



Year 10 Handbook 2021



Index

Year 10 Pathways	Page 1
Year 10 Program Overview	Page 2
Northern Bay Pathway	Page 2
Structure at a Glance	Page 3
Accelerated VCE/VET	Page 3
Year 10 Core Subjects English and English as an Additional Language (EAL)	Page 4
Year 10 Core Subjects Maths and Science	Page 5
Year 10 Core Subjects Humanities	Page 6
Year 10 Elective Subject List	Page 7
Electives Expression of Interest	Page 8
Arts Electives	Page 9
Design and Technology Electives	Page 10-11
HAPE Electives	Page 12
SEED	Page 13
School Based Apprenticeship	Page 14
VET Delivered in Secondary Schools Courses	Page 15
Exemplary Programs	Page 16
Extracurricular Programs	Page 17
Work Experience	Page 18

Year 10 Pathways

Dear students, parents and carers,

Our vision is to instil community commitment, confidence and high expectations in lifelong learners. At our secondary campus this is summarised as enabling students to become as likeable and independent as possible, instilling the characteristics and skills to transition to either employment, TAFE or University. To live this vision we want students to collaborate about their futures, achieve outcomes, respect each other and be equitable in everything. Our Year 10 curriculum programs will allow our students to do just that!

Year 10 is a significant transition into senior secondary education. Students choose a clear pathway towards either VCE or VCAL. It is our intention that we continue to develop students' love of learning and provide them with a curriculum that will allow them to grow as learners, as well as guide them to develop their plans for their future study or work choices. The senior campus offers programs and pathways that cater for the skills, abilities and interests of all of our students.

Our curriculum is designed to provide students with a well-rounded, supported and rigorous education that leads into a comprehensive VCE or VCAL pathway. Before selecting a program students should be thinking about their future and the types of career/occupations, they see themselves enjoying and succeeding in. Students should also have a clear picture of their educational needs for a particular pathway; they should investigate occupations, course and training in their interest area to gain a clear picture of this. Students can refer to www.myfuture.edu.au for further investigation.

I thank our staff for their work in developing the many program components, and I look forward to seeing the great achievements from the students and staff at the college throughout the year.

Mr Ken Massari
Goldsworthy Campus Principal

Year 10 Program Overview

At Year 10 there are two distinct programs for students to select from:

The regular Year 10 pathway provides an avenue for students to complete the Victorian Certificate in Education (VCE) in Years 11 and 12. The VCE is a diverse pathway to further study or training at university or TAFE and to employment. This year 10 pathways to VCE program sees students selecting core subjects of English, Mathematics, Science and Humanities and Elective subjects may be chosen from curriculum areas such as Art, Technology, Health and Physical Education. Acceleration into a VCE subject is possible upon fulfillment of entry criteria. All other students choose 6 electives plus the compulsory Science and Humanities. Students must choose 1 selection in ADT.

Year 10 Program				
Core Subjects	Length	Time	Electives Semester 1	Electives Semester 2
<i>Math – Accelerated, General or Practical</i>	All Year	5 sessions	Selections x 2 <i>Refer to elective choices</i>	Selections x 2 <i>Refer to elective choices</i>
<i>English – Independent Learners or Supported Learners</i>	All Year	5 sessions		
<i>Science</i>	All Year	5 sessions		
<i>Humanities</i>	All Year	5 sessions		
SEED Select Entry	All Year	4 Sessions	Will require another elective <i>(4 sessions each) x 2 = 8 Sessions total</i>	Will require another elective <i>(4 sessions each) x 2 = 8 Sessions total</i>
Total			30 Sessions	

Northern Bay Pathway

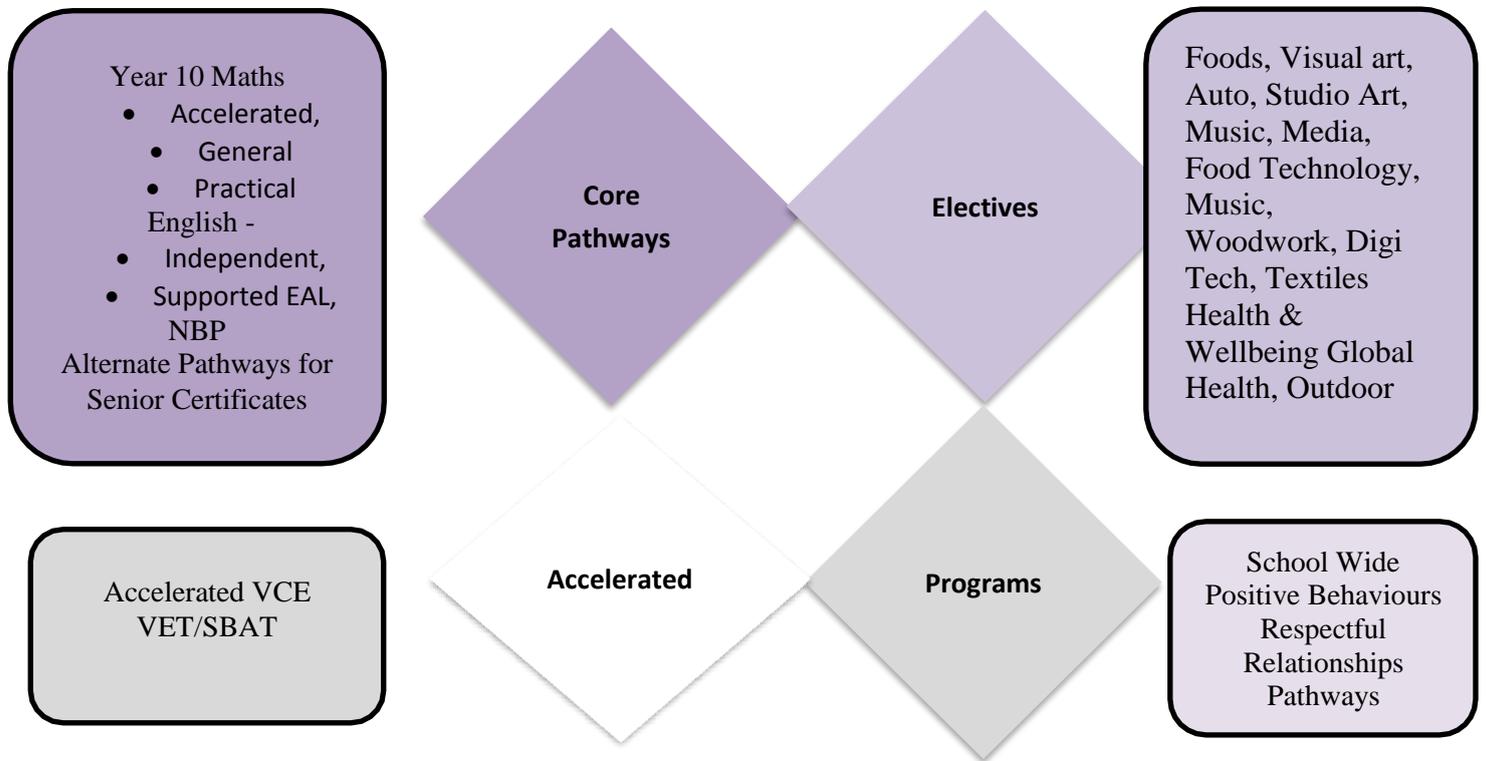
Please refer to the relevant handbook for a more applied pathway

The alternative pathway is the Northern Bay Pathway, being a hands on learning option. Students access compulsory units in Literacy, Numeracy, Work Related Skills, Personal Development Skills, Industry and Enterprise and Vocational Education and Training.

Please note:

- Every effort will be made to ensure that students have the subjects they select.
- Only those subjects that attract a sufficient number of students will be taught.
- All selections should be considered as applications to study the subjects.
- Students who wish to select a VET or VCE Study in Year 10 will need to undergo further counselling and complete an accelerated application form and interview.

At a glance



Accelerated VCE/VET Studies

The following criteria are used to select applicants:

- Overall academic performance - students should have strong results in all subjects
- Work Habits - students undertaking Units 1 & 2/VET studies should be able to:
 - Work independently
 - Meet deadlines
 - Work productively in class
 - Respond to feedback
 - Persist with a difficult task
 - Synthesize information and analyse from various sources
 - Express ideas in a clear and concise manner
- Attendance Rate - students intending to undertake a Units 1&2 VET study must have an attendance rate above 90% in order to demonstrate that they will be able to cope with the School Assessed Coursework and attendance requirements.
- Motivation - students must be able to work independently and display initiative and commitment to achieving high results, time management and organizational skills to cope with the increased workload.

Selection Procedures

- Instructional Leader, assisted by teachers will identify students who have demonstrated all four criteria.
- Students will be given the opportunity to self nominate for Accelerated Studies.
- Students will be asked to complete an expression of interest form signed by a parent/carer
- Data will be used to support the application process.

Year 10 CORE Subjects

ENGLISH

During the course counselling process, some students will be recommended for an English class in which the participants will be expected to work independently, as well as with others. The students who wish to join the class must be able:

- *to read and comprehend texts appropriate to the year level*
- *demonstrate competent writing techniques*
- *to deliver presentations and actively listen*

Year 10 English (Independent Learners) is for the students who can attempt tasks confidently. The students in this class will be encouraged to build on their skills by reading, analysing information and writing for a range of contexts. As well, the students will be expected to design and deliver oral presentations. Teacher recommendations using student achievement data will inform who will be in this class.

Year 10 English (Supported Learners) will accommodate most year 10 students. This program will utilise a range of print, electronic and visual texts to engage students in their reading. Analytical skills and persuasive techniques will be taught explicitly and the students will be given regular written tasks to develop writing competence. Some thematic and folio pieces will be completed. The students will be expected to design and deliver oral presentations.



English as an Additional Language (EAL)

Acceptance into the course will be based on an eligibility assessment by the EAL Coordinator

The Year 10 English as an Additional Language course caters for students from a non-English speaking background and for whom English is an Additional Language. The course is structured to meet the specific language needs of EAL students, providing them with the necessary skills for transition into VCE or VCAL. Key Concepts & Skills: The craft of writing for different purposes and audiences, reading and responding to printed and film texts, media issues and the language of persuasion, communication skills embracing vocabulary development and grammatical/syntactical structures and features. All areas of study in EAL have an oral component in which students will have the opportunity to develop greater oral and aural proficiency for more effective communication both in social and school based contexts.

Mathematics

In Year 10 Mathematics students choose either Accelerated, General or Practical level. Course counselling will guide this selection as based upon previous progression and achievement.

Year 10 Accelerated Mathematics

Looks at advanced Mathematical concepts that will lead to either Math Methods or Specialist Math in VCE. Students cover the required Victorian Curriculum but also introductory topics such as simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Year 10 General Mathematics

Looks at introducing the concept of applying the ideas and procedures of previous learning to new contexts. With content such as exploring the use of measurement to describe and compare 3D figures or using statistics to evaluate claims made in the media, General Mathematics asks students to explore mathematics as a tool for engaging with and using the patterns and logic involved in their lives.

Year 10 Practical Mathematics

Uses topics such as the financial mathematics of earning and investing money or applying measurement skills to design to highlight their application. Any student can complete Year 10 Practical Mathematics with the right support and a mathematical growth mindset, students should be selecting this subject because on their pathway, their strengths or their love of hands-on maths learning.



Science

In Year 10, students focus on four major studies of science- Biology, Chemistry, Physics, and Earth sciences. The topics studied in this subject are deliberately chosen to prepare students for the associated VCE courses in year 11. Students also complete a practical investigation at the end of the year.

Biology – Genetics and Evolution

Students investigate how genes and traits are passed down between generations. They explore how this fundamental process allows the evolution of all living things over time, through a process of natural selection.



Chemistry – Chemical Reactions

Students investigate how different types of chemical reactions occur, and what happens at the atomic level when chemical reactions take place. Throughout this process they gain skills in representing and balancing chemical equations.

Physics – Forces and Motion

Students investigate the science of motion and the physical laws that govern how objects move. They explore experiments about force, energy, speed and acceleration, before applying these concepts to understand Newton's three laws of motion.

Earth Science – Plate tectonics and atmospheric cycles

In their last area of study, students investigate the large scale processes of the Earth, including plate tectonics, the atmosphere and the carbon cycle. They gain an appreciation for the scale of these processes and their importance to the normal functioning of the

Earth.

The assessment tasks in this subject are heavily based around practical investigations that rely on students being able to collect, interpret, and analyse data. There is no additional cost to this subject.

Year 10 Humanities

In this CORE subject students study the modern world and Australia from 1900 to the present. Students consider key events from this period of history through the lenses of economics, politics, legal studies and social perspectives. Students also consider the Geography of Interconnections between humans and the earth during this time and the impacts of change on the earth and the wellbeing of peoples.

Students cover the following topics:

Game of Empires

This area of study looks at the state of the world at the turn of the 20th Century, including the effects of imperialism on people, in particular the transatlantic slave trade, global economics and political instability which lead to the outbreak of war in Europe.

Soldiers, Flappers & Stock Market Crashes

This area of study explores the key events and impacts of WWI, the motivations and perspectives of those fighting and the changes brought about by Treaty of Versailles. Students explore the role of Australians in WWI and how the ANZAC legend helped shape the Australian identity. This area of study also examines the inter-war years with a focus on the economic and social conditions of the 1920s, including the Great Depression and the impacts of poverty and social disadvantage.

The World at War

This area of study explores the key events and impacts of WWII. Students explore war in Europe: the rise of fascism in Nazi Germany; stories of horror and survival during the Holocaust; and conflict in the Pacific region, including the bombing of Darwin and the Kokoda Campaign.

Students then consider the significance of the Universal Declaration of Human Rights and the role of the United Nations, reflecting on civil rights and freedoms, pluralist societies and analysing legal case studies of the UN War Crimes Tribunal.

The Post-Modern World:

This area of study considers change in societies across the world in the post-WWII, or post-modern period. Students look in-depth at two key areas of change: The Women's Liberation Movement and the Environmental Movement.

The Women's Liberation Movement: Students examine gender roles and rights and freedoms of women from the 1950s, focusing on representations of women in popular culture, roles in family life and in the work force. Students consider examples of changes in laws and examine legal case studies which set precedents around the rights of women in Australian society and analysing data on the variations in the wellbeing of women around the globe.

The Environmental Movement:

Students explore changes in society's relationship with the environment that began as a result of the Environmental or 'Green' Movement. Students begin with an overview of the distribution, function and unique value of the world's biomes and eco-systems and the interconnection between different elements of an environment. Students then inquire about the causes and consequences of environmental change and human alteration of the environment and explore different sustainable management strategies. Case studies include Palm Oil manufacture and Fast Fashion, and take into account the social and economic costs of environmental change.



Year 10 Elective Subject List 2021

#select 2 electives per semester

Unless you have applied for SEED, as you will only need one other elective per semester

<i>Learning Area</i>	<i>Subject</i>	<i>Fees</i>
The Arts	Music Practice	\$20
	Music Performance 2	\$20
	Visual Communications and Design Studio Practice	\$45
	Visual Communications and Design Folio Development	\$45
	Visual Art Studio Practice	\$45
	Visual Art Folio Development	\$45
	Media – Photography	\$65
	Media – Film and Television	\$45
Design and Technology	Systems Engineering – Mechanical Systems	\$55
	Systems Engineering – Electrotechnology Systems	\$55
	Digital Technology – Data and Systems	\$20
	Digital Technology – Solutions	\$20
	Textiles – Construction	\$35
	Textiles – Design	\$35
	Food Studies – Foods of the World	\$65
	Food Studies – Bakeshop	\$65
	Wood Work – Design	\$80
	Wood Work –Technology	\$80
	Automotive – Design	\$60
	Automotive – Technology	\$60
HAPE	Outdoor Education and Rec Certificate 11	TBC
	Physical Education – Human Movement	\$30
	Physical Education – Sports Performance	\$30
	Global Health	\$50
	Health & Wellbeing	\$50
SEED	Select Entry Program	
	SEED - Sports Empowerment, Education and Development	\$150

Elective Expressions of Interest

ART Electives I am Interested in:

Elective Name	Reason	Pathway

DESIGN AND TECHNOLOGY Electives I am Interested in:

Elective Name	Reason	Pathway

HEALTH AND PHYSICAL EDUCATION Electives I am Interested in:

Elective Name	Reason	Pathway

OTHER Electives I am Interested in:

Elective Name	Reason	Pathway

The Arts

Music Practice: This Year 10 music elective provides opportunities for students to develop fundamental knowledge and skills in music. Students engage with music in a variety of ways – listening critically, performing, composing and creating – using a range of music technology, instruments, and sound sources. Students explore diverse music styles and the historical, cultural, and social contexts of music. Students record and document their work in a multimedia format.

Music Performance:

This Year 10 music elective provides opportunities for students to further develop fundamental knowledge and skills in music. Students engage with music in a variety of ways – listening critically, performing, composing and creating – using a range of music technology, instruments, and sound sources. Students explore diverse music styles and the historical, cultural, and social contexts of music. Students record and document their work in a multimedia format. Students do not need to choose Music Practice to do Music Performance.

Visual Communications and Design Studio Practice: Students work with a variety of design methods and are involved in both the design and construction of various outcomes such as, perspective and architectural drawing, package design, observational drawing, sign cutting and digital illustration. Students Interpret imagery and representation in design using analysis techniques to research design fields from Australia and international designers using Visual Communications and Design language.

Visual Communications and Design Folio Development: Students work with the design process to plan and produce various outcomes such as, logo design, brands and layouts for a variety of Visual Communication needs. Students Interpret and respond to the design process using analysis techniques to research designers from different design fields and explore influences from audience and clients and record their development in a visual diary. Students create a folio of Visual Communications presenting authentic design solutions using Visual Communications Design language and evaluation techniques.

Visual Art Studio Practice: Students are introduced to studio art practice engaging with a variety of art forms including, drawing, painting, sculpture and printmaking. They investigate art themes, materials, techniques and processes. Students research artists and art movements for Inspiration and learn how to annotate and evaluate their own art practice in a visual diary. Art vocabulary and analyses are integrated into the student's art practice and are paramount for art comprehension and folio development.

Visual Art Folio Development: Students research artists for inspiration and develop a series of potential directions around a central theme for their folio development. They engage with a variety of art forms investigating specific materials, techniques and processes. Art movements are researched, and students learn how to annotate and evaluate their art practice in their folio. Art vocabulary and analyses are integrated into the student's folio development and are paramount for art comprehension and practice.

Media Photography: Students explore traditional photography including 35mm SLR camera functions, film developing and safe darkroom processing to create their best black and white prints. Students develop knowledge of composition and effective use of the design elements. Use digital SLR cameras, digital processing with Photoshop Creative Cloud and other media related software. We explore ideas about images and representation in the media. Analyse photographic genres like portraiture and landscape using media language and research skills.

Media Film and Television: Students study feature films and television episodes examining the codes and conventions used to create them. They work to analyse how a film's narrative is constructed combined with an examination of the technical conventions used in their creation. Students will engage in a variety of practical filming tasks, including planning and production of short films using a DSLR camera, green screen, special effects and animation. They will examine how the media and media technologies influence society and their lives. Students work towards planning and producing their own advertisement.

Design and Technology Electives

Systems Engineering – Mechanical Systems: Students will have an opportunity to learn about the science and technology of mechanical systems in a hands-on capacity. They will investigate how mechanical systems work and are incorporated into complex systems used throughout modern societies. Students will employ a design thinking approach to investigate problems, generate solutions and construct devices using a range of manufacturing techniques. They may use a range of hand tools, including soldering equipment, and learning about advanced manufacturing techniques such as computer aided design, 3D printing and computer aided machining.

System Engineering – Electrotechnology Systems: Students will have an opportunity to learn about the science and technology of electronic and micro-processor systems in a hands-on capacity. Students will investigate how these systems work and are incorporated into complex systems that are used throughout modern societies. Students will employ a design thinking approach to investigate problems, generate solutions and to construct devices using a range of manufacturing techniques. They have the opportunity to use a range of hand tools, including soldering equipment, and learning about advanced manufacturing techniques such as computer aided design, 3D printing and computer aided machining.

Digital Tech – Data and Systems: Students explore the basics of website design for optimized user experience, creating a website as a portfolio for their work. They explore hardware components of computer systems and justify their choices when designing their own system. They have exposure to the concepts of algorithms and programming using robotics and other coding tools. Students consider their responsibilities when sharing information for different purposes, and work collaboratively to build problem-solving skills.

Digital Tech – Solutions: Students plan and manage digital projects using an inter-active approach. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, with protocols for use, transmission and maintenance of data and projects.

Textiles – Construction: Students will develop an understanding of the use of the sewing machine, basic construction and enhancement techniques to make textile projects. They will look at fashion design, elements used in textiles and fibre properties enabling them to use a range of technologies.

Textiles – Design: Students will develop skills in the manipulation and use of a range of textile materials, equipment and techniques to create, decorate and enhance fabrics. Some examples of techniques that may be included are fabric dyeing (tie dyeing, batik), hand embroidery, machine embroidery and knitting.

Food Studies – Foods of the World: Students will produce a variety of high quality food products and meals based on foods from cultures from around the world. By looking at foods from different cultures students will develop an understanding of the properties of food, decisions made around food and food production and how culture influences the food we eat. Through this the students will be able to identify correct safety and hygiene practices in food preparation. The emphasis will be on developing a very high standard of organisational skills, food handling and presentation

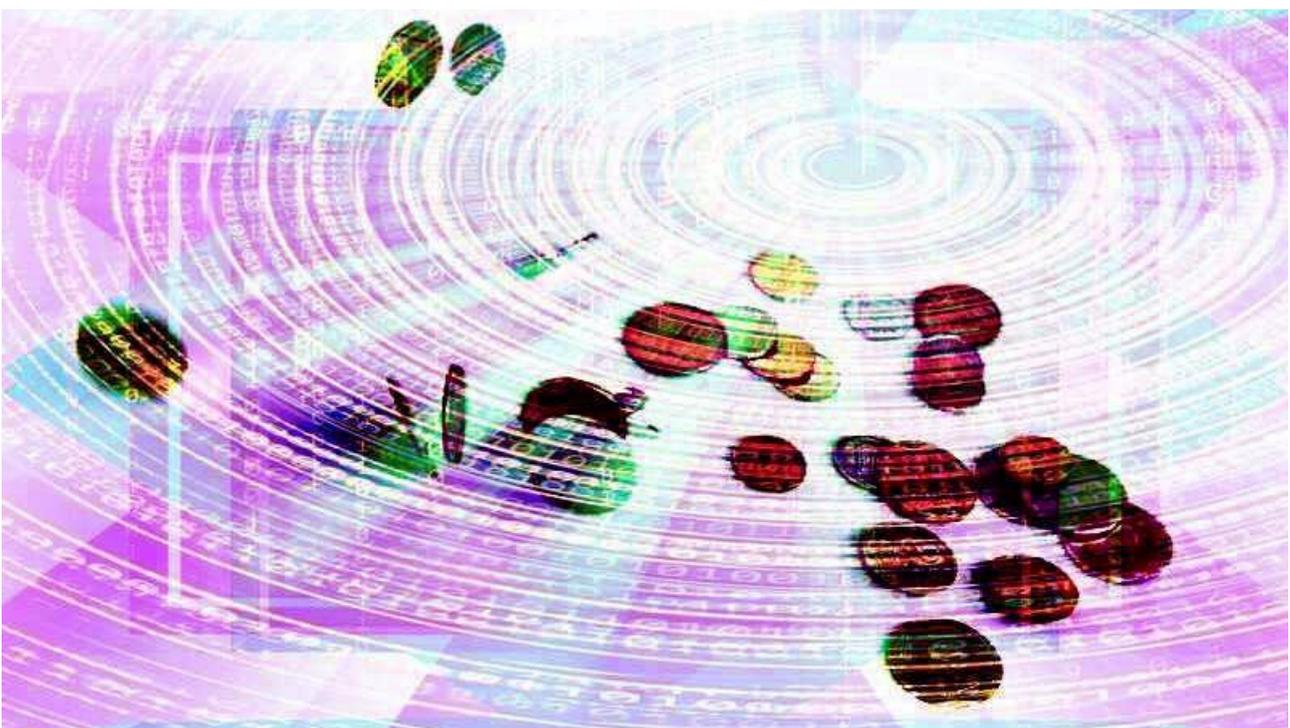
Food Studies – Bakeshop: Students will be able to plan and prepare a variety of different food products and meals that are baked. The emphasis will be on developing a very high standard of organisational and production skills, food handling and presentation. Students will also analyse the factors that impact on menu planning and interpret design briefs and plan productions that meet specified requirements. Through this the students will be able to identify correct safety and hygiene practices in food preparation.

Wood Work – Design: Students develop and consolidate technical skills to enhance wood working techniques. At the end of this unit students should be able to effectively use the design process to develop product ideas. Students will prepare a detailed design to develop an understanding of the importance the design process in product construction. Students must demonstrate awareness of occupational health and safety issues in the workshop to select and use techniques and equipment appropriate for a task. Students will then evaluate the final outcome produced.

Wood Work –Technology: Students develop and consolidate acquired technical skills when working with specialist equipment and select timbers. At the end of this unit students should be able to effectively use the design process to develop product ideas using traditional construction techniques combined with some new technologies. Students will select and use techniques and equipment appropriate for traditional furniture construction. Students must demonstrate awareness of occupational health and safety issues in the workshop to select and use techniques and equipment appropriate for a task. Students will then evaluate the final outcome produced.

Automotive – Design: Students will develop an understanding of the systems and design techniques used on modern Automotive technology through theory and practical applications. In this elective, students will develop an understanding of the systems and design techniques used on modern transport technology through theory and practical applications. Students will learn how a mechanical engine operates, then repair their own small engine, then test and evaluate by using that engine. Students will be assessed on your attitude, participation, research, design, evaluation and finished products.

Automotive – Technology: Students develop and consolidate acquired technical skills when working with specialist automotive equipment. At the end of this unit students should be able to develop technical ideas for the modern day automotive trade.



HAPE Electives

Outdoor Education and Recreation VET Certificate 11

Semester 1 Outdoor and Environmental Studies elective combines the coastal and bush environments as

‘The Certificate II in Outdoor Recreation is the new face of Outdoor Education offered at Year 10 in 2021. What does this mean? It means that you will still engage in outdoor activities and related studies, however, you will also acquire 2 units towards your VCE certificate and receive a state recognised certificate (Certificate II in Outdoor Recreation).

This certificate may lead you to continue with outdoor studies at NBC (VCE Outdoor & Environmental Studies), you may engage in further studies (Certificate III or IV in Outdoor Recreation), or you may even look to obtain work in the outdoors.

This is a 12 month course, will be plenty of fun and a great opportunity for students who enjoy learning but like things a little bit more hands on, whilst making regular contact with the outdoors’. Please refer to the VET hand book for more information.

Physical Education – Human Movement

This elective aims to give students an understanding of what human movement is and how to enhance the student’s ability to improve their fitness and well-being. Practical sessions will be fitness based with an element of game play. Theory will focus on preparing students for VCE Physical Education by covering topics such as fitness components, training methods and the body’s responses to exercise. The topics covered in this elective revolve around the development of personal fitness, training methods and energy systems that effect physical training and performance.



Physical Education – Sports Performance

This elective will be focused on sports with a particular focus on rules, positional play and tactics. There is also an element of recreational activities. Theory will focus preparing students for VCE Physical Education by covering topics such as monitoring and promoting physical activity, performance enhancement through diet and legal and illegal performance enhancing strategies. The topics revolve around the development of promotion of physical activities, enhancing performance and recovery.

Global Health

Global Health explores health data on a global level. Students will analyse the health status of Australians and compare with the health status of people from other countries. Students will develop an understanding of the characteristics of developed and developing countries and use this understanding when looking at morbidity, mortality and life expectancy. Students will look at the sustainable development goals and the different factors that affect a nation's health, with a focus on Gender Inequality and Poverty.

Health and Wellbeing

Students will learn about health and wellbeing in the context of physical, mental, social, emotional and spiritual health. They look at how each dimension of health and wellbeing interrelate, and how they relate to themselves. They will learn and practice a variety of strategies that will improve their own health and wellbeing, such as the benefits of meditation, mindfulness and yoga to overall brain function, the importance of a balanced diet, and the benefits of light exercise to health. Students look at influences on health such as family, gender and socio-economic status, and how these might influence their own health status. They will also look at Health Promotion initiatives in Australia and apply knowledge of Health Promotion Frameworks and, with data, analyse the effectiveness of these initiatives.

SEED

SEED – Sports Empowerment, Education and Development (Yearlong elective)

ABOUT US

Northern Bay College is a P-12 College with five campuses. Four of those campuses are P-8 with the Goldsworthy campus providing education for Year 9 through to Year 12. The SEED program is an initiative of Northern Bay College to provide our students with opportunities to live happy, active lifestyles at the same time as achieving excellent academic outcomes.



What does SEED stand for?

The SEED program is NBC's Sports Empowerment Education and Development program.

Rationale:

The SEED program aims to provide all Northern Bay College students with the opportunity to:

- Enjoy both sporting and academic success
- Uphold the CORE values of Collaboration, Outcomes, Respect and Equity on the sporting field
- Experience expert coaching and skill development
- Foster positive relationships with students, staff and the NBC and local communities
- Develop self-esteem and self-confidence through positive sporting experiences
- Develop lifelong physical activity habits
- Identify clear pathways in the sporting/physical education/health industries
- Access leadership opportunities
- Experience a variety of sporting opportunities through access to local clubs, coaches and facilities

OUR PROGRAMS

Year 9 & 10 SEED:

In Year 9 & 10 students can apply to be part of the SEED program which runs as an elective for the whole year. Students are identified through the Year 7 & 8 SEED program and encouraged to apply in Year 9. Other students apply through a keen interest in a particular sport or a pathway in the Health/PE/Sport industry.

Structure-

Year 9 & 10 SEED students participate in 2 hours of specialist coaching in one of the sports offered each week for the year. The sports in 2020 were Basketball, AFL & Soccer. (The focus sports can change from year to year based on student interest).

SEED students will also complete one hour with a fitness focus each week.

The fourth hour of this elective focuses on education to improve performance. Students will be educated in areas such as nutrition, mental preparation, training methods and recovery methods.

- All students that are accepted in the Year 7 & 8 Development Squad and the Year 9 & 10 program will be consistently reviewed based on the ABC principle.

A= Attendance: 95%

B= Behaviour: Teamwork/On Task/Good Listener/Helpful/Respectful

C= Character Qualities: Initiative/Leadership/Resilience/Persistence

Before School & After School Programs:

Year 7-12 students will have access to programs before and after school. This includes:

- Inclusive sport squads where students will receive specialist coaching. Currently we have volleyball, netball & AFL (Ran by the GFC).

School Based Apprenticeship / Traineeship

These two types of training and employment programs provide students with an opportunity to combine a Traineeship or a part time Apprenticeship whilst still attending school undertaking a Later Years program. They both provide paid employment as a Trainee or as an Apprentice whilst still at school. Students are employed under a Federal or State award or such agreement that sets their wage and conditions of employment.

- Students must be 15years old to participate

A School Based Traineeship usually takes one year to complete but some can take a little longer. The benefit is that students usually complete their Certificate II or Certificate III qualification within one calendar school year thereby completing a nationally recognised qualification as part of their Later School Years program.

A School Based Apprenticeship provides a student with the opportunity to start an apprenticeship whilst still at school and this usually leads into a full time apprenticeship with their employer. Students will be registered as an apprentice, attend apprenticeship training and when they leave school the time spent studying this at school is taken into account reducing the time required to complete it. The training is conducted at a local TAFE College or through an alternative contracted Registered Training Organisation (RTO). Most of the training takes place on Wednesday afternoons until about 5.30pm. However, some of the training for School Based Apprenticeships can be over a full day per week or at varying times through the year and delivered in a “block release” format which would need to be negotiated with the school.

School Based Traineeships and School Based Apprenticeships may provide students with subject credits towards their VCE or VCAL programs and may count in the ATAR calculation. Most School Based Trainees/Apprentices are required to also undertake the equivalent of one full day of work during school time. However, some School Based Apprentices may be required to work two full days per week, depending upon the Industry sector they are working in, or within the Head Start Program. Additional working hours may also be required at weekends and/or school holidays depending on the nature of the Industry sector and the business needs of the employer. There may be an opportunity for School Based Trainees (NOT Apprentices) to have their required one day of work placement scheduled into two half days.

2021 SBAT Programs

Pathways Education and Training

Early Childhood Education and Care
Aquatics and Community Recreation

The Service Crew

Hospitality

Victorian Group Training Co Ltd

Community Services

Early Childhood Education and Care

Bakers Delight

Food Processing (Baking) on-going position post school may be offered

Food Processing (Bakery Sales) on-going position post school may be offered

National Food Institute - PSD Participant Focus

Food Processing Cert II (Biscuit Production) Horticulture Cert II

Warehousing Operations Cert II

Maxima – Indigenous Participant Focus

Business and Finance Cert II (over 18 months)

Allied Health Assistance

Fitness

G Force

Health Services Assistance

Education Support

Education Support

Hospitality

Business

Horticulture

Baking Assistance Cert II

The GCTA SBAT Taskforce have several partners who manage the placement of School Based Apprenticeships Candidates, and they can be found on the SBAT website. www.sbataskforcegeelong.com Students are encouraged to find their own employer within the industry of their choice and provide these details to the SBAT Co-Ordinator at their school for assistance in formalising the arrangement

To apply for a School Based Apprenticeship or Traineeship contact Joanne Parcell Careers Manager.

VET Delivered in Secondary Schools Courses 2021

Program Name	Practical v/s Theory	Program Length	Cost Year 1	Cost Year 2
Delivered at Northern Bay College (NBC)				
Cert III Music Industry (Performance)	50% - 50%	2 Years	\$350	\$350
Cert II Outdoor Education	70% - 30%	1 Year	\$250	~
Cert III Sport and Recreation	50% - 50%	2 Years	\$350	\$350
Delivered at Geelong Industry Trade Training Centre (GITTC)				
Cert II Automotive	60% -40%	2 Years	\$290	\$290
Cert II Building & Construction	70% - 30%	2 Years	\$350	\$350
Cert II Salon Assistance	60% -40%	1 Year	\$250	~
Cert II Retail Cosmetics	60% - 40%	1 Year	\$250	~
Cert II Engineering Studies	60% -40%	2 Years	\$270	\$270
Cert II Engineering Studies (Ford Program)	60% -40%	2 Years	\$270	\$270
Cert II Hospitality - Kitchen Operations	70% - 30%	2 Years	\$450	\$450
Delivered at Covenant College				
Cert II Agriculture	50% - 50%	2 Years	\$525	\$525
Cert II Horticulture	50% - 50%	2 Years	\$525	\$525
Cert II Animal Studies	50% - 50%	2 Years	\$525	\$525
Delivered at Oxygen College				
Cert III Visual Arts - Photography	60% -40%	2 Years	\$750	\$750
Delivered at the Gordon (City Campus)				
Cert III Screen & Media (Game design)	TBC	1 year	\$140	~
Cert III Early Childhood Education & Care	TBC	2 years	\$210	\$430
Cert III Community Services	TBC	2 years	\$330	\$120
Cert III Beauty Services	TBC	2 Years	\$415	\$385
Cert III Laboratory Skills	TBC	2 Years	\$160	\$160
Cert III Allied Health Assistance	TBC	2 Years	\$130	\$175
Cert III Screen and Media	TBC	2 Years	\$140	\$140
Cert III Tourism	TBC	2 Years	\$310	\$385
Delivered at the Gordon (East Geelong Campus)				
Cert II Plumbing (Pre-Apprenticeship)	TBC	2 Years	\$473	\$230
Cert II Automotive Vocational Preparation Paint and Panel	TBC	2 Years	\$135	\$135
Cert II Building & Construction (Bricklaying) Pre-Apprenticeship	TBC	2 Years	\$383	\$140
Cert II Electrotechnology (Pre-Vocational)	TBC	2 years	\$333	\$130
Cert III Information, Digital Media and Technology	TBC	2 years	\$125	\$125
Cert II Warehousing Operations	TBC	2 Years	\$100	\$100

Exemplary Programs

Year 9 -12 Sports Program

All Year 9-12 students have the opportunity to participate in Interschool sport against other schools. The sport program is designed to give every student the opportunity to participate in the sports that they enjoy, and also experience sports they may not have been exposed to in the past. In term 1 students' have the opportunity to represent the college in swimming. Swimming trials are held in the middle of February and those students who perform well go on to swim in the Barwon & Bellarine Divisions swimming carnival held at Kardinia Pool.

The Northern Bay College Year 7-12 athletics carnival is held at Landy Field in March with Year 7-12 students from the Goldsworthy, Hendy, Wexford, Tallis and Peacock campuses all competing in a house competition. Students who perform well on this day then represent the college in the Barwon Division Athletics Carnival in May.

Students who excel in athletics have the opportunity to go all the way through to the State finals.

Respectful Relationships

Respectful Relationships is a school based program that tackles family violence through education. As part of a staged process, all Victorian schools are supported to implement a whole school approach. Goldsworthy is a Lead school for this program. This program builds a culture of respect and equality in our students – aiming to achieve long-term change in the community. Through the mentor program students undertake 8 units of learning.

- | | |
|-----------------------|-----------------------------|
| 1. Emotional Literacy | 2. Stress Management |
| 3. Personal Strengths | 4. Help Seeking |
| 5. Positive Coping | 6. Gender and Identity |
| 7. Problem Solving | 8. Positive Gender Relation |

Science Technology Engineering and Mathematics (STEM) Learning Club

STEM Learning Club offers extracurricular activities and excursions to 15 students from Years 10, 11 and 12 at Northern Bay P-12 College demonstrating high academic achievement in the areas of Science, Math's and Technology.

- The SMT Club is supported by adult volunteer mentors from health and engineering fields who provide career and industry information, advice and guidance to participating students.
- SMT attend excursions such as VIVA Energy, Deakin University and the Melbourne Aquarium.
- SMT Students also access guest speakers from the mining industry, 3D printing industry, avionics and robotics and CSIRO to promote discussion around careers, study pathways and employment opportunities.



Extra-Curricular Programs

Team Sports

At Northern Bay College we recognise the benefits of sport for all children. Our sport program, along with the Physical Education program, allows students to work in teams, participate in sport/physical activity on a regular basis and represent our college against other schools in a well organised, enjoyable setting.

Students at the Goldsworthy campus (Years 9-12) can sign-up and/or participate in lunchtime training sessions in order to participate in competing teams. Students have the opportunity to sign-up for the college team in the sport of their choice. Trials for each sport are then held and teams are picked from these trials. Participation has increased significantly in extra curricular sport teams over recent years.

The sports students can choose to participate in are:

Term 2: Football, Netball, Soccer and Badminton.

Term 3: Volleyball, Hockey, Basketball and Table Tennis.

Term 4: Baseball, Softball, Cricket and Tennis.



Instrumental Music

Students can learn Guitar (Acoustic and Electric) Bass Guitar, Keyboard / Piano and Drums / Percussion. Lessons for orchestral instruments i.e. Woodwinds and Brass will be available soon. All students in the instrumental program have the opportunity to participate in various excursions or camps throughout the year. For example, camps have opportunities for rehearsals, workshops and performances, with students from other schools as well as encouraging new friendships.

The program promotes teamwork and community involvement through regular rehearsals and public performances. Students can be involved in such a program as an extension to their academic study providing a well-balanced schooling experience. No prior musical knowledge is required to enrol into the program. Students are withdrawn from normal classes for half hour lessons on a rotating timetable each week and an hour of band after school.

Students begin lessons in small groups learning the rudiments of their instrument. When a degree of proficiency is achieved, students are required to play in a school band e.g. Junior Rock Band. Promotion to other senior bands is possible at any time. Learning a musical instrument can teach:

Self discipline
Musicianship

Team connectivity
Coordination

Expression
Confidence

Learning an instrument can lead to VCE / VET Music Subjects. University and TAFE Diplomas and Degrees, as well as interesting and exciting careers.

In addition, the College is introducing various external music exams (i.e. AMEB, Trinity Rock and Pop, Rock School etc.) that students may wish to enter in April / May or June / July. Entry fees vary depending on exam grade.

- If your child would like to learn a musical instrument, please contact the College administration office.
- Students may also hire instruments



Work experience

Work experience is a short term placement of students with employers to provide insights into industry and workplace. It provides students with the valuable opportunity to:

- Develop employability skills
- Explore possible career options
- Understand employer expectations
- Boost self-confidence and independence

Students are encouraged to approach employers of their choice which align with their career aspirations to ask for a placement. Students are placed with employers primary to observe and should not expect they will engage in complex tasks that require extensive training and skills, they will be supervised in the workplace and teacher visits will happen during any placement.

Work experience placements are usually for one week at a time, yet multiple placement throughout the year (up to 20 days) are available. Students must be over 15 years old, will have to undertake "Safe@Work" learning prior to placement and are expected to catch up on any school work missed during their time away. Ask Jo Robotham in careers for guidance.

