



Ayr State High School



Subject Handbook

Year 10 - 2025



SUCCESS:
Every Student, Every Day.

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Introduction

The Year 10 curriculum provides a link between Junior Secondary and assists student's success in Years 11 and 12. Year 10 is designed to provide students with a solid foundation for the knowledge, understanding and ways of working required for Year 11 and 12 subjects. Student achievement in Year 10 subjects provides a platform for entry into Year 11 and 12, with subjects chosen influenced by Year 10 results. This is why it is important students actively engage in the Year 10 curriculum offerings with purpose so that they can select subjects that contribute to a meaningful pathway and establish the foundations for a successful future.

This Year 10 Subject Handbook is for students and parents/carers who will complete Year 10 in 2025 and will provide important information regarding the initial phase of your senior secondary schooling including legislative requirements regarding senior secondary schooling and subject selection. Taking time to familiarise yourself with the Year 10 Subject Handbook is an important first step in planning your senior education.

Education and Training Reforms for the Future (ETRF)

Queensland legislation (*Youth Participation in Education and Training Act 2003*) requires every young Queenslanders to be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. Young people must stay at school until they finish Year 10 or turn 16, whichever comes first. After this time, young people are expected to be learning or earning. Learning means staying in education or training for a further two years, attaining a Queensland Certificate of Education, attaining a minimum Certificate III qualification or turning 17, whichever comes first. If young people are not learning then they must be earning which means working a minimum of 25 hours per week. A combination of learning and earning to a minimum of 25 hours per week will also meet legislative requirements.

Senior Education and Training (SET) Plan

The Queensland Government requires that Year 10 students complete a Senior Education and Training (SET) Plan. The purpose of the SET Plan is to assist students in structuring their senior phase of learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education. The SET Plan then helps students plan their pathway from schooling to further study or employment. The importance of this process cannot be underestimated and is crucial in aiding students to make good choices about what, where and when to study and so ensuring a foundation for success throughout the senior phase. At Ayr State High School students document their SET Plan in Term 3 Year 10 at a meeting with the student, parent/carer and the students Senior Mentor (staff member).

Year 10 Curriculum

Year 10 is a time when students make choices about post-compulsory schooling options. Students are expected to embrace the work ethic and study patterns of senior secondary education. During Year 10, students begin to think seriously about career pathways, work and study options. They begin to form understandings about their strengths, weaknesses, aptitudes, interests and abilities. The senior phase of learning is designed to meet the different needs of students and assist you in deciding on what subjects you would most like to pursue in Year 11 and 12. The information provided in this handbook will help you in making this decision. Some questions you may ask yourself now and over the next year include:

- What are my short- and long-term goals in life?
- Do I know what career I would like to have? If not, how can I keep my options open?
- Which Year 11 and 12 subjects will I need as prerequisites for any tertiary courses I am interested in?
- Do my results so far suggest that I will succeed and cope with the work load in the subjects chosen?
- Will the subjects contribute to the development of skills, knowledge and attributes useful for my future goals?

The subjects you study in Years 10, 11 and 12 will provide a bases for your career and/or study directions after you leave school.

Year 10 curriculum offered at Ayr State High School:

Students will study six (6) subjects - three Core (3) subjects and three (3) Elective subjects.

Core Subjects - these subjects are required to be studied by all students (3 x 70 minute lessons).

Elective Subjects - these subjects are chosen by students (3 x 70 minute lesson).

Core Subjects	Elective Subjects
<ul style="list-style-type: none"> ▪ English: <ul style="list-style-type: none"> • English Foundation • Introduction to Essential English • General English Preparation 	<ul style="list-style-type: none"> ▪ Design ▪ Digital Technologies ▪ Drama ▪ Economics And Business ▪ History & Civics ▪ Introduction To Hospitality ▪ Introduction To Sport & Recreation ▪ Industrial Technology and Design ▪ General Physical Education Preparation ▪ Graphics ▪ Music ▪ Visual Art
<ul style="list-style-type: none"> ▪ Mathematics: <ul style="list-style-type: none"> • Mathematics Foundation • Introduction to Essential Mathematics • General Mathematics Preparation 	
<ul style="list-style-type: none"> ▪ Science: <ul style="list-style-type: none"> • Science Foundation • Core Science • General Science Preparation 	
<ul style="list-style-type: none"> ▪ Attainment and Wellbeing Program 	

NOTE: Students need to thoroughly read the descriptions of all subject offerings before completing the subject selection form.

2025 Curriculum Offerings

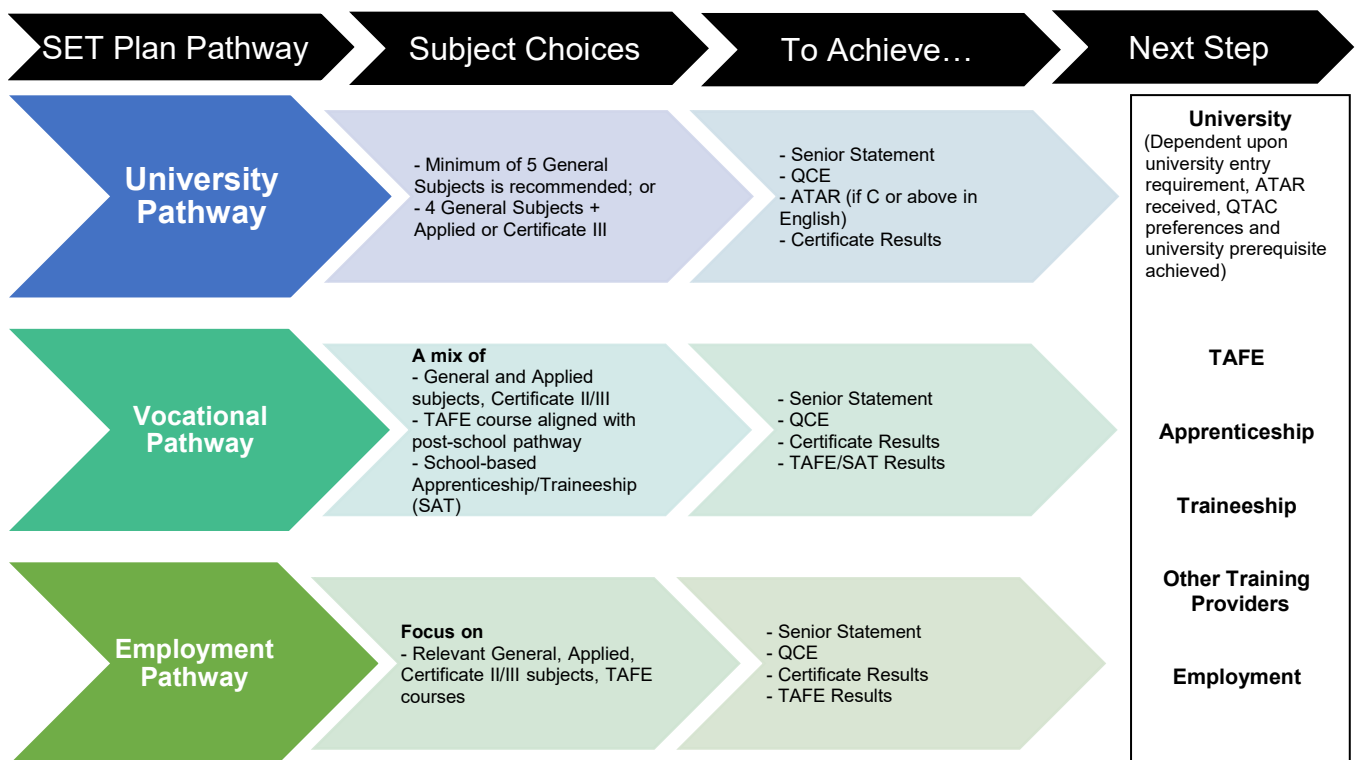
Students need to be aware of the *Curriculum Offerings* that gives a suggested progression from Year 10 to Year 12. The offerings are designed to help students examine a suggested pathway from subjects in Year 10 to final Year 11 and 12 subject choices. The information does not show all possible pathways but gives students an outline.

Students need to consider the *Recommendations for Success in Year 11/12 Subjects Guideline* which gives minimum standards of achievement that have been set by each faculty area for the successful completion of senior subjects. The school strongly recommends that students use them as minimum requirements for success in their chosen subjects.

Subjects offered in Year 11 and 12:

- **General subjects** are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies, vocational education and training or work. Each General subject may contribute up to four credits towards the QCE. Results in General subjects may contribute to a student's ATAR.
- **Applied subjects** are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Each Applied subject may contribute up to four credits towards the QCE. Results from one Applied subject may contribute to a student's ATAR when combined with four General subjects.
- **VET courses** provide pathways for students seeking further education and training, and employment-specific skills. They are nationally recognised qualifications.

Planning your Post-school Pathway at Ayr State High School



Curriculum Offerings in Year 10 -12

	Year 10 Subjects	Year 11 and 12 Subjects		
		General Subjects	Applied Subjects	VET Courses
English	<ul style="list-style-type: none"> English Foundation Introduction to Essential English General English Preparation 	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> Essential English 	
Mathematics	<ul style="list-style-type: none"> Mathematics Foundation Introduction to Essential Mathematics General Mathematics Preparation 	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	<ul style="list-style-type: none"> Essential Mathematics 	
Science	<ul style="list-style-type: none"> Science Foundation Core Science General Science Preparation 	<ul style="list-style-type: none"> Biology Chemistry Physics 		<ul style="list-style-type: none"> Certificate II in Production Horticulture <i>Certificate II in Sustainable Energy (Career Start) (TAFE)</i>
Humanities and Social Sciences	<ul style="list-style-type: none"> History & Civics 	<ul style="list-style-type: none"> Legal Studies 		
Health and Physical Education	<ul style="list-style-type: none"> General Physical Education Preparation Introduction to Sport & Recreation 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Early Childhood Studies Sport & Recreation 	<ul style="list-style-type: none"> Certificate III in Fitness (incorporating Certificate II in Sport & Recreation) Certificate III in Health Services Assistance (incorporating Certificate II in Health Support Services)
The Arts	<ul style="list-style-type: none"> Drama Music Visual Art 		<ul style="list-style-type: none"> Drama in Practice Music in Practice Visual Arts in Practice 	
Business and Technologies	<ul style="list-style-type: none"> Digital Technologies Economics & Business 	<ul style="list-style-type: none"> Accounting 	<ul style="list-style-type: none"> Information & Communication Technology Tourism 	<ul style="list-style-type: none"> <i>Certificate II in Retail Cosmetics (TAFE)</i> <i>Certificate II in Salon Assistant (TAFE)</i> Certificate II in Workplace Skills
Industrial Technology & Design	<ul style="list-style-type: none"> Design Introduction to Hospitality Industrial Technology and Design Graphics 	<ul style="list-style-type: none"> Design 	<ul style="list-style-type: none"> Industrial Graphics Skills Industrial Technology Skills 	<ul style="list-style-type: none"> Certificate II in Hospitality <i>Certificate II in Automotive Vocational Preparation (TAFE)</i> <i>Certificate II in Engineering Pathways (TAFE)</i> <i>Certificate II in Furniture Making Pathways (TAFE)</i>
Other	<ul style="list-style-type: none"> Short course in Career Education 			<ul style="list-style-type: none"> Certificate I in Basic Financial Literacy Certificate II in Skills for Work and Vocational Pathways

*Subject to Change

Recommendations for Success in Year 11/12 Subjects

These recommendations are important for Year 9 students selecting Year 10 subjects. You should choose the subjects that are required for your course of study in Year 11 and 12. Success in Year 10 will provide more study options for Year 11 and 12.

Recommendations for Success in Year 11/12 Subjects Guideline:

Year 11 & 12 Subjects	Recommended Year 10 Level of Achievement
General Subjects	
Accounting	Yr 9 and 10 Economics & Business is useful
Design	B achievement in Design/Graphics/ITD/Visual Arts and/or Digital Technologies
English	B achievement in General English Preparation
Legal Studies	B achievement in General English Preparation
Mathematics: - General Mathematics - Mathematical Methods - Specialist Mathematics	B achievement in General Mathematics Preparation or teacher recommendation
Physical Education	B achievement in General English Preparation and General Physical Education Preparation
Sciences: - Biology - Chemistry - Physics	B achievement in General Science Preparation and General Mathematics Preparation or teacher recommendation
Applied Subjects	
Drama in Practice	C achievement in Drama
Early Childhood Studies	No recommendations
Essential English	C achievement in General English Preparation or Introduction to Essential English/English Foundation
Essential Mathematics	C achievement in General Mathematics Preparation or Introduction to Essential Mathematics/Mathematics Foundation
Industrial Graphics Skills	C achievement in Graphics
Industrial Technology Skills	C achievement in Industrial Technology and Design
Information & Communication Technology	No recommendations
Music in Practice	Year 9 and 10 Music
Sport and Recreation	C achievement in General Physical Education Preparation or Introduction to Sport and Recreation
Tourism	No recommendations
Visual Arts in Practice	C achievement in Visual Art and General English Preparation or Introduction to Essential English/English Foundation
VET Courses	
Certificate II in Workplace Skills	No recommendations
Certificate II in Production Horticulture	No recommendations
Certificate II in Hospitality	Yr 9 Food and Fibre Production and Yr 10 Introduction to Hospitality
Certificate III in Fitness	Yr 10 Introduction to Sport & Recreation or General Physical Education Preparation
Certificate III in Health Services Assistance	C achievement in English and General Physical Education Preparation

School-based Apprenticeships & Traineeships (SATs)

A school-based apprenticeship is an excellent way for vocationally directed students to complete a traineeship or get a head-start on a full-time apprenticeship. A partnership exists between the student, the school, the Apprenticeship Centre, the workplace and a Registered Training Organisation to assist the student to complete the available training.

How could I benefit from a school-based apprenticeship or traineeship?

- I can work towards an industry recognised certificate as well as a Senior Statement and maybe an ATAR. I will also gain credits towards my QCE.
- I will receive training with a registered training organisation.
- I will be able to move more easily from school life into work.
- I will have a head start in the job market.
- I will gain firsthand experience in the industry.
- I will be paid for the time I spend at work.
- I can use my vocational qualification to get into tertiary education, such as diploma courses.

What do I do if I'm interested in a school-based apprenticeship or traineeship?

- Talk to people working in different jobs; find out what skills they use and where they work.
- Talk with people in your school who can help with advice, such as the SAT Co-ordinator, Deputy Principal - Senior School, Guidance Officer, Work Experience Co-ordinator, Senior Mentor.
- Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through work experience or structured work placement.

Things for you to think about if you want a school-based apprenticeship or traineeship:
You can achieve a QCE and do a school-based apprenticeship or traineeship.

- A school-based apprenticeship or traineeship requires a training agreement to be signed; this contract commits you and your employer to the apprenticeship or traineeship.
- You will be studying a vocational certificate course in addition to your school subjects - you will drop an elective subject (only study 5 subjects).
- A school-based apprenticeship or traineeship has to impact your school timetable, meaning that paid employment and possibly training will be undertaken during normal school hours. It is your responsibility to catch up on the school work missed while at work.
- You may be completing your traineeship/apprenticeship after you have finished school.
- It is important that you are very sure about your goals and career plans before signing up.
- Selecting subjects that will help you with your traineeship or apprenticeship or that you need for further study after school.
- Sometimes the work involved will require you to get to different job sites.

When and how can I apply?

You can apply through the school by visiting the SAT Co-ordinator (Mrs Buffa). You need to meet specific requirements and pre-requisites to be eligible - refer to the School-based Traineeships and Apprenticeship booklet for more information.

If you start early in Year 11, you may complete a school-based traineeship by the end of Year 12. However, if you have not finished by the end of Year 12, you must continue with your traineeship or apprenticeship until it is completed.

Work Experience

Our school is committed to the provision of work experience for students as part of their education. It is designed to assist them to develop appropriate knowledge, skills and attitudes concerning both paid and unpaid work. Industry plays a key role in developing the specific skills required in the work place. Work experience covers all industry areas and gives insight into particular career choices, but is not linked to a particular school subject. Work experience is available to students in Years 10, 11 and 12.

When and how can I apply?

Work experience will be offered to you in the Easter, June/July and September school holidays. Alternatively, students can complete work experience in the two-week period of finishing the school year (while school is still in operation for our junior students). Contact the Work Experience Officer (Mrs Patane) at the school for more information or to make arrangements.

QCE10/QCIA10

The QCE10/QCIA10 is a school-based Year 10 qualification awarded to students at the end of Year 10 on completion of a set amount of learning at a set standard. The QCE10/QCIA10 mirrors many elements of the Queensland Certificate of Education (QCE) that all students complete in Year 11 and 12. The QCE10 is designed to give students the experience of the Queensland Certificate of Education and the associated demands to better prepare for a successful Year 11 and 12.

How the QCE10 Works?

Students gain points for successful completion of learning (C standard or higher) in year 10 at specific reporting periods.

- A minimum of 20 points needs to be achieved by the end of Year 10.
- At least 12 of the 20 points need to be achieved from CORE subjects (Core subjects are subjects that have been studied for the entirety of Year 10).
- As well, literacy and numeracy success is demonstrated by passing at least 1 Term of each English and Mathematics in Year 10.

At the end of Year 10 (or early in Year 11), students who have met these criteria will be presented with a QCE10 Certificate to use in their resume.

Planning and Tracking for a QCE10

Students will use their school planner to track their QCE10 points/progress. This process provides parents/carers, staff and students with the opportunity to map the learning journey. Time will be allocated in school time to review progress and help students plan for improvement. Students will generally meet with their Senior Mentor once per term to discuss and review the learning journey.

Making a Choice

Transition into the Senior Phase of Learning begins in Year 10 and includes the two years after. Year 10 is part of Senior Secondary Schooling and is a preparation year for the senior years of 11 and 12. This sets Year 10 as an important juncture in a young person's schooling life. Year 10, 11 and 12 curriculum is set for students to obtain a Queensland Certificate of Education (QCE) by the completion of Year 12.

Subject Choices

As an overall plan, it is suggested that you choose elective subjects which:





- will help you reach your chosen career(s), or at least keep many careers open to you;
- will help you develop skills, attitudes and knowledge useful throughout your life;
- you have had success with this year or in previous years;
- you enjoy.

Thinking about Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions later.

To achieve your career goals, you need to take an active role in your career planning:

- identify your interests, likes, experiences, strengths and ambitions;
- think about the areas in which you need to work, and try to make connections between what you know and the life and career goals you want to set for yourself;
- research the industries and occupations you are interested in, including educational requirements, salary, working conditions, future outlook, and anything else that may help narrow your focus;
- compare your skills, interests, likes and dislikes with the occupations you are attracted to and look at the school subjects, qualifications and results you'll need to undertake further education and training or secure a job in that area; remember to consider the costs involved in further education and training and investigate training and work experience opportunities in your community that will enhance your employment potential.

Consider learning areas you enjoy	Industries
<p>1. Also, Ayr High has its own careers website - https://www.ayrshscareers.com/ This website can be accessed by students and parents/carers. Includes interactive career bullseyes to explore how occupations relate to school learning areas.</p>	
<p>2. The careers department is another website (https://www.thecareersdepartment.com/) that allows students to experience different industries by seeing these industries and learning from the professionals working in these areas.</p>	
<p>3. Use myfuture's interactive career bullseyes to explore how occupations relate to school learning areas. https://myfuture.edu.au/bullseyes</p> 	<p>Use myfuture's Industries to explore different industries in which you can make an impact. Read industry overviews to learn more about each industry, including top occupations and growth prospects. https://myfuture.edu.au/industries</p> 

If you require further assistance to find out more about career options, please contact the school Guidance Officer on 4790 4333.

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English helps develop the knowledge and skills needed for education, training and the workplace.

Course Outline

The English course is derived from the Australian English Curriculum. In Years 10, the teaching of English is structured around the three main strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will engage with a variety of texts, including: contemporary literature, poetry, drama, media and digital texts, for aesthetic and critical purposes.

In order to cater for the various needs of students entering the Senior School, a number of English options will be available for students entering Year 10. Students will be able to 'trial' the requirements of Years 11 and 12 English subjects whilst in Year 10 in order to make the best Year 11 subject selection they can.

Students can choose from the following English programs in Year 10:

- English Foundation
- Introduction to Essential English
- General English Preparation

Subject	Brief Outline	Target students	Eligibility for Senior English Subjects in Yr 11 and 12
English Foundation	Time and effort will be focused on the range of core English topics centred on the National Curriculum. Will incorporate the QCAA Short Course in Literacy (students will gain 1 QCE point for Yr 11/12).	Students seeking TAFE opportunities and jobs when finishing school.	<ul style="list-style-type: none"> • Essential English
Introduction to Essential English	Develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.	Students seeking TAFE opportunities, apprenticeships and jobs when finishing school.	<ul style="list-style-type: none"> • Essential English
General English Preparation	Study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers.	<ul style="list-style-type: none"> • Capable students who enjoy the challenge of English (achieving an A or B in Year 9 English). • Students bound for university. 	<ul style="list-style-type: none"> • General English • Prerequisite for all university courses.

It is important to note that all assessment items will be assessed using similar conditions to Years 11 and 12.

Course of Study:

Semester 1 - All English Subjects	
Unit	Brief Outline
Short stories	<ul style="list-style-type: none">Students read, analyse and evaluate a series of short stories. They examine the elements, structure and characteristics of short stories and create their own story.
Responding to literary texts	<ul style="list-style-type: none">Students read, analyse and evaluate a novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors.

Semester 2 - Introduction to Essential English	
Unit	Brief Outline
Poetry through Song	<ul style="list-style-type: none">Students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in lyrical poetry (songs) and consider how these elements combine to analyse social issues.
Texts and human experience	<ul style="list-style-type: none">Students read, view and analyse a variety of texts that explore issues related to overcoming adversity. The unit focuses on topics such as human struggles, achievements and qualities, how these shape representations and invite audiences to take up opinions.

Semester 2 - General English Preparation	
Unit	Brief Outline
Poetry through Song	<ul style="list-style-type: none">Students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in lyrical poetry (songs) and consider how these elements combine to analyse social issues.
Responding to a Shakespearean drama	<ul style="list-style-type: none">Students read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play.

Semester 2 - English Foundation	
Unit	Brief Outline
Short Course in Literacy	<ul style="list-style-type: none">Students will develop reading, writing and oral communication skills through a range of activities regarding personal identity and the workplace.

Senior Pathways

Currently there are two English subjects offered in Years 11 and 12: General English and Essential English. Students wishing to maximise their choices for Senior School English will need to perform well in Year 10.

Students aspiring to tertiary study require successful study in General English in Years 11 and 12. At James Cook University, all courses require General English as a pre-requisite. Most apprenticeships require successful completion of an English subject in Years 11 and 12. All jobs require fundamental English skills that can be obtained from studying Essential English in Years 11 and 12.

Assessment

Students will create a range of both written and spoken, imaginative, informative and persuasive text types. There is an emphasis on analytical and creative tasks. The importance of drafting and understanding how the task's specific language features operate according to audience and purpose will be emphasised. The range of assessments include assignments, test, and multimodal oral presentations.

More Information

Mrs Buffa, Head of Department - English and Humanities

Rationale

Success in Mathematics is important for effective participation in so many aspects of our everyday life as well as being essential for a great number of careers.

Course Outline

The Year 10 Mathematics course is derived from the Australian Mathematics Curriculum. In order to cater for the various needs of students entering the Senior School, a number of maths options will be available for students entering Year 10. Students will be able to 'trial' the requirements of Years 11 and 12 Maths subjects whilst in Year 10 in order to make the best Year 11 subject selection they can.

Students can choose from the following Mathematics programs in Year 10:

- Mathematics Foundation
- Introduction to Essential Mathematics
- General Mathematics Preparation

Subject	Brief Outline	Target students	Eligibility for Senior Maths Subjects in Yr 11 and 12
Mathematics Foundation	Time and effort will be focused on the range of core mathematics topics centred on the National Curriculum. Will incorporate the QCAA Short Course in Numeracy (students will gain 1 QCE point for Yr 11/12).	Students seeking TAFE opportunities and jobs when finishing school.	<ul style="list-style-type: none"> • Essential Mathematics
Introduction to Essential Mathematics	Time and effort will be focused on the range of topics centred on applied mathematics in the National Curriculum (eg finance, scaling/mapping, trigonometry).	Students seeking TAFE opportunities, apprenticeships and jobs when finishing school.	<ul style="list-style-type: none"> • Essential Mathematics
General Mathematics Preparation	The more complex topics of the National Curriculum centred on algebra, geometry, and trigonometry will be emphasised.	<ul style="list-style-type: none"> • Capable students who enjoy the challenge of Maths (achieving an A or B in Year 9 Maths). • Students bound for university. 	<ul style="list-style-type: none"> • General Mathematics • Mathematical Methods • Specialist Mathematics

It is important to note that all assessment items will be assessed using similar conditions to Years 11 and 12.

Senior Pathways

There are a number of Maths subjects offered in Years 11 and 12 and all students need to select a Maths subject that they will be successful in. Students aspiring to some university careers require successful study in Mathematical Methods/General Mathematics in Years 11 and 12. Most apprenticeships require successful completion of a Maths course in Years 11 and 12. Nearly all jobs require fundamental Maths skills that can be obtained from studying Essential Mathematics in Years 11 and 12.

Assessment

A mixture of tests and problem-solving and modelling tasks will be the major forms of assessment. As well, marking of student note books, learning journals and other in-class activities may also form part of the assessment process. Students will be expected to compete four (4) pieces of assessment for the year.

Additional Costs (above Text and Resources Scheme)

Calculator FX-82AU

Optional activities include the Maths Competition (approximately \$8.00)

More Information

Mr Scalia, Head of Department - Science and Mathematics

Rationale

In this ever-changing world, knowledge and understanding of science is becoming increasingly important. As a result, Science attempts to produce inquiring students who enjoy science, relate science responsibly to everyday life and have a solid base on which to build a wide range of future careers/jobs/apprenticeships. Skills include working in groups, managing tasks through to completion, manipulating equipment and using critical thinking. These skills are sought after by a large number of employers as well as being necessary for productive participation in an ever-changing world.

Course Outline

The Year 10 Science course is derived from the Australian Science Curriculum. In order to cater for the various needs of students entering the Senior School, a number of science options will be available for students entering Year 10. Students will be able to 'trial' the requirements of Years 11 and 12 Science subjects whilst in Year 10 in order to make the best Year 11 subject selection they can.

Students can choose from the following Science programs in Year 10:

- Science Foundation
- Core Science
- General Science Preparation

Subject	Brief Outline	Target students	Eligibility for Senior Science Subjects in Yr 11 and 12
Science Foundation		Students seeking TAFE opportunities and jobs when finishing school.	<ul style="list-style-type: none"> • Certificate II in Production Horticulture
Core Science	Time and effort will be focused on the range of core science topics centred on the National Curriculum.	Students seeking TAFE opportunities, apprenticeships and jobs when finishing school.	<ul style="list-style-type: none"> • Certificate II in Production Horticulture
General Science Preparation	The more complex topics of the National Curriculum focussing on Biology, Chemistry and Physics.	<ul style="list-style-type: none"> • Capable students who enjoy the challenge of science (achieving an A or B in Year 9 Science). • Students bound for university. 	Choice of or a combination of: <ul style="list-style-type: none"> • Biology • Chemistry • Physics

It is important to note that all assessment items will be assessed using similar conditions to Years 11 and 12.

Course of Study:

Unit	Brief Outline
Introduction to Chemistry	Introduction to Chemistry; chemical bonding; nature of the atomic model, chemical reactions and balancing equations
	Factors that affect chemical reactions and continuation of Unit 1 bonding (covalent) and applications of covalent bonded substances
Introduction to Biology	Introduction to Biology; genes, chromosomes, DNA, punnet squares and genetic disorders
	Concept of scientific theory and the nature of the evolutionary theory and evidence
Introduction to Physics/Electronics	Introduction to Physics; forces, acceleration, Newtons Laws of motion and their application to the real world
	Explanation of energy transfers and transformations including emphasis on experimental skills

Senior Pathways

There are a number of science subjects that students can study in Years 11 and 12. These include: Biology, Chemistry and Physics. Students traditionally study these subjects to maximise their chances of entry to university, for specialised apprenticeships/traineeships as well as for the challenge and critical thinking fostered within these subjects.

The Certificate II in Production Horticulture course will allow students to work as a horticulture assistant, farm hand/nursery/garden labourer or get the foundation knowledge required to undertake further study in this field of agronomy.

Assessment

A range of predominantly “in-class” assessment tasks will be used (including tests, research investigations, data tests and experimental investigations). Students will be expected to complete approximately four (4) pieces of assessment for the year.

Additional Costs (above Text and Resources Scheme)

Optional activities include the Science Competition (approximately \$10.00)

Electronic Kit (approximately \$6.00)

More Information

Mr Scalia, Head of Department - Science and Mathematics

Rationale and Course Outline

The course is a significant aspect of pastoral care for students. It covers topics such as HRE (Human Relationships Education), RE (Religious Education), Career Development, Dealing with Bullying, Learning Styles, Study Skills, Drug and Alcohol Education, Resilience, Motivation, Self-Confidence, Thinking Skills, Habits of the Mind, Multiple Intelligences, Safety and many other general “Life Skills” relevant to living and thriving in school and broader community. Year 10 students focus on career development and study the QCAA Short Course on Career Development, which earns students one (1) credit point towards their Yr 11/12 QCE (if completed to a satisfactory standard).

Additional Costs (above Text and Resources Scheme)

The Student Planner is the major resource used in the course. Costs associated with presentations and performances are covered by the school.

More Information

Mr Ballin, Head of Department - Student Services

Ms Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE

Rationale

Drama is an expressive and educational tool, which allows students to explore their lives and those of others. There are many educational and personal benefits that can be gained from the study of Drama, such as building confidence and self-esteem, interacting with people, solving problems and working with others to gain a common outcome, all while using the theatre to comment on society and for performers to express their ideas, beliefs and opinions. It can prepare them for careers in the theatre arts industry, education and media.

Students have the opportunity to develop themselves personally by:

- improving self-confidence/self-esteem
- developing written and oral communication as well as social interaction skills
- developing strong interpersonal communication skills by learning to negotiate and cooperate with others
- empowering students to make meaning of their own lives within society by creating, presenting and responding to issues and situations within drama
- enhancing student experience and understanding of theatre.

With the confidence and experience gained in dramatic study, students will often be involved in a range of extracurricular performing arts endeavours such as the school Musical and Drama Festival.

Course Outline

In the Year 10 course, students will delve into a range of forms and styles of the dramatic art form and gain understanding that will help to prepare them for the two year senior course. Dramatic styles such as Australian Gothic, Documentary and Verbatim Theatre, Collage Drama and Page to Stage, will be explored.

Assessment

Drama offers a range of assessment instruments within the Dramatic Styles. The intent of assessment in Drama is for students to learn through experience. The skills and processes needed to communicate are assessed in the two dimensions of Drama: Making and Responding. Students will undertake a variety of tasks:

Making	Responding
Directing Original script writing Backstage prompt copy Group scripted performances Student devised performances Monologues Original script writing	Analytical essays Exams Journal entries

Senior Pathways

Students who choose Drama in Years 9 and 10 will develop skills to be successful in Drama in Practice (Applied subject) in Years 11 and 12.

Additional Costs (above Text and Resources Scheme)

Students may be involved in excursions to various performances which may have an associated cost.

More Information

Ms Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Mr Pickersgill, Teacher - Drama

Rationale

Economics and Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It is important for students at all stages of their lives particularly as they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens.

Students studying Economics and Business will develop effective reasoning and decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy.

During the course of study students will:

- develop and apply an understanding of the need to record and report for a business concern (accounting)
- acquire and demonstrate knowledge about business and economic concepts
- engage in activities that promote entrepreneurial practices
- develop the ICT skills needed for practical problem-solving and communication using the internet and a variety of media eg spreadsheets, multimedia software, word processing, desktop publishing

Course Outline

Units of study may include:

<i>Managing a Global Economy</i>	Students investigate economics concepts in this unit, looking at how economic performance is measured and managed. They will investigate areas such as Australia's GDP, inflation and unemployment statistics, and then consider how these areas are influenced by government decision-making.
<i>Business Productivity</i>	This unit is a practical accounting unit in which students develop an understanding of profit determination and financial reporting. They will investigate the 5 main account types, and develop an understanding of how they can be used to report on business finances.
<i>Consumer and Financial Decisions</i>	An inquiry into superannuation is the focus of this unit, with students aiming to understand its place in their long term financial management. They will consider the complexities of superannuation as well as the importance of considered choice of super funds.
<i>Business Plan</i>	Students apply their economics and business knowledge to develop a business plan for their own original business idea. They will detail all elements of the business idea including prime function, vision, logistics, marketing plan and detailed business costings to fully communicate their idea.

Senior Pathways

This course provides a pathway into the General Accounting course as well as Certificate II in Workplace Skills (VET subject), as it provides a solid foundation for unit(s) studied in these subjects. The academic rigour of the course also helps students build the necessary work ethic to be successful in a range of senior subjects.

This course builds foundation knowledge and skills that can be used across a range of specific career pathways ranging from to careers in finance and accounting to politics. In addition, the everyday business skills and knowledge can assist small business owners, improving entrepreneurial confidence.

Assessment

Students will be assessed four times per year. There will be a variety of assessment tasks such as practical projects, research assignments, multimodal presentations, response to stimulus questions or tests.

Additional Costs (above Text and Resources Scheme)

There may be the opportunity to participate in excursions or competitions which would incur additional costs.

Special Equipment

Access to a personal computer would be an advantage.

More Information

Ms Ruge, Head of Department - Business and Technologies

Rationale

Awareness of History is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The Civics curriculum aims to provide a deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential for students to become active and informed citizens who can participate in and sustain Australia's democracy.

Course Outline

This course will focus on one semester of History and one semester of Civics.

The course is derived from the Australian History and Civics and Citizenship Curriculums. The curriculum focus in History is The Modern World and Australia (World War II and Building modern Australia). Students' historical knowledge, understanding and skills are developed through inquiry questions and the use and interpretation of sources. The curriculum focus in Civics is on Australia's federal system of government, the purpose and work of the high court, the features of a resilient democracy and how Australia responds to emerging global issues.

Senior Pathways

The study of History and Civics provides a direct pathway to the study of Legal Studies and Modern History (distance education) in the senior school. The inquiry approach to learning is fundamental to this area of study and often involves investigation and research to address a hypothesis.

Assessment

Students will complete one formal assessment task for each unit. There will be a variety of assessment tasks such as research assignments, multimodal presentations and response to stimulus questions or tests.

Additional Costs (above Text and Resources Scheme)

Students may be expected to participate in excursions around the local community.

Special Equipment

Access to a personal computer would be an advantage, particularly for research purposes.

More Information

Mrs Buffa, Head of Department - English and Humanities

Rationale

In Health and Physical Education (HPE) students develop the skills, knowledge and understanding to strengthen their sense of self, build and manage respectful relationships, improve personal and community strengths, critique and challenge assumptions and stereotypes, and enhance safety and wellbeing. The acquisition and practice of movement skills and concepts is at the core of HPE and enables students to participate in a range of physical activities.

Course Outline

This course is derived from the Australian HPE Curriculum and caters for students wishing to study Physical Education (or other 'General' subjects) in Years 11 and 12. This course emphasises and extends on the exercise science aspects of the National Curriculum. To be successful in this course, students should have achieved at least a B in Year 9 HPE.

Students will study:

- **Anatomy and Biomechanics** - study the skeletal and muscular systems to explore how these systems work together to produce movement.
- **Sports Psychology** - explore psychology and mental factors (goal setting, motivation, anxiety) that influence and are influenced by participation and performance in sport, exercise and physical activity.
- **Energy for Sport** - energy systems and fitness requirements for sport (in particular football).
- **Ethics or Equity** - explore the use of ethics/equity and the impact on physical activity and sport.
- **Various Sports (Oztag, Football, Softball)** - physical performances, movements, skills and strategies; where possible these physical performances will be integrated with theory units.

It is important to note that the assessment items will be assessed using similar conditions to Years 11 and 12.

Senior Pathways

There are four senior schooling subjects offered in Years 11 and 12 - Physical Education (General Subject), Sport and Recreation (Applied Subject), Certificate III in Fitness (VET Subject) and Certificate III in Health Services Assistance (incorporating Certificate II in Health Support Services).

Assessment

Assessment consists of both theory and practical aspects. Students will complete one assessment task for each unit. There will be a variety of assessment tasks such as research assignments/reports, multi-modal presentations, examinations and physical performances.

Additional Costs (above Text and Resources Scheme)

There may be minimal costs involved for excursions (eg. Tennis - use of Ayr Tennis Courts).

More Information

Ms Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE

Rationale

In Health and Physical Education (HPE) students develop the skills, knowledge and understanding to strengthen their sense of self, build and manage respectful relationships, improve personal and community strengths, critique and challenge assumptions and stereotypes, and enhance safety and wellbeing. The acquisition and practice of movement skills and concepts is at the core of HPE and enables students to participate in a range of physical activities.

Course Outline

This course is derived from the Australian HPE Curriculum. Students will study:

- **Sports Psychology** - explore psychology and mental factors (goal setting, motivation, anxiety) that influence and are influenced by participation and performance in sport, exercise and physical activity.
- **Coaching and Officiating** - explore the role of coaching and officiating in physical activity and sport with a specific focus on one sport.
- **Ethics** - explore the use of ethics and the impact on physical activity and sport.
- **Sport Education** - explore the role of sport organisation members and run a sport competition.
- **Various Sports** - physical performances, movements, skills and strategies; where possible these physical performances will be integrated with theory units with an emphasis on fair play, leadership and teamwork.

Senior Pathways

There are two senior schooling subjects offered in Years 11 and 12 that this course caters to - Sport and Recreation (Applied Subject) and Certificate III in Fitness (VET Subject).

Assessment

Assessment consists of both theory and practical aspects. Students will complete one assessment task for each unit. There will be a variety of assessment tasks such as research assignments/reports, multi-modal presentations, examinations and physical performances.

Additional Costs (above Text and Resources Scheme)

There may be minimal costs involved for excursions (eg. Tennis - use of Ayr Tennis Courts).

More Information

Ms Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE

Rationale

Music focuses on the ability of students to express themselves through sound. The course involves students making and responding to music independently and in small groups, and with their teachers and communities. As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They explore music as an art form through listening, composing and performing.

Course Outline

Students learn to recognise and interpret the emotional and expressive content in the music they hear and perform. Music is carefully chosen to create a diverse environment in which students can experience listening, playing, analysing, composing, improvising, and exploring new technologies.

As Music has a strong practical component, it is recommended that students have either studied Music in Year 9, or have significant experience in Music composition and performance.

The course may include the following units of study - Rock 'n' Roll, Australian Sounds, Musical Theatre and Spring Fest.

Assessment

Year 10 Music allows for the continuous development of skills and learning experiences through the following processes:

- Composing - Writing Music: recording and notating
- Performing - Performing to a live audience; Playing music
- Musicology - Analysing and Evaluating Music: written, spoken and multimodal tasks; Deconstructing and evaluating music
- Musicianship - Elements of Music: Written and Aural.

Senior Pathways

Students who choose Music in Years 9 and 10 will develop skills to be successful in Music in Practice (Applied subject) in Years 11 and 12.

Additional Costs (above Text and Resources Scheme)

As part of developing an awareness and appreciation for local music, students may be involved in excursions to various cultural performances which may have an additional cost.

Special Equipment

Headphones

More Information

Ms Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Ms Hsu, Teacher - Music

Rationale

In Design, students will become confident in their ability to make ethical and sustainable choices about solutions and the steps required to produce them. They will develop design ideas across a wide range of contexts and refine these ideas to propose innovative solutions that meet current and future needs and improve the lives of people and societies.

Design and Technologies aims for students to:

- investigate, generate and critique existing designs
- generate design ideas and communicate these to a range of audiences
- select materials, systems and components creatively, competently and safely to prototype ideas
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

Course Outline

During the year, students will develop ideas in a range of real-world contexts, responding to a design brief and design criteria to develop concepts that meet the needs and wants of stakeholders. They will communicate ideas visually, refining ideas after evaluating their value in meeting requirements. Prototypes will be created using a range of technologies. Design concepts will be presented in live or virtual design pitches.

Design challenges may draw on specific design contexts such as:

- Graphic Design
- Sustainable Design
- Fashion Design
- Architecture
- Landscape Design
- Product Design
- Interior Design.

In Semester 2 2025, students will take part in the STEM Advanced Manufacturing Townsville Future Skills Program. They will complete a custom manufacturing challenge with the support of industry professionals. Their solutions will be presented to an industry judging panel in a showcase day in Townsville.

Senior Pathways

The study of Design is useful in preparing students for the General subject of Design and for a variety of pathways including architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Assessment

Students will be assessed four times per year. Assessment tasks will include response to stimulus tasks and projects.

Additional Costs (above Text and Resources Scheme)

Nil

Special Equipment

Students may choose to use existing skills in Adobe Creative Cloud, AutoCAD and Revit to enhance their design studies, so access to a personal computer suitable for this software may be advantageous. Access to a range of sketching materials equipment will also support student attainment.

More Information

Ms Ruge, Head of Department - Business and Technologies
Mrs Ballin or Mr Lacey, Teacher - Design

Rationale

In Digital Technologies, students will respond to design challenges that apply the knowledge and understanding of information systems. Students will apply process and production skills to define, design and implement digital solutions.

During the course of study students will:

- design, create and evaluate sustainable and innovative digital solutions to meet current and future needs
- confidently use digital systems to store and manipulate data
- develop and implement algorithms to create coded solutions
- creatively communicate ideas in a range of settings
- apply practices that support safe, ethical and respectful communications and collaboration
- analyse the impact of digital systems on individuals, societies, economies and environments.

Course Outline

This course of study uses a project approach, where students create a range of digital solutions to design changes are related to information systems and data.

Units of study may include context-based studies in the following areas:

- Network Security
- Cybersecurity
- Digital Imaging
- Web Design, Development and Evaluation

Senior Pathways

The study of Digital Technologies may be useful in preparing students for the General subject of Design in Years 11 and 12 as well as the Applied Information Communication and Technologies course. Additionally, the study of Digital Technologies will be beneficial to many senior subjects where the expectation is to incorporate digital technology skills.

With a third of all careers requiring digital technology skills, the subject can help students to build confidence and competence for a range of career pathways. It can also help prepare them for specialist careers such as those in cybersecurity, network management, graphic design or social media development.

Assessment

Students will be assessed four times per year. There will be a variety of assessment tasks such as practical projects, collections of work, and response to stimulus tasks.

Additional Costs (above Text and Resources Scheme)

There may be the opportunity to participate in national and local competitions which would incur additional costs.

Special Equipment

Access to necessary computer equipment and software will be guaranteed by the school for all class lessons however access to a personal computer with relevant software is considered an advantage. This can be easily achieved by participating in the Ayr SHS BYOx program. Students will also be provided with an Adobe licence each year to support their skill development.

More Information

Ms Ruge, Head of Department - Business and Technologies
Mr Cook, Teacher - Digital Technologies

Rationale

Students will engage in the production of high quality design solutions to identified challenges for the hospitality industry. The subject offers a variety of learning experiences to develop skills that are transferable to family/home survival skills, leisure activities, community contribution and the world of work.

Course Outline

This course is derived from the Australian Curriculum and is structured around the two main strands of Knowledge and Understanding, and Processes and Production Skills. These strands provide students with knowledge, understanding and skills through which they can safely and ethically design, plan, manage, produce and evaluate food products.

Students will continue to develop skills from the Food and Fibre course in Year 9, with a major focus on food and hospitality. Focus areas for units may include:

- Food Preparation (Hospitality) - safety and hygiene in the preparation of a variety of foods, development of skill in a variety of cooking techniques
- Menu Influences - nutrition, cultural influences, developments in food technology
- Design - use of design criteria to plan, manage, produce and evaluate food products

Senior Pathways

This course develops skills that will prepare students for Certificate II in Hospitality (VET subject) or Design (General Subject). It assists in developing foundation skills for specific hospitality career pathways (eg chef, barista) as well as skills that can be applied in everyday life.

Assessment

Students will be assessed four times per year. Assessment tasks will include design projects, practical tasks and exams.

Additional Costs (above Text and Resources Scheme)

Students will be required to bring and purchase ingredients for cooking - *this expense will often depend on student design and recipe choices.*

More Information

Ms Ruge, Head of Department - Business and Technologies

Mrs Bromham, Teacher - Design and Technologies

Rationale

Industrial Technology and Design focuses on various aspects of safety and industry environments related to construction, manufacturing and design. This subject involves the creative processes through which products are designed and developed. Through Industrial Technology and Design students manage projects independently and collaboratively from conception to realisation. Students will experience a strong sense of satisfaction and enjoyment from their opportunities to develop innovative design solutions.

Safety

Students are required to behave responsibly and safely at all times in the workshop environment. Behaviours that place any student at risk will not be tolerated and may lead to denial of workshop access.

Course Outline

This course is derived from the Australian Curriculum and is structured around the two main strands of knowledge and understanding and processes and production skills.

Students will:

- explain factors that impact on design decisions and the technologies used to produce products
- produce wooden, metal and/or plastic products for identified needs or opportunities
- create design ideas and solutions based on a critical evaluation of needs or opportunities
- establish detailed criteria for success and use these to evaluate their ideas, products and processes
- create and connect design ideas and processes of increasing complexity and justify decisions through the use of ideation sketching and annotations
- communicate and document projects using a range of visual and written features
- independently and collaboratively apply sequenced production and management plans when constructing products, making adjustments to plans when necessary
- select and use appropriate technologies, including wood; metal and plastic working tools; machines and materials, skilfully and safely to produce high-quality products.

Senior Pathways

Students who choose Industrial Technology Skills in Years 9 and 10 will develop skills to be successful in Design (General subject) and Industrial Technology Skills (Applied subject) in Years 11 and 12.

These subjects are for those who aspire to an apprenticeship or career pathways in the building, engineering and construction industries.

Assessment

Students will undertake a variety of assessment tasks including practical demonstrations, projects and design folios.

Additional Costs (above Text and Resources Scheme)

Throughout the course students will use a substantial quantity of materials which may incur costs.

Special Equipment

To ensure personal safety in the workshops, students will be required to wear fully enclosed footwear (laced up) and wear suitable clothing at all times when working in practical areas.

Note: *The standard school uniform meets these requirements.*

More Information

Ms Ruge, Head of Department - Business and Technologies
Mr Prideaux or Mr Lacey, Teacher - Industrial Technologies

Rationale

This subject focuses on the use of graphics and technical drawing as a means of communication. Students will develop visual literacy as they view, read, comprehend and generate graphical representations and consider what can be seen and how people interpret what is seen.

Course Outline

This course is derived from the Australian Curriculum and is structured around the two main strands of knowledge and understanding and processes and production skills.

Students will:

- explain factors that impact on design decisions and the technologies used to produce graphical representations
- produce a range of graphical drawings for identified needs or opportunities
- create design ideas and solutions based on a critical evaluation of needs or opportunities
- establish detailed criteria for success and use these to evaluate their ideas, drawings and processes
- create and connect design ideas and processes of increasing complexity and justify decisions through the use of ideation sketching and annotations
- communicate and document projects using a range of specialised graphical, visual and written features
- select and use manual drafting and Computer Aided Design (CAD) technologies skilfully and safely to produce a range of high-quality drawings.

Senior Pathways

Students who choose Graphics in Years 9 and 10 will develop skills to be successful in Design (General subject), Industrial Graphics Skills (Applied subject) and Industrial Technology Skills (Applied subject) in Years 11 and 12.

Assessment

Students will undertake a variety of assessment tasks including drawing examinations, projects, practical demonstrations and design folios.

More Information

Ms Ruge, Head of Department - Business and Technologies

Mr Prideaux or Mr Lacey, Teacher - Graphics

Rationale

Students who choose to study Visual Art generally find it to be both enjoyable and rewarding. Being very practical, it allows students to engage in a range of activities designed to gradually build skills and develop a student's level of confidence across a range of artistic areas. Visual Art also provides students with the foundations needed for further involvement in artistic interest which can be enriching throughout life.

Course Outline

Studying Visual Art in Year 10 offers a unique way for students to communicate and connect with their world using critical and creative thinking. It is aligned with the Australian Curriculum through Making and Responding. Students are able to plan, design, analyse, evaluate, justify and reflect upon creative ideas. Techniques, processes and manipulation of digital technologies allow students to develop a more perceptive awareness of Visual Literacy and Application throughout the course. Cognitive learning in the arts develops students' abilities to think and solve complex arts problems with intuition, creativity and imagination.

Students who participate in Year 10 Visual Art begin to develop stronger connections between the more exploratory years of Years 7 and 9 and the more conceptual Years of 11 and 12. They begin to develop sensory awareness and discrimination of things around them. These processes contribute to the construction of a personal aesthetic and foster a critical awareness of values within and across cultures and social groups.

Media areas include:

- Painting
- Sculpture
- Printmaking
- Environmental and Installation Art
- Wearable Art and Design
- Art Appreciation and Appraising
- New Media Arts and Digital Manipulation.

Senior Pathways

Studying Visual Art in Years 9 and 10 prepares students for Visual Art in Practice (Applied subject) in Years 11 and 12.

Assessment

Students will undertake a variety of assessment tasks including practical folios, resolved artworks and written assessment.

Additional Costs (above Text and Resources Scheme)

Students may be required to purchase a small stretched canvas for painting and/or other embellishments for specific artworks.

Special Equipment

Students undertaking the art course need to supply basic drawing equipment (pencils, rulers, erasers) and a Visual Diary. All other materials are provided, including a large range of class text sets and most painting, drawing, sculptural and print making materials and equipment.

More Information

Ms Carrigan, Head of Department - Health and Physical Education, The Arts and LOTE
Miss Caspanello, Teacher - Art

Enhancing Student Outcomes Through BYOx

What is BYOx?

Bring Your Own 'x' (BYOx) is a pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students use their personally-owned digital devices to access the information and communication (ICT) network at Ayr State High School.

Ayr State High School is committed to moving students forward in a contemporary learning environment. Our aim is to provide an environment where students are able to learn *anywhere, any time*. With the aid of digital technology, every student can extend their learning beyond the classroom, thus moving towards enhanced independence and self-initiated learning. While a shared pool of devices is available for use at school, we are unfortunately not able to fund the provision of a device for every student in the school and consequently the devices can be difficult to access when demand is high. By using their own devices on the BYOx system, students can be assured that they will be able to access their own personal device whenever they need it.

Benefits of Connecting a BYOx device to the Ayr State High School Network

- Provides easy access to shared drives on the school network
- Allows students to quickly and efficiently access school printers
- The student can be certain that they will be able to access their digital device whenever they want
- Students become more confident users of digital technologies
- File storage and organisation can become more efficient as one device is used consistently

Connection to the BYOx program at Ayr SHS allows students to install software used at school (including Microsoft Office and Adobe Creative Cloud products) on their personal devices. This would be particularly beneficial for subjects using specialist software such as Graphics - Design - Digital Technologies.

Student Responsibilities

Students using the BYOx system must bring their devices fully charged each day and conform to the conditions of use as set out on the BYOx Charter and ICT Agreement.

What Devices Are Suitable?

Many students already have a laptop that may meet the specifications to connect to the school network, but different software may require higher specifications. Please discuss this with Ms Ruge or Anthony Menso, IT System Technician. Minimum specifications are:

Recommended Laptop Specifications for Year 9 and 10	
Processor	minimum Core i5
Memory	minimum 4GB RAM (more recommended for specialist software)
Hard Drive	minimum 500GB HDD (128GB SSD preferred)
Minimum	1 x USB port
Battery life	minimum 4 hours
Platform	Windows 10 <i>OR</i> Mac OSX – please note that some software used at Ayr SHS is not available for MAC OSX

*** NOTE that Chromebooks are not suitable devices.**

More Information

Ms Ruge, Head of Department - Business and Technologies
Mr Menso, IT System Technician