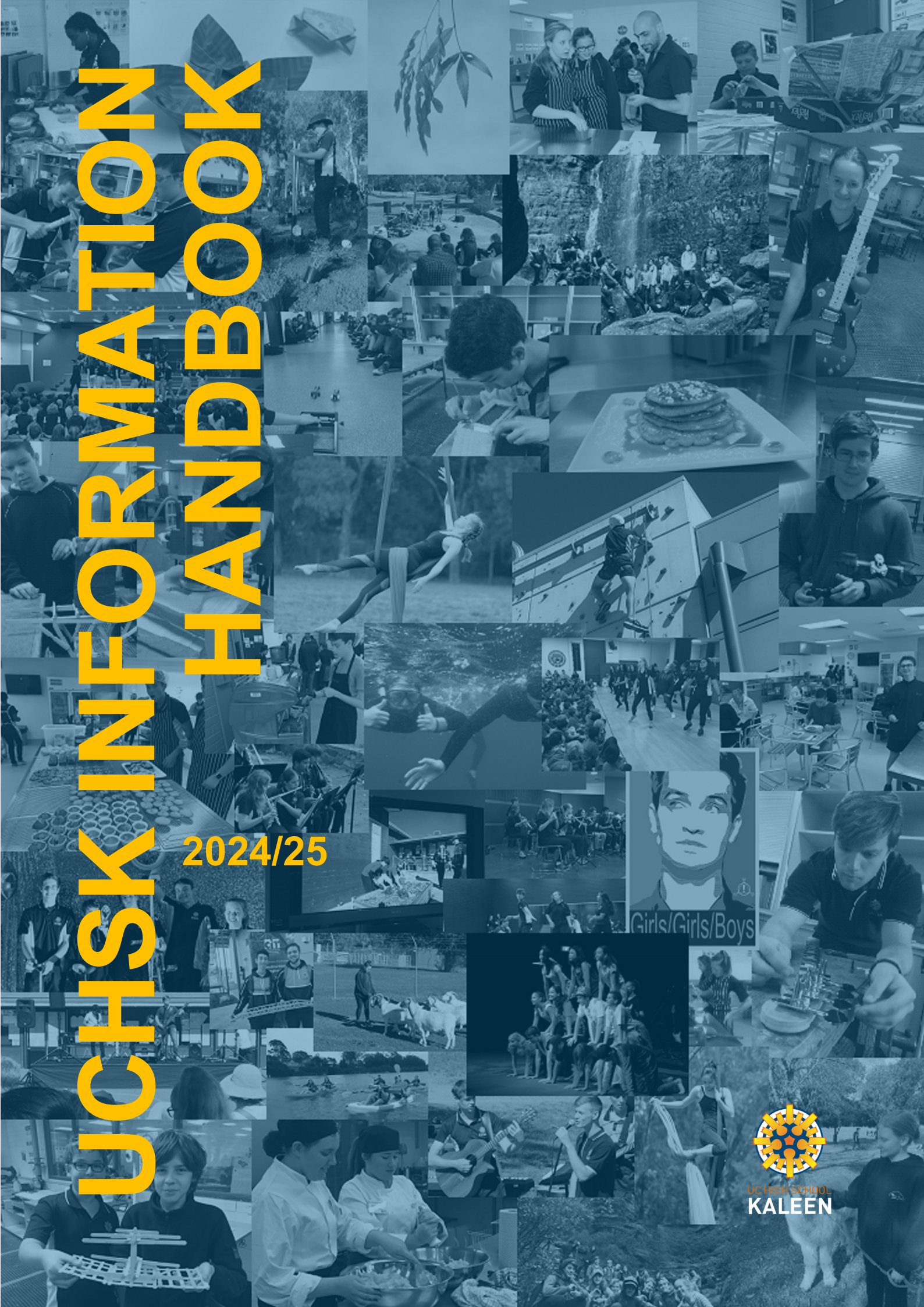


# UCHSK INFORMATION HANDBOOK

2024/25



UC HIGH SCHOOL  
KALEEN

# PRINCIPAL'S MESSAGE

At University of Canberra High School Kaleen (UCHSK), we cater for students in Year 7 to Year 10, from a richly diverse range of backgrounds. UCHSK has a strong sense of community. We take great pride in knowing our students well and developing an engaging and accessible core and elective program that meets learners at their individual point of need.

UCHSK is a professional learning community, committed to working collaboratively to ensure that every child experiences growth in their learning and development. Our dedicated staff maintain high expectations both of themselves and of their students. Staff challenge students to achieve their best and put in place a variety of strategies and opportunities to ensure that every student sees themselves as a successful learner. Our mantra at UCHSK is 'we do whatever it takes'.

We encourage active parental engagement throughout the High School years in recognition of the importance of the shared role that we play in the education and care of your child. We have the most positive impact when we work in partnership with families and are aligned in our approach across both home and school.

On behalf of our staff and community partnerships, we look forward to working together to achieve the best possible results for your child. Because here at UCHSK, we do whatever it takes, everyday.

## **Kate Woods**

Principal

University of Canberra High School Kaleen

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# IDEOLOGY

## Mission

At UCHSK, we will function as a Professional Learning Community, collaborating to ensure the academic, social and emotional growth of each student, through quality and purposeful educational experiences. We will do whatever it takes to ensure all students achieve success.

## Vision

UCHSK thrives on a foundation of strong relationships, where individuals are valued and all student needs are met. There are high expectations of student behaviour and academic endeavour. All students achieve success.

## Kindness

Our school is inclusive and we value the differences between each and every one of us; in fact, we celebrate difference. We believe in developing and maintaining strong friendships and making sure everybody feels safe and included.

We focus on learning and set high expectations for both social and academic achievement. We believe that all growth is a success, but excellence is something we should always aim for.

## Respect

We demonstrate respect through our positive behaviours, always being honest, taking responsibility for our own learning as well as the learning of others, taking responsibility for our own actions and by taking great pride in our school.

We value the effort people make when they try hard to achieve their goals or accomplish something new; we value growth. Actively participating in school life, using feedback to improve our work and always looking for ways to improve are all signs of endeavour.

## Achievement

## Endeavour

**Principal**  
**Deputy**

Kate Woods  
Greg Stirling

**EXECUTIVE STAFF**

**SOSE / Languages**

Conor Laenen

**English**

Carol Ellis

**Inclusive Education &  
Case Management**

Jenelle Reynolds

**Pastoral Care &  
Student Wellbeing**

Stuart Gilding & Brad  
Robertson

**Science**

Gary Rolfe

**PE & Health**

Ben Williams

**Mathematics**

Colin Montgomery

**Design & Technology &  
Arts**

Michelle Coleman

**Business Manager**

Leanne Rankine

**KEY CONTACTS**

## SCHOOL TO HOME COMMUNICATIONS

<b>School Phone Number</b>	6142 0490
<b>School E-mail</b>	<a href="mailto:UCHSKaleen.information@ed.act.edu.au">UCHSKaleen.information@ed.act.edu.au</a>
<b>School Website</b>	<a href="http://www.kaleenhs.act.edu.au">www.kaleenhs.act.edu.au</a>
<b>School Newsletter</b>	Emailed twice a term: Weeks 4 & 7
<b>School Facebook</b>	University of Canberra High School Kaleen
<b>Student Reports</b>	Each term
<b>Parent Teacher Interviews</b>	Once each semester
<b>Parent Information Evenings</b>	As advertised
<b>P&amp;C Meetings &amp; Forums</b>	Twice each term
<b>Board Meetings</b>	Twice each term
<b>SMS messaging of student absence</b>	Daily

## ENROLMENT

Enrolment is through an online form available on the school website or the ACT Education Directorate website. Those that submit their application by Friday 7th June 2024 will receive a placement offer from the 29th July 2024. Applications completed after the 7th June will receive an offer later in the year. Families without internet access are invited to come into the school to complete the form.

The school timetable operates on a weekly cycle. Students are enrolled in seven classes (or lines) each of which occur three times a week. Students also attend year group and whole school assemblies once a fortnight. Achieve sessions are held each week which are used to either further develop student literacy or to ensure student's complete overdue work. Students also engage in a Pastoral Care lesson (Long PC) each fortnight.



	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	
8:55-9:05am (10 mins)	PC	PC	PC	PC	8:55-9:40am (45 mins)	PC
9:05-10:20am (75 mins) Period 1	3	6	4	5	Period 1	Catch Up / Achieve
10:20-11:15am (55 mins) Period 2	4	5	6	7	9:40-10:30am (50 mins) Period 2	PC Week A – Assembly Week B - Long PC
11:15- 11:50am	Recess (35 mins)				10:30-11:10am	Recess (40 mins)
11:50am-12:40pm (50 mins) Period 3	1	1	2	2	11:10am-12:25pm (75 mins) Period 3	7
12:40-1:25pm (45 mins) Period 4	2	1	2	1	12:25-1:20pm (55 mins) Period 4	3
1:25-2:00pm	Lunch (35 mins)				1:20-2:00pm	Lunch (40 mins)
2:00pm-3:00pm (60 mins) Period 5	5	7	3	6	2:00-3:00pm (60 mins) Period 5	4



## SCHOOL UNIFORM

The UCHSK uniform consists of:

- Formal option – collared shirt/blouse, shorts, pants, skirt, and blazer
- School polo
- School jumper or jacket
- Navy or black pants, shorts, or skirt
- The designated PE shirt

N.B.

- Any shorts/skirts must be of an appropriate length (mid-thigh or longer)
- Any shirt must cover shoulders and biceps, have an appropriate neckline and be an appropriate length.
- All pants must be in a good state of repair.

## BRING YOUR OWN DEVICE (BYOD) AT UCHSK

UCHSK is a BYOD school in accordance with the ACT ED. We are committed to embedding the use of personal electronic devices at school to deepen learning, prepare students for college and work life and support a personalised, student-centred approach. All students are provided with a Chromebook as a part of the ACT Government's Technology Enabled Learning initiative. Having their own device opens a whole new world of learning opportunities for students. This may include, but is not limited to, greater collaboration with classmates, peers, and potentially other students all over the world, greater differentiation to suit the individual's learning needs and the opportunity to access their learning content anytime, anywhere. More information on the BYOD can be found on the school or the Education Directorate websites.



Dedicated classrooms in a traditional setting  
Hospitality Trade Skills Centre  
Agriculture and Animal Husbandry learning facilities  
Modern library with ICT facilities  
Computer lab  
Wireless Network  
Gymnasium with change rooms  
Science laboratories  
Art areas  
Woodwork areas  
Metalwork areas  
iSTEAM classroom with Makerspace  
Textile's area  
Music/band suite  
Performing Art studio  
Inclusive Education Hub  
Canteen

# EDUCATION FACILITIES

## STUDENT WELLBEING TEAM

<b>Deputy Principal</b>	Greg Stirling
<b>Student Wellbeing &amp; Pastoral Care SLC</b>	Stuart Gilding & Brad Robertson
<b>Wellbeing Case Management SLC</b>	Jenelle Reynolds
<b>Youth Worker</b>	Corey Graften
<b>Psychologist</b>	TBC

## STUDENT WELLBEING

The Student Wellbeing Team supports teachers in the use of positive classroom management strategies to ensure a positive learning environment for all students. Teachers reinforce school-wide expectations around engagement, monitor and respond to appropriate and inappropriate behaviour, use strategies that reduce escalation and develop strong supportive and caring relationships with all students.

## ADDITIONAL SUPPORT SERVICES

UCHSK has a full-time youth worker who supports students and facilitates proactive youth support programs. UCHSK has very strong partnerships with Menslink, Mental Illness Education ACT, Raising Hope, The Junction, Belconnen Community Service and other organisations that assist us to provide support or run programs for students.

## POSITIVE BEHAVIOURS FOR LEARNING

Positive Behaviour for Learning (PBL) is a school-wide approach that minimises problem behaviour and reduces its effects on student outcomes and on the school community. PBL identifies and rewards positive behaviour demonstrated by students, leading to improved self-concept and increased motivation to learn. At UCHSK students demonstrate our school values through expected positive behaviours every day. Teachers look for these positive behaviours and enjoy acknowledging and celebrating them. Students and staff have worked together to identify the positive behaviours we expect in various areas of the school. Like all skills, behaviours such as “using appropriate language” is something that we all learn. Through Pastoral Care lessons, visual reminders, modelling, and positive reinforcement, we strengthen and support these agreed and expected behaviours for University of Canberra High School Kaleen.

## PASTORAL CARE

Pastoral Care classes (Long PC) are held on a fortnightly basis. The Pastoral Care Curriculum has a large focus on social and emotional learning. PC supports students to build resilience, a growth mindset and make smarter choices. PC also supports the Student Pathways process and the preparation of students for life after high school. Special presentations with a wellbeing focus are also embedded into the Pastoral Care Program.

PC classes also meet for 10 minutes at the start of each day. This gives staff and students an opportunity to monitor attendance and general student progress, check in together and disseminate daily information.

PC teachers also provide support and refer students for additional support if needed and assist with the ILP/ CLP & PLP process for students with special needs or students in care.

There are two specialised PC classes that support our EALD students and Aboriginal and Torres Strait Islander students.

# POSITIVE BEHAVIOURS FOR LEARNING

## INCLUSIVE EDUCATION

UCHSK is a fully accessible and inclusive school where our diverse group of students are enriched and challenged through quality teaching to achieve high standards. Our innovative and dynamic educational programs are based on the Australian Curriculum and are differentiated to ensure inclusion and success for all. Every student is encouraged to be an active and meaningful participant in each area of the curriculum. Our highly skilled staff work collaboratively with parents/carers, students, and the wider community to develop programs which cater to the educational and social/emotional needs of all students. Our whole school differentiation approach to inclusive education provides an environment where young people feel safe, valued, and engaged in all aspects of the school community and fosters ownership towards learning. Inclusive Education students are required to have an Individual Learning Plan (ILP). An ILP is a working document designed by teachers in collaboration with students, families and others that identifies planning and evaluation of educational programs.

At UCHSK we offer a range of small group programs that encompass the broad range of ACT Education Directorate 'Disability Education Programs' (formerly known as Learning Support Unit (LSU) Learning Support Unit Autism (LSUA)). These programs cover the core subjects of English, Mathematics, Science and SOSE.

# INCLUSIVE EDUCATION



## ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

The Aboriginal and Torres Strait (A&TSI) program offers a wide range of support in academic and social development. The A&TSI Professional Learning Team works with students to develop personal literacy, numeracy, social and transition goals. The UCHSK Indigenous Education Contact Teacher works collaboratively with staff to further assist A&TSI students achieve their goals, support their cultural learning and understandings and reach their full education potential. Various additional programs and events are offered through the A&TSI program, including the Nguru program, family/community breakfasts, yarning circles, information sessions, and a range of cultural events and celebrations.

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD) & INTERNATIONAL STUDENTS (IS)

English as an Additional Language or Dialect (EALD) is the study of English by students whose first language is a language or dialect other than Standard Australian English, and who require focused educational support to assist them in accessing the curriculum, and attaining proficiency in Standard Australian English. At UCHSK we support EALD students both individually and in an EALD class. We offer high quality learning in a supportive environment to all our students from non-English speaking backgrounds, with the ability to individually tailor student programs. The EALD coordinator also works with teachers to advise on strategies to assist students. EALD students may be placed in an EALD Pastoral Care class to ensure adequate language and cultural assistance. UCHSK embraces cultural diversity and is proud to host international students from several countries in our school. International students at UCHSK are supported by the International Education Unit (IEU) within the ACT Education Directorate.

INCLUSIVE EDUCATION

Student achievement is recognised through a wide range of awards throughout the course of the school year.

## PBL AWARDS

- KARE Cards for demonstrating expected behaviour
- After 10 KARE Cards students receive a certificate at their Year group meeting and a star which is displayed on the information screens around the building.
- After 20, students receive a postcard from the Principal and another star on the screens.
- After 50, students receive a certificate at End of Semester awards ceremonies.

## CLASS BASED AWARDS

- End of semester Achievement and Endeavour Awards
- Agriculture Award

## FACULTY BASED AWARDS

- Faculty Awards
- Outdoor Education Award
- Vocational Education Award

## MAJOR END OF YEAR AWARDS

- ACT Education Directorate Year 10 Excellence Awards
- ADF Long Tan Youth Leadership and Teamwork Award
- Australian Catholic University Prize
- Caltex Best All Rounder Award
- Outstanding Sportsperson Award
- Personal Growth Award
- P&C School Citizenship Award
- David Lamond Sports Encouragement Award
- Trevor Ferguson Encouragement Awards for resilience and overcoming challenge
- David Middleton Trophy - UCHSK Dux
- Principal's Award

# AWARDS

In Year 7 all students have the opportunity to study eight learning areas as set out by the Australian Curriculum. Students will access five core learning areas each semester, as well as Pastoral Care, Cultural Integrity and Japanese. Students then have the option of specialising in one of the three extension classes (Japanese, Agriculture or Circus) or rotating through a selection of the other elective subjects each term.

CORE SUBJECTS	ELECTIVE SUBJECTS
Mathematics	Introduction to Art
English	Wood & Metal Technology
Science	Young Chefs
Studies of Society and Environment	Drama
Physical Education / Health	Circus
Japanese (one semester)	iSTEAM
Pastoral Care	Jewellery
	Visual Art
	Music
	Agriculture
	Extension Japanese
	Circus



# COURSE INFORMATION

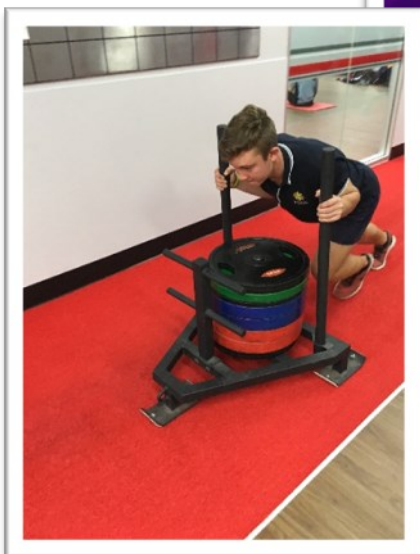


UCHSK also offers a range of enrichment programs. In 2025 these will include:

- BEYOND — Gifted and Talented program
- Instrumental Music Program

A similar range of electives is offered in Years 9 and 10, including:

- Visual Art
- VET Hospitality
- Photography
- Textile Design
- Wood & Metal Technology
- Agriculture
- Programming & Robotics
- Circus
- Jewellery
- Master Chefs
- Music
- Drama
- Digital Tech
- iSTEAM
- Sports Coaching
- Outdoor Recreation
- SOSE Extension
- Maths/Science Extension
- Japanese
- Sculpture & 3D Art



# MATHS

The Mathematics course, which is studied by all students at UCHSK, follows the Australian Curriculum across all its Essential Strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Learning Mathematics creates opportunities and enriches the lives of all Australians. Practical opportunities to test and utilise these skills are offered to show students how to apply the skills they are learning to real-world situations.

The Mathematics course develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which Mathematical specialties and professional applications of Mathematics are built. Students are encouraged to take up extension and enrichment opportunities, with the ability to access a 10A curriculum course, a Maths/Science Extension elective, The Australian Mathematics Competition and the Computational and Algorithmic Thinking competition.

Mathspace is an adaptive online platform which is utilised by staff to reinforce normal class activities and for assessment. Students can log on at any time outside of class for additional practice to strengthen their learning. For essential topics in the Mathematics curriculum, students will have multiple chances to demonstrate their understanding. At different stages throughout the year students are regrouped to provide consolidation, extension or intervention as necessary, allowing for adaptive and targeted support for your child.



English is essential in all areas at school, college, university, and work. English focuses on the use of the English language, literacy and the study of literature. Over Years 7-10, students engage in a wide range of English units of work, including novel studies, creative writing, poetry, Shakespeare, academic writing, journalism, advertising and media, as well as a focus on the specific grammar and vocabulary choices within different genres of writing. We follow the Australian Curriculum to ensure that our students have opportunity to read, view, and create texts to explore ideas and test perceptions in creative and imaginative ways. Appreciation and enjoyment of language and literature helps students to become independent learners and develop an ever-widening language repertoire for personal and public use in contemporary society.

Students are encouraged to participate in poetry and writing competitions, debating, state and national competitions, excursions, workshops, and seminars. Students are expected to read a range of texts for course requirements and for personal enjoyment.

Particular emphasis is placed on:

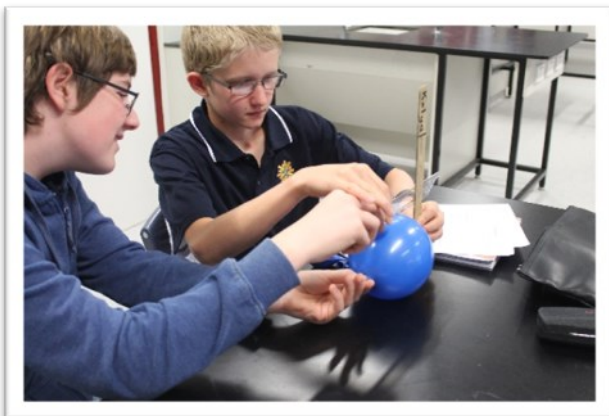
- writing appropriately and correctly for a wide variety of purposes and audiences
- writing expressively about thoughts, feelings, opinions, and ideas
- formal study of literature
- developing skills in teamwork
- speaking confidently in formal and informal situations and with members of the wider community
- developing a critical understanding of the mass media
- developing skills in responding creatively to texts.

# SCIENCE

Science at UCHSK has three interrelated strands: Scientific Understanding, Science as a Human Endeavour, and Scientific Inquiry Skills. Together, these three strands provide students with understanding, knowledge, and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Each year group will have the opportunity to attend at least one science excursion per year and science week events are a major focus in Term 3 each year. UCHSK participates in several science competitions and we are looking to increase our participation for 2025

Students continually build upon a set of skills essential for conducting scientific inquiry and reporting, in research and communication of science from Year 7 to Year 10. The content is based upon developing inquiry and problem-solving skills, together with a deep understanding of the major concepts covered and is in line with the Australian Curriculum. Students at UCHSK also have the unique opportunity to use the Murnong Farm as a resource for learning science which relates to many areas of the science curriculum. Science students at UCHSK benefit from our partnership with UC who provide access to resources and experts in scientific fields. Additionally, students may participate in the E2 extension science program at Lake Ginninderra College which is open to students from Year 7-10 along with the Maths/Science Extension elective which is open to students in Year 9 and 10.



## STUDIES OF SOCIETY AND THE ENVIRONMENT (SOSE)

Students at UCHSK complete a full year of study in SOSE, with the content taken from the 'Humanities and Social Sciences' Learning Area of the Australian Curriculum. In each year of high school, students spend a semester studying History, then complete units in Geography, Economics and Business, and Civics and Citizenship. SOSE is a dynamic and relevant learning area, and links are made with other areas of study and current issues in Australian and world affairs. Our aim is to develop students' ability to make connections from the past to help them understand the world in which they live. Assessment is focused on developing our students' inquiry, research, writing and presentation skills. Students may choose to participate in a SOSE Extension elective in Year 9 and 10. Extension opportunities are also provided for students in regular SOSE classes through the integration of external inquiry projects that are embedded in, or offered in addition to, regular classroom assessment.

## LANGUAGES

Japanese at UCHSK provides students with the opportunity to encounter the unique traditional and popular modern culture and language of Japan. Japan is one of Australia's major trading partners, and tourism in Australia creates the need for speakers of Japanese. Learning any language is useful for developing specific cognitive skills and intercultural understanding, as well the ability to learn a third or fourth language. In Year 7, students enter either an introductory language unit or may apply for the extension class if they have studied Japanese at primary school. In Year 8, students continue to study Japanese culture as they improve their language skills. For students in years 9 and 10, Japanese is an elective subject, building on the skills and knowledge developed in years 7 and 8. In all years there is a strong emphasis on the development of reading, writing, speaking and listening skills, with a building focus on developing fluency in Japanese script through the years. By continuing to study Japanese, students develop a working knowledge of the language and will be well equipped to enrol in a continuing course at college. We are aiming for a school trip to Japan for 2025.



# PE & HEALTH

Physical Education at UCHSK aims to enable students to live healthy lives. Year 7 students progress through units with the focus on the basic skills of throwing, catching, striking and kicking. In Year 8 the basic skills are reinforced within specific invasion type sports looking at game tactics and sportsmanship. During Year 9 our students continue to build on sport-specific skills focusing on tactical play in striking based sports. Our Year 10 students continue with their skill development through involvement in a variety of sporting competitions in which they organise and run. These sporting competitions require student engagement in the roles of administrator, referee, scorer, coach, captain, manager, and player.

Theory health units across the grades include Growth and Development, Healthy Lifestyle Choices, Drug Education and Peer Relationships. Personal fitness is a consistent priority throughout all year groups with one lesson a fortnight dedicated entirely to improving an individual's fitness level.



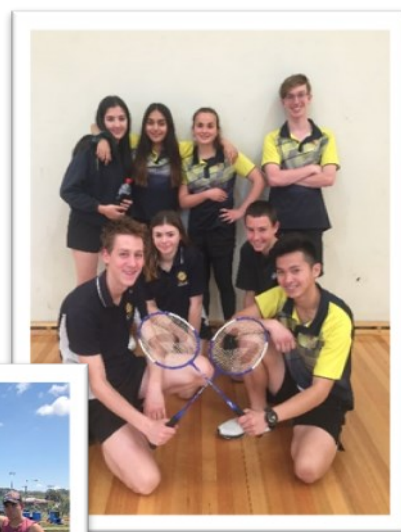
# SCHOOL SPORT

UCHSK is involved in a wide variety of sports both within the school and external competitions.

A large percentage of our students' love being active during recess and lunch time and as a school we encourage this by creating structured opportunities during the breaks. Organised competitions occur consistently throughout the week and the gym area is available for certain year groups at certain times. We also have a strong culture of staff vs. student activities and games which generate strong interpersonal relationships and a sense of community.

At UCHSK, we hold the traditional sporting carnivals of Swimming, Cross Country, and Athletics. These days are specifically designed to cater for the needs of all our students. Each carnival has a strong competitive focus which transitions into a greater emphasis on participation, socialising and enjoyment. Overall, the days are all about building our community and ensuring growth and development through being active.

Our school is committed to offering competitive inter-school sporting opportunities for as many students as possible. We offer the full sporting calendar to our students but the actual teams that we enter are dictated by student interest and staff availability. We ensure that all teams that go out to represent the school are prepared through rigorous training and meet our high expectations around conduct, application, and attitude.



# CULTURAL INTEGRITY

The Cultural Integrity program explores indigenous culture and history. It is broken into four main themes. These are Identity, History, Reconciliation and Culture. Students explore Connection to Country, the importance of storytelling and how it is used as a way of learning, the impact of colonisation, federation, and the significance of reconciliation. The unit also explores the Ngunnawal culture and significant individuals.

The Essential Learnings for the Cultural Integrity unit have been developed from the Achievement Standards of the Australian Curriculum. By the end of the semester long course the Year 8 students are able to use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. Students can use historical terms and concepts and identify evidence in sources as well as interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships. Finally, students learn to describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways.





# CHOOSING YOUR ELECTIVES

At UCHSK, we are pleased to be able to offer a wide range of electives for selection in 2025. Electives are designed to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential, and that is underpinned by the values and mission of the school.

Students in year 7 will rotate through 4-6 different 10 week "taster" electives over the year. One semester of Japanese is compulsory along with a semester of Cultural Integrity, a course studying Indigenous culture and language, which is also compulsory and will be scheduled either in year 7 or 8. There is no opportunity for class changes in year 7. Students in year 7 and 8 are also able to apply to study Circus and Extension Japanese which can be for the entire year.

For students in year 8, 9 and 10, the electives are aimed at providing them with the opportunity to explore more deeply options that support their personal academic and career pathways. It is compulsory for students in year 8 to complete a semester of Japanese. Students in year 9 or 10 selecting Math/Science Extension and SOSE History Extension should be aware that they are year long courses.

All students in years 8, 9 & 10 will be required to select 1 Elective Preference and 2 Reserves for each semester. All classes have a limit to the number of students that can enrol; however, every effort will be made for students to be placed in their first or second preference class. Please also be aware that some electives do have a small fee to cover costs of materials for products that the students will either consume or take home and others will have additional excursion or camp costs.

Heads of Faculty:

The Arts & Design & Technology:

Michelle Coleman

Science: Gary Rolfe

Physical Education: Ben Williams

Mathematics: Colin Montgomery

SOSE & Languages: Conor Laenen

English: Carol Ellis



# JAPANESE



Japanese at UC High School Kaleen provides students with the opportunity to learn and understand the language as well as the traditional and popular modern culture. Japan is one of our major Asian trading partners and tourism in Australia creates the need for speakers of Japanese. One unit of Japanese is compulsory for each of Year 7s and 8s and is counted as one of their four electives. Students beginning their Japanese language studies, and continuing from primary school are catered for within the one class, taking into account their respective experience in the language. A year-long Extension Japanese course is also available for students who have studied Japanese in Primary School, or who have a background in Japanese. In this course, students have the opportunity to further develop the knowledge and skills necessary to use Japanese in everyday situations, and develop their understanding of intercultural communications and awareness. Students extend their Japanese capabilities towards fluency in reading, writing, listening and speaking, explore the cultural and historical aspects of Japan, including food, ceremonies and social expectations and discuss social conventions and how understanding these helps shape global citizens. From year 9, Japanese becomes an elective for all students, and students from the mainstream year 8 course, and the year-long extension course choosing Japanese are each catered for at their appropriate level. It is expected that students choosing Year 9 Japanese will continue for the year, and students choosing Japanese in Year 10 will be continuing from Year 9.

### Available Courses:

- Year 7 Japanese
- Year 8 Japanese
- Year 9/10 Japanese

# BUSINESS STUDIES

What does it take to start your own business? Is profit the only thing that matters? Is dropshipping legal? Why did Toyota deliberately design their electric vehicle to be *ugly*? Why do more people buy Louis Vuitton products when they *raise* their prices? Does nap-time *really* make employees more productive? Can your parent's garage be turned into a tech startup? These are the types of questions we'll answer in Business Studies!

You'll learn the technical skills needed to manage a business such as accounting, marketing, management and ethics and you'll apply your knowledge to analyse real life examples of business success and failure.

Finally, you will put your business skills to the test by developing your very own business plan and testing it in the marketplace.

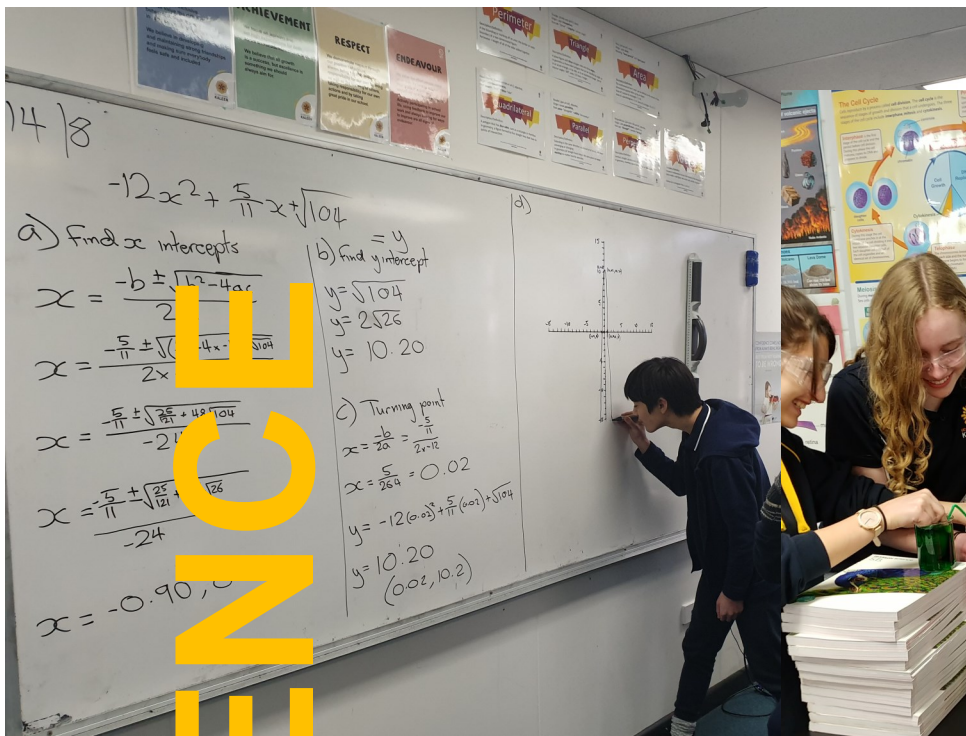
This course will build on the fundamentals of Commerce from Year 7 and 8. Therefore, students are expected to have demonstrated satisfactory effort in SOSE.

## Available Courses:

- Year 9/10 Business Studies



# EXTENSION MATHS & SCIENCE



This elective aims to consolidate and strengthen the skills taught in Science and Mathematics classes to further enhance problem solving skills. The Science component will focus on improving scientific investigation, communication, reporting and critical analysis through a range of activities. The Mathematics component will look at improving and developing the students ability in Algebra and Data Analysis. Students will also be introduced to concepts that will be covered in Science and Maths courses at College.

### Available Courses:

- Year 9/10 Extension Maths & Science - Full Year

# EXTENSION - SOSE HISTORY



Ever wanted to study the Cold War in-depth? Or learn more about the origins of Darwinism? Maybe study the waves of 20<sup>th</sup> century migration to Australia? In 2025, you have the opportunity to study history in greater depth. Choose a topic from the Year 9 or 10 Australian Curriculum History course, and develop your own research project. This elective is for students who are presently achieving at C grade or above in SOSE, and want to pursue a topic of their interest. We intend to use an inquiry-based approach, and students will need to be self-motivated to question, find resources, and report on their findings to their peers.

#### Available Courses:

- Year 9/10 Extension History - SOSE

# THE ARTS

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The Arts subjects delivered at UCHSK provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens.





# VISUAL ART

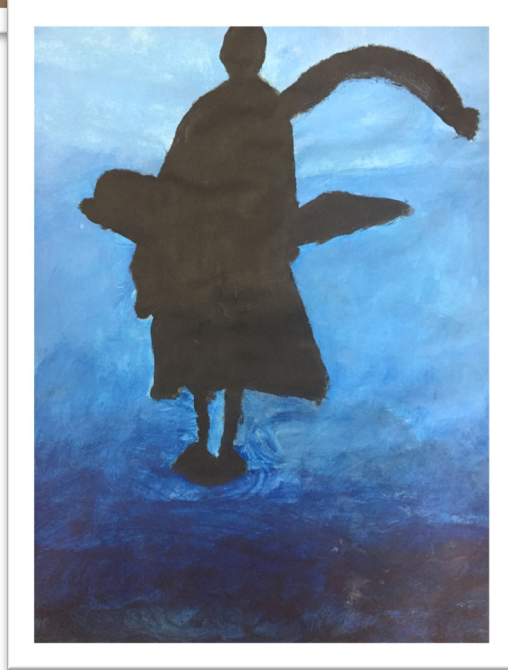
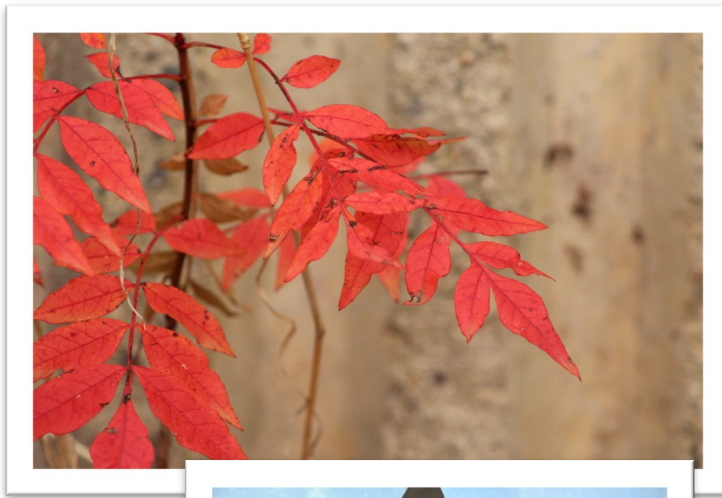
Visual Art engages, inspires and enriches all students. It excites the imagination and encourages creativity and expression. In Visual Arts, students experience and explore the concepts of artists, photographers, artworks, world and audience.

Students develop practical skills and critical thinking which inform their work as artists and audience. They learn how to use knowledge, techniques, processes and materials to explore arts practices and to explore artworks and make their own visual art products.

### Available Courses:

- Year 7 Introduction to Art
- Year 8 & 9/10 Visual Art

# ARTS & CRAFTS



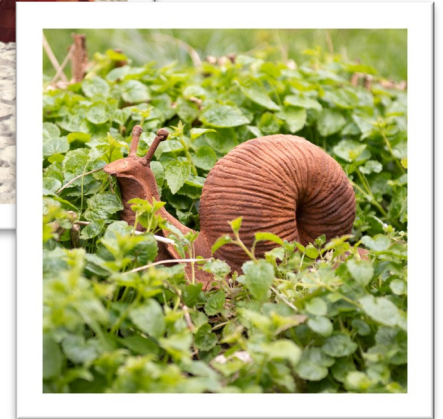
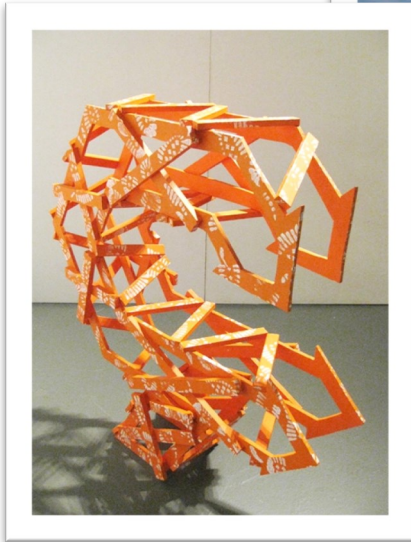
Welcome to the Arts and Crafts elective, where creativity meets functionality. In this course, you'll explore applied art techniques and practices to create practical, functional pieces by hand. From designing handcrafted items to implementing practical skills in everyday objects, you'll learn how to merge artistic expression with utility. Discover how to turn your creative ideas into functional art that serves a purpose and enhances daily life.

Arts and Crafts is a multimedia arts elective that uses skills from textiles, jewellery, sculpture and 3d arts, visual arts, wood technologies, and more to create functional projects and develop real-world skills. This unit focuses on fine motor skills, development of arts and multimedia skills and critical thinking to find real-world solutions with artistic leaning, form functional pieces relevant to their interests, and form their own personal approach.

## Available Courses:

· Year 9/10    Arts & Crafts





Creating 3D Art introduces a variety of three-dimensional art media such as clay, cardboard, polystyrene, plaster, wood, wire and recycled materials.

Students will explore a range of techniques including modelling and carving, construction, assemblage and developing skills in 3D making. An experimentation of drawing techniques and media will be included to develop students' skills and ability to draw three dimensionally.

Students will create artworks derived from an exploration of their own ideas and themes. Students are encouraged to experiment and explore a variety of art media developing their own ideas into completed artworks.

An investigation and research in Art movements and topics such as Pop Art, Sculpture, Abstract and Surrealism, Architectural forms will be investigated.

Students will be building on previous art and design skills, completing class tasks, developing their art language in reference to Visual Art & Design Concepts and researching topics of interest.

**Available Course:**

· Year 9/10                      Sculpture & 3D Artwork

# SCULPTURE



## Drama

Activities in Drama encourage students to develop positive attitudes and collaborative teamwork. Students learn to apply the Elements of Drama in dramatic performances. Drama is a practical subject with assessment conducted in class. This includes development of skills, rehearsals, performances, and theory components.

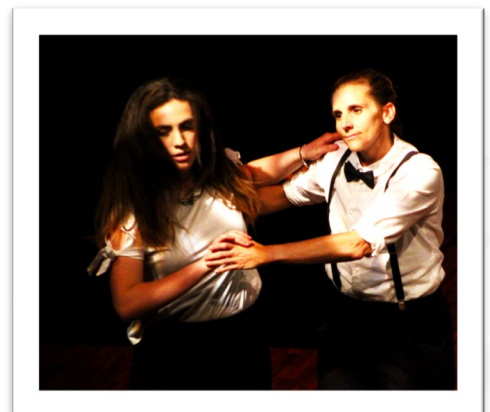
In Year 7, Drama is part of the elective's rotation, with students undertaking the course for one term. This introductory course explores the Elements of Drama and basic skills used in Drama. These skills are developed through warm-up activities, improvisation, role play and theatre games. Students then use their skills and knowledge in performance and written reflections.

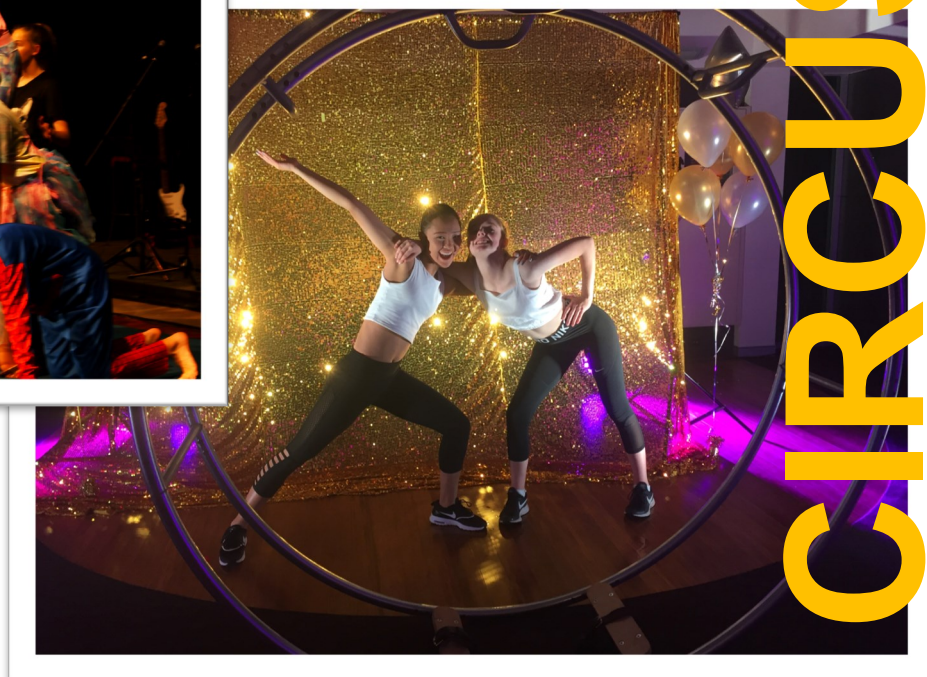
In Year 8, students build on the foundation work from Year 7. Continuing their exploration of the Elements of Drama, improvisation, and theatre games. Over the semester students participate in performance activities that include duologues, monologues, short scenes, and playbuilding. Written reflections and evaluation also form an important part of the course.

In Years 9 and 10, students make and respond to drama as an art form, independently and with their classmates, teachers, and communities. The semester course includes the study of scripted Drama, a selected theatre style or practitioner, playbuilding, monologues or scriptwriting tasks which allow students to display various techniques covered throughout the course. At times, students may have the opportunity to perform for other classes or community members, or as part of a Drama festival.

### Available Courses:

- Year 7 Drama
- Year 8 Drama
- Year 9/10 Drama





Circus is explored as an art form and a physical training pursuit. The value of persistence in developing complex skills and prioritising the safety of the individual through skill development is explicitly taught. Through group tasks students will learn skills that will enable them to become healthy, creative and contributing members of a compassionate society.

Students work on a diverse range of movement and performance skills and choose specialty training areas as their fundamental skills increase. Areas of training include skills such as aerials (trapeze, tissue, aerial web, doubles trapeze and lyra), acrobatics (floor tumbling, mini-tramp, trampoline, teeter board, german wheel, handstand chairs), manipulations (juggling, diabolo, hoop and group passing), equilibristics (unicycling, stilts, globe and rola bola).

9/10 students also explore a specific area of circus each semester as an industry, Circus History, an art form, and an effector of social change.

As part of the elective it is strongly recommended that students also enrol in the *Warehouse Circus Core Program* after school: <http://warehousecircus.org.au/programs/teens-13-17-yr-olds/>.

### **Available Courses:**

- Year 7                      Circus (10 Weeks only)
- Year 8                      Circus (Semester)
- Year 9/10                  Social Circus (Semester), Circus Bodies (Semester)

# MUSIC

## Year 7 & 9/10 Music

Students will be introduced to the fundamental skills and tools required to read and play music. Students build on their understanding of the roles of instruments and audiences as they engage with performing, notating and recognising music. Students develop their aural skills by identifying and manipulating rhythm, pitch, dynamics, structure, harmony and melody in their listening, composing and performing.



### Available Course:

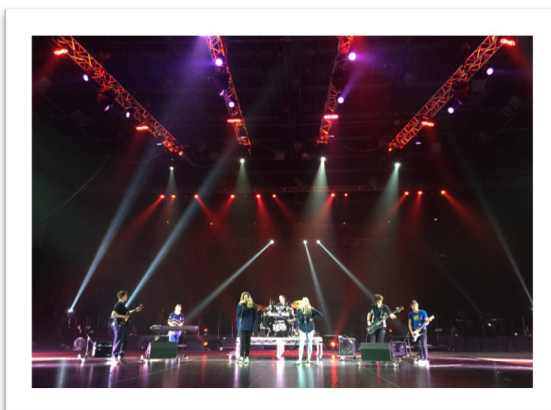
- Year 7 Music
- Year 9/10 Music



## EXTRA CURRICULAR MUSIC

### Instrumental Music Program (IMP)

IMP offers a band program for concert band musicians. This includes students who have been in IMP groups in primary schools as well as opportunities for other musicians in years 7 and 8 to join the group playing an instrument they may have experienced in other settings. Classes are directed by two teachers – an IMP specialist and a UCHSK teacher. Instruments and print music are provided by the IMP.



### Requirements:

Practice at home; perform at school, events and assemblies and in the community, as well as participation in IMP events such as combined rehearsals with other high schools, Bandstravaganza and band festival. Attend classes consistently and catch up any work that the student may miss by being involved in IMP. Ideally, parents will support their child to practice at home and consider purchasing an instrument to support commitment. It would benefit students if parents considered additional lessons for their child.

**Fees:** \$150 / year

# IMP

## Year 8 & 9/10 Instrument Studies

Formerly the **UCAN Rockband Program**, Instrument Studies now becomes an normal elective that will run as a class. Students are provided individual and group workshops in voice, drumming, guitar, keyboard and a range of skills relevant to contemporary music. All students join a band and develop their musicianship individually and as a group.

### Requirements:

Practice at home; perform at school, events and assemblies and in the community; attend classes consistently and catch up any work that the student may miss by being involved in the UCAN Rock Program. Ideally, parents will support their child to practice at home and consider purchasing an instrument to support commitment.

### Available Courses:

- Year 8                      Instrument Studies
- Year 9/10                 Instrument Studies

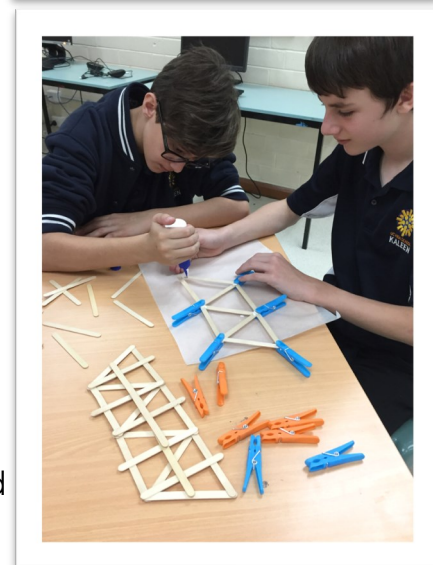


# DESIGN & TECHNOLOGY

Design & Technology provides opportunities for students to use design and systems thinking to generate ethical and innovative designed solutions for sustainable futures in several technologies contexts. Students will select and manipulate a range of materials, systems, components, tools, equipment and machinery, creatively, competently and safely.

Design & Technology enables students to combine creative thinking and practical problem solving skills.

In Design & Technology students will focus on the Human Centred design process to investigate, design, make and reflect on projects from a given design brief. At each level of study students will work independently and collaboratively to build on concepts, skills and processes developed in previous courses to produce designed solutions of increasing complexity.



## Available Courses:

- Year 7 & 8 Textiles
- Year 7 & 8 Jewellery
- Year 7 & 8 Wood Technology
- Year 7 iSteam
- Year 7 Junior Chefs
- Year 8 Young Chefs: Intro to International Cuisine
- Year 8 Programming & Robotics
- Year 9/10 Jewellery
- Year 9/10 iSteam
- Year 9/10 Master Chefs (Food Technology)
- Year 9/10 Textiles Design
- Year 9/10 Programming & Robotics
- Year 9/10 Construction
- Year 10 VET Hospitality—year-long \*(there is a course cost of \$90 for the year)



The Jewellery unit provides the opportunity for students to explore the links between Art and Technology and to explore traditional ways of making. They will experiment with a range of materials including metal, wood, clay and plastics to design, produce and present pieces of quality jewellery and small objects.

Students will be introduced to a variety of tools, equipment and techniques within the technology workshop and will use these to create their projects.

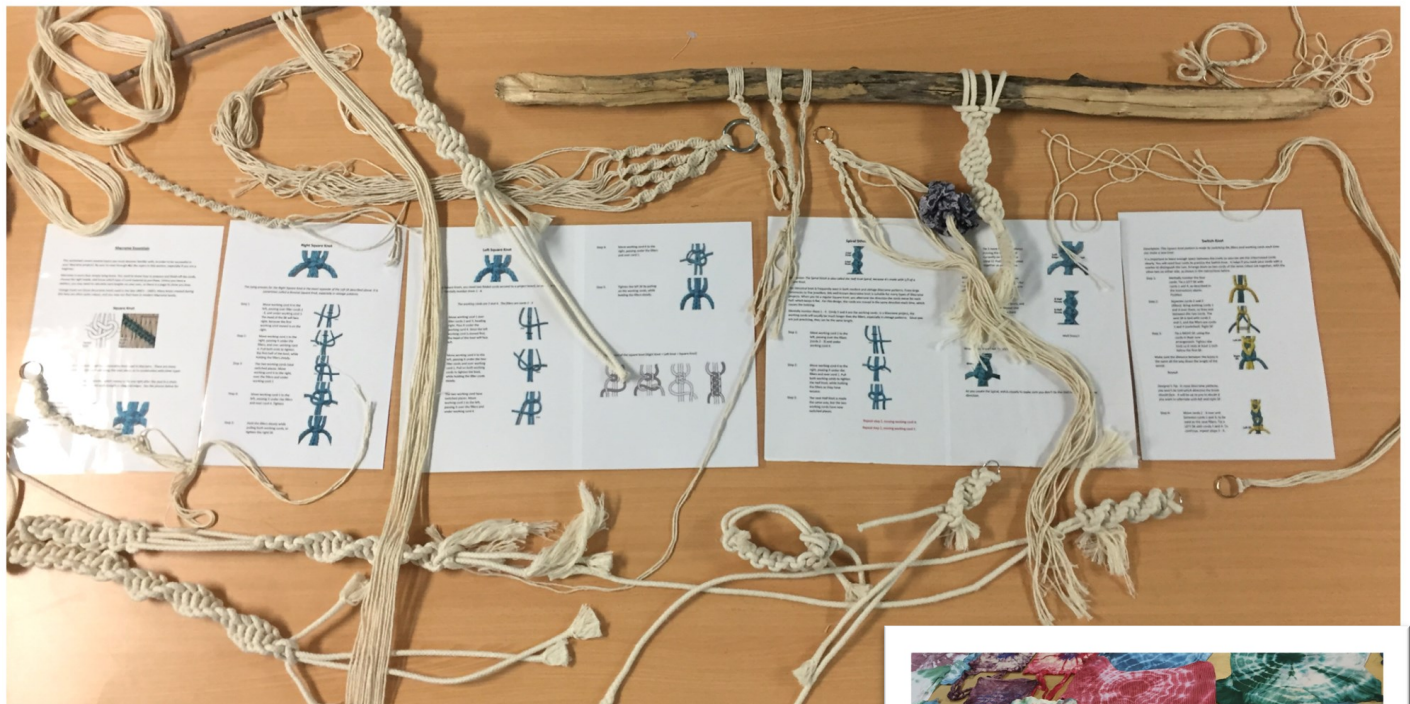
Using the Human Centred Design Process, and the Art and Design Elements students will design and make set and negotiated tasks to match their current practical skills.

**Available Course:**

- Year 7 Jewellery
- Year 8 Jewellery
- Year 9/10 Jewellery

# JEWELLERY

# TEXTILES



## Year 7 & 8 Textiles

The 7 & 8 Textiles courses provide students with opportunities to develop knowledge and skills in the design and creation of textiles projects. Importance is placed on the development of basic practical skills which can be used at home. It also focuses on the design process, allowing students to take on 'design problems', using creative thinking and design process skills to produce designed solutions and make informed choices.



## Year 9/10 Textiles Design

Through a study of Textiles and Design, students explore a range of decorative textile techniques including dyeing, printing, silk painting, machine and hand embroidery. Cultural aspects of design imagery will also be considered. This knowledge will then be employed in a design project to showcase their understanding of, and ability to use these skills and techniques. The focus is on the use of textiles as a media to produce objects,







## Year 7 Junior Chefs

This unit provides students with an introduction into the food technology kitchen. This unit is designed to build confidence and interest within the design and technology area. This unit is a term in length and focuses on building knowledge in food safety and hygiene alongside developing strong foundational skills in cooking and food preparations for life-long learning.

## Year 8 Young Chefs

This unit provides students with opportunities to develop knowledge and skills in their practical interactions with, and decisions regarding, food. Importance is placed on the development of basic practical skills which can be used at home. It is based on the design process, allowing students to take on food challenges, using creative thinking, problem solving and design to produce suitable solutions and make informed healthy choices.



## Year 9/10 Master Chefs (Food Technology)

Students actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, food science, nutritional status, and the quality of life. The course provides students with an opportunity to develop proficiency in food preparation and service through design, project management and evaluations. Students are offered a range of units across four semesters, allowing them to diversify their interests. These units consist of: Introduction to Hospitality, Food Science, Food and Nutrition and International Cookery.

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## Year 10 VET Hospitality / Year 9 Hospitality: year long

Certificate I in VET Hospitality SIT10222

Year 10 VET Hospitality: Year-long Course Duration

Nationally recognised Vocational Training is conducted at UCHS Kaleen auspiced by Lake Ginninderra College RTO. RTO code 88005. This competency-based course provides students with the opportunity to develop vocational skills and knowledge within the Hospitality industry.

Students work towards a Certificate I in Hospitality SIT10222. There are six nationally recognised units delivered to students to gain their full certification I in Hospitality.

- SITXWHS005 Participate in safe work practices.
- SITHIND005 Use hygienic practices for food safety.
- BSBTWK201 Work effectively with others.
- SITHCCC025 Prepare and present sandwiches.
- SITHCCC023 Use food preparation equipment.
- SITXCCS009 Provide customer information and assistance.

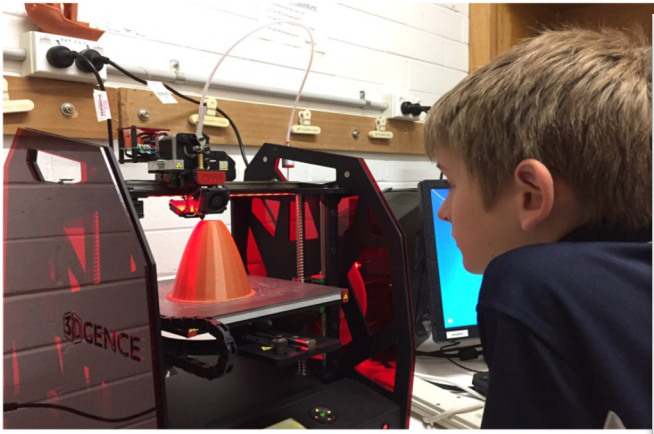
A Statement of Attainment is awarded for competencies achieved where the full requirements for the qualification are not met.

Competencies achieved are eligible for credit transfer if the full, or a related qualification is undertaken in later studies.

Students learn about health, safety and hygiene procedures in the workplace, food and beverage preparation, and service through catering and espresso coffee service. This course has several theory components that are delivered in conjunction with the practical components, including written tasks, quizzes, multiple choice questions, scenarios, and oral questions.

Students gain industry experience by taking part in a twice weekly simulated cafe, termly catering opportunities, and simulated service experiences. Other simulated industry experiences can include catering for various school and community events in school and out-of-hours, mentoring catering sessions with network schools and opportunities to work alongside industry professionals for identified functions throughout the year including structured workplace learning SWL.

\* there is a course cost of \$90 (TBC) for the year.



## **Year 7: Introduction to Web Development**

In Year 7, students dive into the exciting world of web development while fostering essential online collaboration skills. You'll learn how to establish responsible online behaviour in different social settings and create engaging web content. From modifying templates to building websites using HTML and CSS, you'll explore how to make an enterprising solution come to life online. This unit equips students with the skills to develop a functional, interactive website tailored to specific needs.

## **Year 8: Game Design and Development**

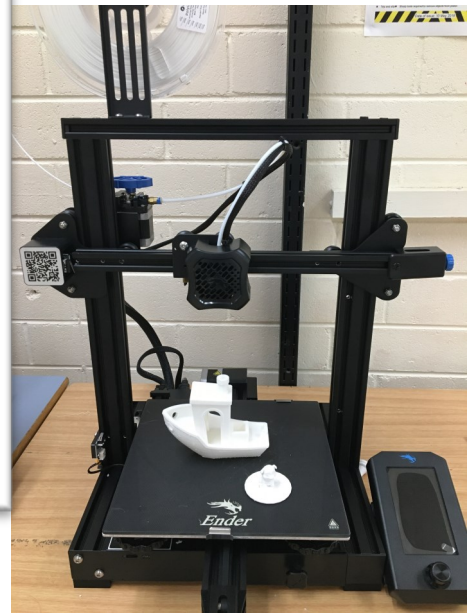
If you've ever dreamed of creating your own games, this is your chance! In Year 8, students start by designing basic programmatic images, animations, and interactive art before advancing to creating their own sprite-based games. Along the way, you'll explore the coding and design processes that professional game developers use. By the end of the unit, you'll have created your very own interactive game, showcasing your newfound programming skills and creativity.

## **Year 9/10: Advanced Digital Technology**

Students in Years 9 and 10 move beyond the basics, exploring how computers represent and manipulate complex information like images, sound, and data. In this unit, you'll dive into data analysis and machine learning, discovering how computers can be trained to make decisions based on real-world data. You'll even design your own machine learning project, culminating in a personalized app that solves a relevant problem, giving you hands-on experience with the cutting-edge technology shaping our future.

## **Year 9/10: Robotics & Mechatronics**

Unleash your creativity as you delve into the world of robotics and mechatronics. In this hands-on course, students explore computational thinking through the development and programming of physical devices. Using App Lab and Adafruit's Circuit Playground, you'll create smart devices that respond to real-world inputs. You'll go from prototype to final product, learning how robotics and mechatronics are applied in everyday technologies. With a focus on problem-solving and invention, this unit is perfect for those with a 'maker' mindset.



### **Year 7 iSTEAM**

Study in iSTEAM (integrating Science, Digital Technologies, Engineering, Aesthetics & Mathematics) equips students with the knowledge and the underlying skills of problem solving and analytical thinking, packaged in an inquiry-based design environment. Students are tutored and mentored to develop and utilise their cross-disciplinary understandings, including mathematical thinking and scientific literacy to realise their designed solutions. The program utilises hands on collaborative inquiry-based learning techniques designed to challenge, extend and engage students.

Class members will be participating in numerous challenges during the course including the Egg Drop Challenge, Paddle Pop Stick Bridge Building, Spaghetti Tower building and the Paper Plane Distance challenge. Students will also be exploring an introduction to coding, electronics, CAD design and 3D printing.

### **Year 9/10 iSTEAM**

Study in iSTEAM in 9/10 year will provide the opportunity for students to utilise their problem solving, analytical and critical thinking skills to make innovative designed solutions. The program utilises collaborative hands on problem based learning techniques designed to challenge, extend and engage students. Students research, design and engineer in an empathetic human-centred design environment.

Class members have the option to participate in a variety of competitions and iSTEAM based areas of study during the course including; sustainable vehicle design, aeronautics, bridge building, electronics, 3D CAD design and other student directed projects.



## **Year 7 & 8 Wood Design & Technology**

The Wood Design & Technology courses have a focus on the acquisition of practical skills. Students are introduced to the design cycle and experience the use of a variety of tools, machinery, production and joinery techniques. Students will spend time in the wood workshop developing practical skills and knowledge about the safe use of a range of hand tools and machinery. Students will be engaged in producing a range of woodwork projects that will incorporate different wood types, properties and forms.

Students will revisit, strengthen and extend these acquired skills as they progress through the semester. These skills will be directly transferable and provide a pathway to study 9/10 Wood and Metal Design.

## **Year 9/10 Construction**

Year 9 & 10 students will build on their existing Design and Technology practical skill sets and will engage with their school community to explore an opportunity for design. They will further develop their problem solving skills using the human-centred Design process to create their design solution within a sustainable context.

The practical nature of the Design and Technology learning area aims to engage students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. Students will use a systematic approach to experimentation, problem-solving, prototyping and evaluation to realise ideas.

Students will be required to use design thinking to design and create a designed solution using sustainable/recycled resources during the semester.

# WOOD TECHNOLOGY

# MURNONG FARM

Murnong Farm has been developed along permaculture principles to encourage students to be involved in a sustainable way of life. The animals and plants live in a unique system where they benefit each other, thus minimising the need for machinery and chemicals.

The farm is located on approximately three acres divided into zones. The busiest zone is the poultry area closest to the school; the others are the vegetable gardens and orchard, and the grazing animal area. There are five poultry sheds in the main area and additional sheds in the other areas. These sheds house Geese; Pekin, Appleyard; Isa Brown, Australorp and Silkie hens. These animals are bred on a yearly basis and shown at the Canberra and Queanbeyan Poultry Show. The farm has extensive garden beds for vegetable growing and an espalier trellised orchard with ten fruit trees specially selected to produce ripe fruit during the school term.



Farm activities are integrated across all learning areas. Students plan, develop and cultivate vegetable gardens as part of their assessment in Agriculture classes. Grazing animals are also kept on the farm and these include a small herd of Boer goats and alpacas. The goats give birth in the spring which creates great interest with students in the school. They are shown at the Goulburn show. Chickens and ducks are hatched from incubated eggs and students monitor the growth and development of the chicks as a major educational project. There is a shade house for plant propagation and these plants have been used in gardens around the school. Students also participate in Cows Create Careers in Semester 2, a project where students learn about the dairy industry while helping to care for dairy calves.

### Available Courses:

- Year 7 & 8 Agriculture
- Year 9/10 Agriculture





The current Sports Coaching course is a two-year cyclic program that consists of four, semester-long units.

**Semester 1 – Unit 1:**

The role of the coach, planning and reviewing coaching sessions, managing risk, the importance of inclusivity, effective communication

**Semester 2 – Unit 2:**

Anatomy and physiology, types of training, energy systems, sports injuries, sports injury management

**Semester 3 – Unit 3:**

Sport psychology, drugs in sport, sports nutrition

**Semester 4 – Unit 4:**

Olympic Games, Winter Olympic Games, Commonwealth Games, Paralympic Games

Participation in each unit requires no prerequisite knowledge. Students may choose to study all four units or select the unit/s that is/are of interest to them.

**Available Course:**

- Year 9/10 Sports Coaching



# SPORTS COACHING



Outdoor Education is a rewarding subject where students get the opportunity to experience outdoor activities. Each student is expected to participate in all activities to the best of their ability. Although most of the course is practical based, students also learn theoretical and environmental aspects of each pursuit. The course will involve excursions and multi day camps which will incur a cost.

Students may get the opportunity to participate in a range of experiences including orienteering, caving, surfing, stand up paddle boarding (SUP), snorkelling, canoeing/kayaking, archery, golf, bushwalking, mountain biking, rock climbing, abseiling, first aid and a variety of team building activities. These pursuits help to build resilience, leadership and create lifelong skills, and memories for participants.

**Available Course:**

- Year 9/10 Outdoor Education



## **Resilience, Empathy and Leadership (REAL):**

This elective will cover what it is to be a leader as a young person, and investigate the role models that students look up to. We investigate different leadership styles, and what it is to be a resilient and empathetic young person in today's society. The leadership opportunities that this elective presents may include excursions to sporting events to examine leadership being displayed, as well as how we can make a difference in our own communities (including for example, local primary schools or nursing homes).

### **Available Course:**

- Year 9/10 REAL

## **Creative Writing**

The English faculty are excited to offer yet another new elective class for 2025. Do you enjoy writing stories? Or perhaps poetry is your style? Would you like to explore new creative techniques? How about spending time in class writing something you love? Yes? Well, we think you'll enjoy the 2025 Creative Writing Elective! For this elective, you will work on completing a project of either a short story or poetry collection. You be taken through a variety of creative writing workshops, focusing on skills and styles intended to inspire your own creative pieces. Spend time with like-minded peers taking your creative writing to the next level!

### **Available Course:**

- Year 8 Creative Writing
- Year 9/10 Creative Writing

## **School Paper**

The School Paper elective ran for the very first time in 2024 and we are excited to offer it again in 2025, possibly with a new and exciting twist! In Semester One, the elective would aim to EITHER create its own school paper to be published, OR contribute regularly to the school's monthly newsletter. This is not just another English class. We need articles, artwork, page layout and design, interviews, project management and lots of enthusiasm – so together we can create something great. Most of our whole school carnivals occur in first semester, so there will be lots to report on. In Semester Two, this elective will be working to an even wider audience, as we work to create the school yearbook. We would hope to use some previous parts of the school paper in the year book, as well as include new material. Want your voice to be heard? Join the school paper!

### **Available Course:**

- Year 9/10 School Paper

# CREATIVE WRITING SCHOOL PAPER REAL

## Fit for Life

This elective will cover many aspects of maintaining a fit and healthy lifestyle through:

- Leadership and mini coaching, designing own games e.g. indigenous games
- Fitness based activities/testing with the possibility of excursions. Students will be asked “What areas of my fitness would I like to improve?”
- Mini-Olympics

### Available Course:

- Year 8 Fit For Life



## Dance

UCHSK's Dance program aims to give all students the opportunity to learn and experience modern styles of dance. In our Dance elective, all students have the chance to develop and extend fundamental movement and technical skills.

Our Dance program strives to be diverse, challenging, enjoyable and exciting!

### Available Course:

- Year 8 Dance

FIT FOR LIFE

DANCE

## Psychology

Do you have an interest in psychology but aren't really sure what it's all about? It is not just about mental health, but the brain and behaviour.

How does memory work? Are emotions universal? How can we communicate more effectively? How can I persuade someone to do what I want? What is the secret to happiness? Is it ethical to run experiments on humans and animals?

These are the types of questions which we will look to answer in UCHSKs new psychology elective.

Psychology is the study of the brain, mind and behaviour. In this course we will explore theories and research to understand the thoughts, feelings and actions of those around us. We will use the scientific method to ethically explore psychological concepts and ideas. By studying the brain, it is hoped that students will gain a greater awareness and tolerance for the diversity of those in our communities.

### Available Course:

· Year 9/10

## Global Studies

Global Studies aims to develop and deepen your understanding of the major issues facing the world today. Students completing Global Studies will explore the long-term causes of major global issues, as well as the potential future impacts of these issues.

By exploring the political, economic and social contexts of these issues, you will learn not only what issues are important today, but also why they are important. Key topics for exploration include:

- **Geopolitics** (Cooperation and competition between major powers, such as China, America, Russia and the European Union)
- **International Conflict** (Ukraine, Middle East, Africa)
- **Global Inequality** (Wealth distribution, poverty, Sustainable Development Goals)
- **Environmental Sustainability** (Climate change, resource depletion, biodiversity loss)
- **Human Rights and Social Justice** (Gender equality, global indigenous rights movements, human trafficking and modern slavery)

If you are someone who wants to know more about the big global challenges that are going to shape the world you live in, Global Studies might be for you!

### Available Course:

· Year 9/10