



Year 10 Handbook 2022



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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 commence 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.

Ms Erin Prendergast

Goldsworthy Campus Principal

Year 10 Program Overview

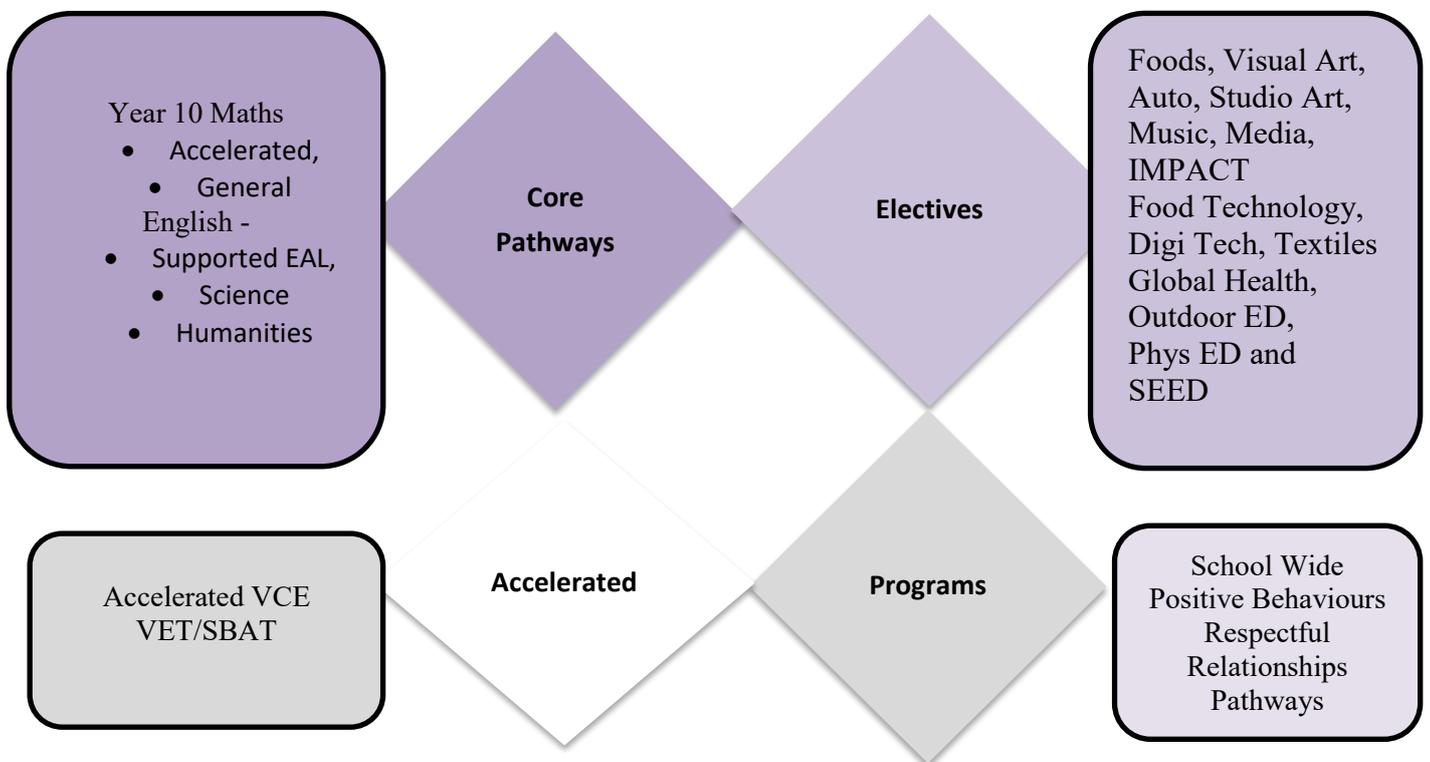
At Year 10 there are two distinct programs for students to select from:

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 per week | Electives Semester 1 | Electives Semester 2 |
| <i>Math – Accelerated, General or Practical</i> | All Year | 5 sessions | Selections x 2 of 5 sessions <i>Refer to elective choices</i> | Selections x 2 of 5 sessions <i>Refer to elective choices</i> |
| <i>English or EAL</i> | All Year | 5 sessions | | |
| <i>Science</i> | All Year | 5 sessions | | |
| <i>Humanities</i> | All Year | 5 sessions | | |
| <i>HAPE</i> | 1 Semester only | 5 sessions | | |
| SEED Select Entry | All Year | 5 Sessions | | |
| IMPACT | All year | 5 sessions | Must select another art elective to support the program for a semester | |
| OR Accelerated VCE Unit 1 & 2 Business Management or HHD Or VET OED Recreation Cert II or Music | All year | 5 sessions | VCE acceleration application Please see Mel Inderberg for VET application forms | |
| Total | | | 30 Sessions | |

Please refer to the portal for VCE and VET applications

At a glance



Accelerated VCE/VET Studies

The following criteria are used to select applicants:

1. Overall academic performance - students should have strong results in all subjects
2. 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
3. Attendance Rate - students intending to undertake a VCE 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.
4. 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

- Learning Community 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.
- Endorsed by a member of the principal class member

Year 10 CORE Subjects

ENGLISH

In Year 10 English, students will be prepared for senior pathways. They will engage with a variety of texts for enjoyment and analysis. They will interpret, discuss and perform to broaden their understanding of cultures within Australia and beyond, with a particular focus on current events, Indigenous Australia and multiculturalism. The students will be provided with opportunities to create imaginative, informative and persuasive texts such as narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. The students will routinely work on developing their spelling, grammar and punctuation skills and specifically focus on extending their reading comprehension abilities. It is expected that year 10 English students will pre-read their listed texts and incorporate study as part of their workload. They also must be able to work collaboratively as well as independently to complete tasks.



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

Year 10 mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently. Students will have the chance to enhance their mathematical and numeracy ability, which will provide pathways to VCAL, VCE or individual learning programs in the future.

Year 10 Accelerated Mathematics looks at advanced Mathematical concepts that will offer a pathway to either Math Methods or Specialist Math in VCE. Students cover the required Victorian Curriculum past a level 10 and into 10A as well as 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 to extend students use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers.. With content such as exploring the use of Measurement, Geometry, Number, Algebra, Statistics and Data. General Mathematics asks students to explore mathematics as a tool for engaging with mathematics and numeracy and provides them with the tools and knowledge for the future.



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 the Humanities CORE subject students learn about the twentieth century and modern Australia through the study of History, Geography, Civics and Citizenship and Business. Topics include civil rights movements, geography of human wellbeing, Australia as a global citizen and business and enterprise. Students further developed their skills in historical thinking, geographical concepts and critical thinking to help students engage in more complex and thought provoking questions. Year 10 Humanities aims for students to broaden their understanding of the world they live and empower them to act.

History

This area of study aims for students to examine history after the Second World War and the global efforts to build a new world of equality. They will critically examine nations' efforts to uphold human rights and ask whether those that committed to the Universal Declaration of Human Rights have really done so. Students will learn about significant events of civil rights movements and activists and evaluate how they created change. Finally, students will analyse primary and secondary evidence, examine historical interpretation and debate the ideas and beliefs of the past.

Civics and Citizenship

This area of study asks students to consider both Australia as a global citizen and Australia as a diverse nation. They examine the international roles and responsibilities of Australia and discuss how they impact government policy. Students also explore what it means to be an active and informed citizen in a diverse and democratic society. Students will do this by discussing what it means to be a part of a country with so many different people and confront the challenges that creates for a democracy. Finally, students build on their critical thinking and analytical skills as they engage with these topics.

Geography of human wellbeing

This area of study aims for students to examine what wellbeing is and how it can be examined across the globe. They ask, is wellbeing consistent across the globe? What factors may account for less wellbeing in certain areas and more in others? What efforts are being made to help achieve global health and wellbeing and what challenges are in the way? In this unit students consider the impact of place and the effects of interconnection across an increasingly globalising world. Students will further develop their understanding of geographical concepts so they may apply them when examining the impact the world has on us and were on it.

Business:

This area of study asks students to examine the nature of the workplace and how individuals and businesses make decisions and allocate resources. Students will explore enterprising behaviors and capabilities that can help develop and improve the business environments. They will consider how we can use cost benefit analysis to recommend action and predict the impact of that action. Additionally, students analyse living standards and its links to economic performance and discuss variation. Finally, students will build transferable skills that will allow them to identify and investigate contemporary business and economic issues.

Year 10 Elective Subject List 2022

#select 2 electives per semester

Unless you have applied for IMPACT, SEED, VETis or a VCE accelerated subject, as you will only need one other elective per semester

| Learning area | Subject | Fees (T.B.C) |
|--------------------------------|--|-------------------------|
| The ARTS | SEMESTER 1 | |
| | Music Practice | \$20 |
| | Visual Communications and Design Practice | \$45 |
| | Visual Art Studio Practice | \$45 |
| | Media – Photography | \$65 |
| | Media | \$40 |
| | Animation | \$40 |
| | SEMESTER 2 | |
| | Music Performance | \$20 |
| | Visual Communications and Design Folio | \$45 |
| | Visual Art Folio | \$45 |
| | Media – Photography | \$65 |
| | Media | \$40 |
| | Animation | \$40 |
| IMPACT | Select entry program | |
| | IMPACT - Inspiring Performers Artists Creating Together | \$150 |
| Design & Technology | Systems | \$65 |
| | Digital technology | \$20 |
| | Automotive | \$60 |
| | Wood work | \$80 |
| | Textiles | \$35 |
| | Food Studies – Foods of the World | \$65 |
| | Food Studies – Bakeshop | \$65 |
| HAPE | Outdoor Education and Rec Certificate 11 Must also fill in VET application form | TBC |
| | Physical Education – Sports Performance | \$30 |
| | Global Health | \$50 |
| SEED | Select Entry program | |
| | SEED - Sports Empowerment, Education and Development | \$150 |



YEAR 10 2022 SUBJECT SELECTION FORM

| |
|-----------------|
| Student Name: |
| Mentor Teacher: |

Subject Selections

Note the preference order that you would most like to complete these subjects, ensuring that all Learning Area requirements are met before additional subjects are preferred.

| Learning Area | Subject Name | Preference | Units |
|---|--------------|------------|-------|
| Compulsory Subjects | | | |
| English/EAL | | 1 | 2 |
| Maths | | 2 | 2 |
| Science | | 3 | 2 |
| Humanities | | 4 | 2 |
| HAPE core (cannot do SEED) | | | 1 |
| Special Programs (Please note you can only select one of the following Year long Special program Units) | | | |
| SEED (can not include HAPE elective) | | 6 | 2 |
| IMPACT (must include art elective) | | 6 | 2 |
| Accelerated Subject (Please Note: this must be approved through a separate Accelerated Subject Approval Process) VCE = Business Management/ Health & Human Development/ BEAL OR VETis OED Rec or Music | | 6 | 2 |
| Elective Subjects (Please note students must select at least one H&PE Subject and at least one Art or Technology subject. Students who select SEED must choose both an ART and a Technology subject.) | | | |
| H&PE | | | 1 |
| Arts | | | 1 |
| Technology | | | 1 |
| Additional Choices | | | 1 |
| | | | |
| Total number of units = 12 | | | |
| Back-up Choices (Back up choices are very important as some subjects may not run due to low students numbers. In these instances Back-Up subjects will be used to create a student's subject offerings. Please select carefully. Students should select at least 3.) | | | |
| | | | |
| | | | |
| | | | |

It is important to note that subject choices are not guaranteed due to clashes with other subjects based on timetable constraints. All elective subjects, may be timetabled in either semester.

The Arts

Music Practice: Semester 1

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: Semester 2

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 Performance 1 to do Music Performance 2.

Visual Communications and Design Practice: Semester 1

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: Semester 2

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 Practice: Semester 1

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: Semester 2

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: Semester 1 and or Semester 2

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: Semester 1 and or Semester 2

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. They will examine how the media and media technologies influence society and their lives, exploring the ever-changing media landscape. They focus on how they can have a positive impact on people and the world through the means of media journalism. Students will become storytellers who create media with meaning. Students create their own Podcast or YouTube Channel focused on a topic of their choice, using practical skills learnt in class.

Animation: Semester 1 and Semester 2

Students study animated short and feature films and develop an understanding of the 12 principles of animation. They work to understand narrative and character development. Students will engage in a variety of practical animation tasks using software such as Adobe After Effects, Animate and many more. Students will work towards producing their own short animations that are targeted towards specific audiences.

**IMPACT (Inspiring Musicians, Performers, Artists to Create Together)**

This elective runs over the year. Students who choose IMPACT must select another Art elective over a semester

IMPACT is an initiative of Northern Bay College to provide our students with opportunities to explore a rich arts education with creative classes in music, drama, dance, media, visual arts and visual communication design. The

particulars of the program will be driven by student voice.

Through Year 10 IMPACT, Northern Bay College will strive to further inspire students to hold the arts in the highest regard, and to be actively involved in their education through creative inquiry and embracing ideas together and exploring pathways that will lead into VCE arts subjects.

Rationale: IMPACT aims to extend and enhance all Northern Bay College students' opportunities in the Arts including:

- Develop individuality by exploring ideas
- Make learning accessible, fun and rewarding
- Expose students to expert coaches in their field
- Inspire students to learn and develop skills in all areas of the arts
- Identify clear pathways for students in media, film, TV, stage performance, music performance, set construction, make up and special effects, community arts programs and education, design, architecture, fashion design and textiles just to name a few.
- Leadership and opportunities to represent IMPACT across the College and wider community

Year 10 IMPACT

In year 10, students have the opportunity to participate in this year-long elective. We encourage students to look beyond themselves and explore diverse activities in the arts; exploring new platforms of expression, developing risk-taking skills and promoting self-discovery. Some platforms that these may be, but are not limited to, are:

College Communications (newsletter, magazine, podcasts, school radio/television station)

- Developing stories for the College social media pages
- Development of programs in the P-8 campuses and Extended School Day
- Work with house leaders to implement / run House Choir etc
- Arts Connect at the Melbourne Arts Centre and Geelong Arts Centre
- The possibility of Industry work experience
- Presentations and workshops with industry professionals

IMPACT will continue with the ABC principle:

A = Attendance: 95%

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

C = Character: Initiative/Leadership/Resilience/Persistence

Design and Technology Electives

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.

Digital Tech – 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. 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.

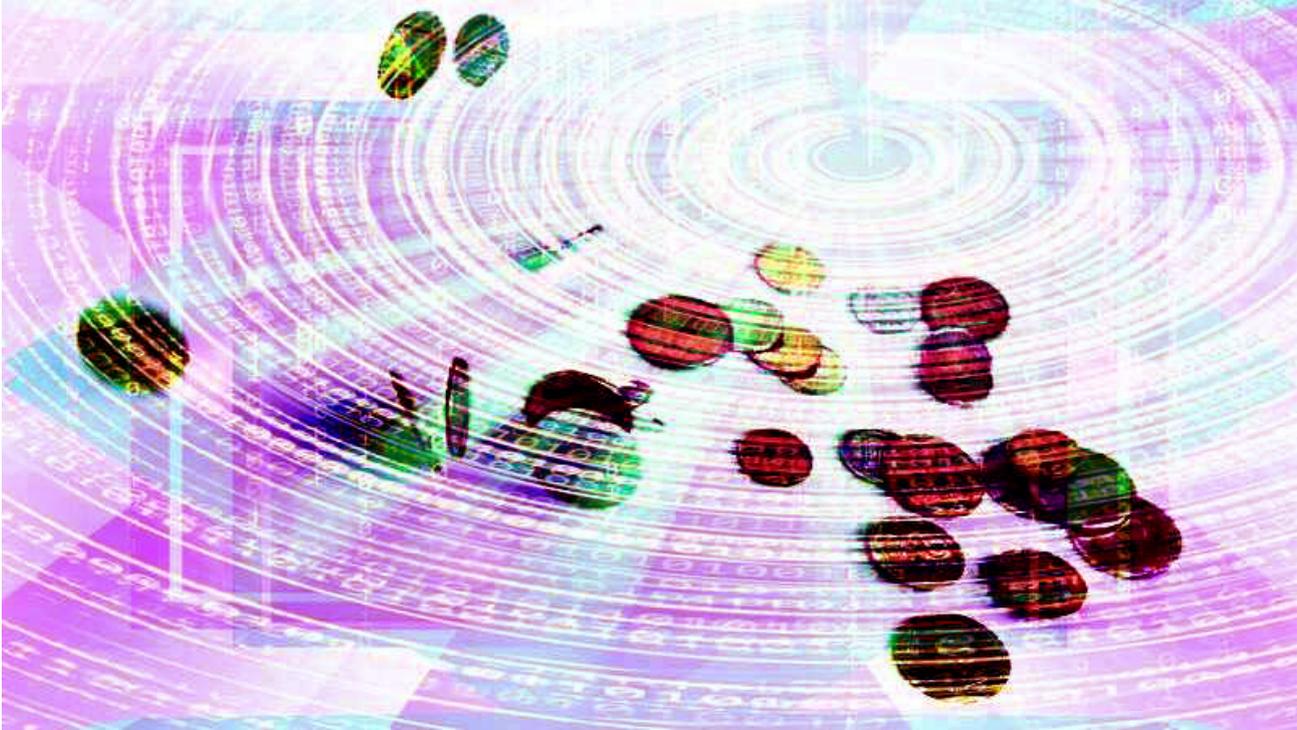
Textiles – Students will develop an understanding of the use of the sewing machine, basic construction and enhancement techniques to make textile projects. They will look at fashion design, elements used in textiles and fibre properties enabling them to use a range of technologies. Students will develop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

Automotive – 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.



HAPE Electives

Outdoor Education and Recreation VET Certificate 11 (Will need to complete a VET application on NBC portal)

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 2022. 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 – 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.



SEED

SEED – Sports Empowerment, Education and Development **(Year long 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 2021 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

What is a School Based Apprenticeship? What is a School Based 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 15 years old to participate

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

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 and reduces the time required to complete the full apprenticeship. Therefore – they will be fully qualified earlier than those who start their apprenticeship when they finish school.

School Based Traineeship participants have their training at a local TAFE, College or through a Registered Training Organisation (RTO). Training usually takes place on Wednesday afternoons between 1pm – 5.30pm. And if required, make up-classes are organised throughout school holidays. However, the training for School Based Apprenticeships can differ and be done at varying times throughout the year, all of which is negotiated and approved with school first.

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.

For Further Information

Joanne Parcell - Northern Bay College Careers Manager
Ph) 03 5224 9700 Em) joanne.parcell@education.vic.gov.au
Geelong SBAT Website : www.sbataskforcegeelong.com

2022 -SBAT Traineeships

(All offers are for a 12 month Certificate III School Based Traineeship Programs unless otherwise stated)

Victorian Group Training

- Community Services
- Education Support
- Hospitality
- Horticulture
- Business

Pathways Education and Training

- Early Childhood Education & Care
- Fitness
- Education Support
- Allied Health
- Aquatics & Community Recreation

G Force Employment Solutions

- Health Services Assistance

The Service Crew

- Hospitality

National Food Institute (Make n Bake (GRE8) (DAAWS funded participants only)

- Food Processing – Biscuit Production (Certificate II)
- Horticulture (Certificate II)
- Warehousing (Certificate II)

Maxima (Indigenous Participants only)

- Business (Certificate II) 18 months duration

2022 -SBAT Apprenticeships

Apprenticeship vacancies are usually sourced by the students and facilitated by their school and the GCTA SBAT Taskforce.

The taskforce has several partners who can manage the apprenticeship on behalf of the employers and candidates, and they may even have apprenticeship vacancies. For more information please see their details on the SBAT website.

www.sbataskforcegeelong.com

For further details of any School Based Traineeship or Apprenticeship

- Visit the Geelong Regional SBAT website - www.sbataskforcegeelong.com
- Contact Ms Joanne Parcell – Careers Manager at Northern Bay College

Ph: 5224 9700 Em: joanne.parcell@education.vic.gov.au

VDSS Courses 2022

Several VDSS offerings can be undertaken in the region. Normally it is advised for Northern Bay students to complete either a school based VDSS or access a course offered via our partner neighbor the GITTC or cluster school. If applying with the Gordon this needs to be completed via their website online. Please make sure you have your USI number. For any more information on any of these courses, please see Mel Inderberg. Costs are subject to change – in particular for second year.

| Program Name | Prac v/s Theory | Length | Cost Year 1 | Year 2 |
|--|-----------------|---------|-------------|--------|
| Delivered at Northern Bay College (NBC) | | | | |
| Cert III Music Industry (Performance) | 50% - 50% | 2 Years | \$350 | \$350 |
| Cert II Outdoor Recreation | 70% - 30% | 1 Year | \$250 | |
| SEED (Modified Units of Competency to work to Cert III) | 70% - 30% | | | |



NBC recognises the AQF qualifications and Statement of Attainments issued by Other Registered Training Organisations.

RTO: IVET 40548

2021 Delivery SES – SIS 20419 Certificate II in Outdoor Recreation

VET Units 1 & 2 Only - One year

Competencies

| | |
|-------------|--|
| HIWHS001 | Participate in workplace health and safety (Core) |
| SIS0PLN002 | Plan outdoor activity sessions |
| SIS0FL0001 | Assist in conducting recreation sessions*(Core) |
| SIS0FL0002 | Minimise environmental Impact*(Core) |
| SISXCAf001 | Provide equipment for activities |
| SISXFAC001 | Maintain equipment for activities |
| HITAI0003 | Provide first aid |
| SISXINIJ002 | Maintain sport, fitness and recreation industry knowledge (Core) |
| SIS0CYT002 | Ride bicycles on roads and pathways, easy conditions |
| SIS0BWG001 | Bushwalk In tracked environments |
| SIS0FL0006 | Navigate in tracked environments |

All students must undertake the Core Elements and electives will make up the remainder of the required course hours. Additional electives may be available in the above list.

Pathway

Certificate II Outdoor Recreation ➡ Certificate III Sport & Recreation ➡ Diploma / University

Queries regarding any fees payable for this course should be directed to VET Coordinator or Melissa Inderberg, Goldsworthy Campus Tel: 5224 9700

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



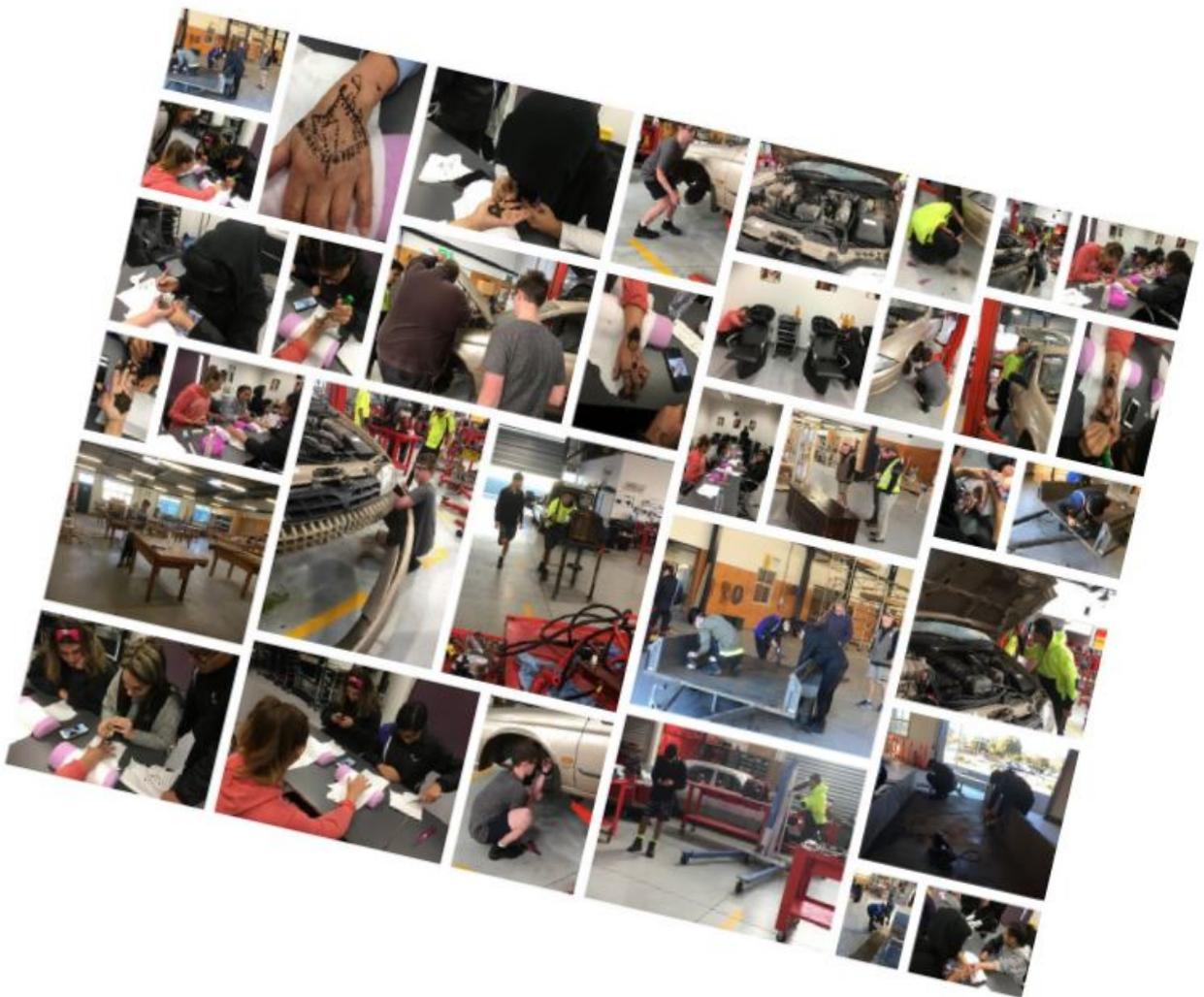
Work experience

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.



Year 10 HANDBOOK

2022



Northern Bay P-12
College

