- Identify how initiatives in science and medical technology have influenced pre-natal development.
- Investigation of growing childhood obesity concerns.

**Assessment:**
- Maintaining a folio of completed coursework and printed notes.
- Two inquiry activities
- Complete media file of six articles
- Two research projects
- Preparedness, active involvement and completion of practical activities

*Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.*

SMART SPORT
In this unit, students will be involved in the development of their own fitness levels through a range of aerobic activities. These will include circuit training, weight training and aerobics. This unit will focus on fitness assessment, and an integral part of the course will involve the theory aspect of fitness.

*Note: this is a specialized unit aimed at students preparing for VCE Physical Education*

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**
- Evaluate a range of programs and strategies designed to improve personal fitness
- Identify activities that contribute to health related fitness

**Work Requirements:**
- Active participation in 80% of classes.
- Level of skill development.
- Attitude and approach.
- Unit tests and assignments.

**Assessment Based On:** Skills work, participation, attitude and unit tests/assignments.

TECHNOLOGY LEARNING AREA
Technology Studies is an area of learning characterised by people using tools, machines, processes and various resources to produce a desired result. Seymour College offers studies in SEVEN sub-areas of Technology: Automotive, Fitting and Machining, Home Economics, Information Technology, Needlework/Textiles, Sheetmetal and Woodwork.

**SELECTION OF UNITS:**
- There are no pre-requisites.
- Students can select units from one or more sub-areas; however, most students will follow a pathway in a selected sub-area through Years 9 and 10, to assist in the preparation for VCE/VET studies.
PLEASE NOTE: Most of the units in the Technology Studies have some costs involved with them. The costs vary because of the kind and amount of materials students use. Costs are indicated at the end of the description of each unit.

AUTOMOTIVE
This unit would be suitable for all students who are interested in the basic maintenance of a motor vehicle. Areas covered will include engine dismantling, basic MIG welding and Traffic Safety Education.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- Investigation
- Design
- Production
- Evaluation

Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: A small cost may be incurred to cover the cost of consumables.

FOOD TECHNOLOGY
Students will learn the history and development of the foods Australians eat.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- An understanding of multi-cultural Australian cuisine
- Prepare food from a wide variety of countries.

Work Requirements:
- INVESTIGATION – assignment on the development of the Australian cuisine
- DESIGN – Through design briefs, prepare and present dishes from different countries and cultures.
- PRODUCTION – Use the planning already completed to produce a wide variety of foods that are typical of certain countries.
- EVALUATION – Analysis of all practical work

Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

ENGINEERING
Students will gain a wider experience in the use of hand and machine tools, as well as the lathe and drill, the milling and shaping machines will be covered. Students will work from engineering drawings and complete a number of projects and related assignments.

Note: Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- Investigation
- Design
- Production
- Evaluation

Assessment: Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

SHEETMETAL
Students at this level will work from prepared drawings and working drawings of their own design. Increased emphasis will be placed on students to plan and seek design options for
themselves. Projects include funnel, bucket, watering can, and letterbox. Students are instructed in the safe use of all tools and equipment in the workshop.

**Note:** Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**

- Investigation
- Design
- Production
- Evaluation

**Assessment:** Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.

**Note:** These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

### WOODWORK

In this unit students use a wide range of tools and equipment including power tools while designing and making projects of their choice. They will determine and select suitable timbers, use appropriate techniques and equipment to make the project with precision and safety and then assess the suitability of their finished project. Projects that could be made: kitchen tidy, spice racks, knife block, cutting boards, shoe tidy, book rack, desk organiser, small storage cabinets.

**Note:** Because this subject is conducted in a workshop, safe shoes must be worn. School shoes made from leather and in good condition are most suitable and may help to prevent serious injury.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**

- INVESTIGATING - the development of emerging materials and processes to meet project designs.
- DESIGNING - plan and select appropriate materials.
- PRODUCING - use appropriate tools and equipment to complete projects to specific standards of safety, accuracy and precision.
- EVALUATING - prepare an evaluation report that assesses the product for function, aesthetics and intended use.

**Assessment based on:**

- Demonstrated skill and knowledge via investigation, problem solving, design and productive task.
- Correct use and care of tools and equipment
- Awareness and implementation of healthy and responsible safe working practices.

**Note:** The cost of student projects is calculated prior to commencement, dependent upon the materials required for the production of the piece.

### NEEDLEWORK/TEXTILES

This unit would interest students who wish to further their Needlework and/or Textiles skills, for either recreational enjoyment, or preparation for the VCE Unit Production Design and Technology - Textiles.

This unit is designed to:

* Develop advanced skills whilst working with different fibres and fabrics to make clothing
* Explore a number of fabric decoration techniques

The use of a Computer to aid design may be an option.

**Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:**

- INVESTIGATING a range of fibres and fabrics and designs suitable for production work.
- DESIGNING through investigating the technology processes used in the production of clothing or articles.
- PRODUCING the clothing or articles using fabric decoration.
- EVALUATING all written and practical work.

**Assessment:** Based on completion of the stated work requirements and the extent to which appropriate learning outcomes have been demonstrated.
INFORMATION TECHNOLOGY
Although this Year 10 elective is offered, all students considering Information Technology as an area of study should consider studying VCE Information Technology as a fast tracking option.

Learning outcomes to be demonstrated, appropriate to the AusVELS curriculum:
- Explore a variety of ICT applications – animation, game making, movie making and web page
- Develop specialist skills in a variety of different software types to solve display problems
- Complete a project using the Steps of Information Processing
- Complete a major assignment incorporating a variety of Information Communication Technologies

Learning standards to be demonstrated, appropriate to the AusVELS curriculum:
- Visual Thinking
- Creating
- Communicating

Assessment: Based on completion of the stated work requirements and the extent to which the learning standards have been demonstrated.

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASBA)
School-based Apprenticeships may give students a head start with their working lives. Students are able to work and earn part-time, gain a nationally-accredited certificate, whilst pursuing their secondary education. ASBAs are flexible. In most instances training is completed on the job. This training is developed by industry, so the student/employee is learning the right skills for the employment environment.

Benefits for students:
- receive a nationally-accredited certificate; work locally whilst studying
- learn about the workplace in a supportive and structured program; have a look at a future career
- provides increased employment options

Students entering Year 10 who may be interested in pursuing a School-based Apprenticeship during their years of senior study should contact the school’s ASBA co-ordinator, Mr J Linton, to determine their eligibility for the program.

An ASBA enrolment also counts towards completion of both VCAL and VCE programs, as the VCAA awards credit equivalent to VCE/VCAL units.

To gain an ASBA, students must initially make contact with a prospective employer; this could involve arranging a short period of work experience as a try-out, then possibly leading into a one-day per week school-based apprenticeship. Students with an ASBA placement are expected to keep up with work missed at school on that day.

Students with steady part-time employment outside school hours can also approach their employers to investigate the possibility of using their part-time, casual employment positions as an ASBA.
The Library should be a crucial part of any student’s education. With this in mind, our school library offers the following support for our senior students:

- Independent research. Students can borrow laptops for private study and associated research
- Access to newspaper indexing service
- Comfortable work areas, for both small groups and individual study
- Venue for study nights after school
- Daily newspapers and a two year collection of the three major Vic. papers.
- Automated catalogue
- Photocopying (10c a copy) and printing facilities
- Extensive fiction collection
- Recreational magazines
- Access to relevant tertiary information guides