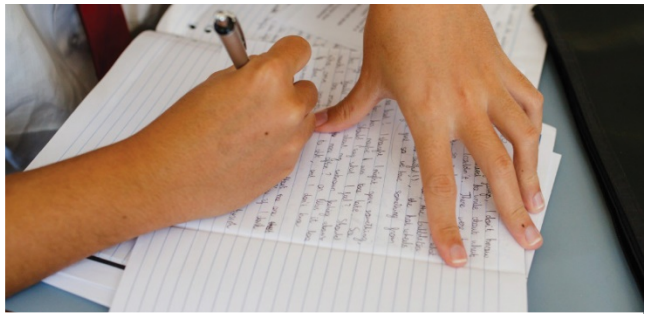




Byron Bay High School

Years 9 and 10 | 2021 - 2022

Handbook for Junior Courses



Principal: Ms Janine Marcus
Deputy Principal | Year 9 2021 - Ms Donna Riley
Year Advisor | Year 9 2021 - Mr Timothy Sawyer

Foreward

Dear Year 8 Students and Parents,

On behalf of the school I would like to thank you for choosing Byron Bay High School as your school. We are extremely proud of our school and our students. Byron Bay High School is a comprehensive, co-educational high school that focuses on achieving excellent student outcomes. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

This book will provide you and your parents with all the information necessary to make the important subject choices before you. Few students know where their future lays half way through Year 8. So don't worry if you do not have a career choice or preference at this stage. In Years 9 and 10 it is best that you do courses that:

- **You enjoy** - we all learn best when we enjoy ourselves. If you have an interest in a subject you will enjoy it.
- **You are good at** - success brings success. Consider your Year 7 and 8 subjects. Choose electives where you have succeeded.

If you follow these two basic guidelines you can look forward to an enjoyable and rewarding time in Year 9 and 10.

Students have many expectations of school. They expect courses which provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community. At Byron Bay High School, the positive relationships we enjoy with each other are critical to our success.

The school will endeavour to timetable every combination of subjects that students select. Unfortunately, it is not possible to run some subjects with very small candidatures and a few students may be asked to alter their selections. The vast majority of students will get their first choices.

Please do not hesitate to talk to staff and senior students at Byron Bay High School and seek their advice. Likewise, you should speak openly with your parents about your plans and aspirations. Make your choices count, they are important. I would like to wish you good luck and encourage you to work hard to achieve your best possible result in your time at Byron Bay High School. Be positive and optimistic.

Good luck!

Ms Janine Marcus
Principal

This booklet is provided as a general summary only. Further information may be obtained from Byron Bay High School. It must be noted that all subjects will not be available for students to study. Courses to be conducted will be based on staff availability and will seek to accommodate the needs of the majority of students.

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Submissions for Year 8 Junior Subject Selections will open Friday 28 August at 5pm.

Once you have received email confirmation that subject selections are open please follow the below process to make your choices:

- 1 Students will need to log into the **student portal** and click the **Edval** link under 'Timetable' at the bottom right of the page.
- 2 Click 'Choice' in the top left of the page.
- 3 Click the link in the middle of the page to enter subject selections.
- 4 Make your selections in order of preference and click submit.
- 5 All preferences need to be submitted by 5pm on Tuesday 1 September.
- 6 Print the form and return to the box outside Mr Horn's office by Friday 4 September.
- 7 If you are unable to print at home, then please logon at school and print.

Any questions please email Tristam.HORN2@det.nsw.edu.au

Stage 5 Electives

Years 9 and 10 | 2021 - 2022

This book contains descriptions of possible elective subjects, and is provided to give students some background information prior to making your **subject choices for 2021 and 2022**.

Students will be asked to choose **SIX (6)** subjects from the following list and to enter their preferences online and **in priority order**.

AGRICULTURE PLANT AND ANIMAL MANAGEMENT	INDUSTRIAL TECHNOLOGY TIMBER
BIG HISTORY	INFORMATION SOFTWARE AND TECHNOLOGY
COMMERCE	JAPANESE
DANCE	MUSIC
DRAMA	PHOTOGRAPHIC AND DIGITAL MEDIA
FOOD TECHNOLOGY	PHYSICAL ACTIVITY AND SPORTS STUDIES
GEOGRAPHY GLOBAL STUDIES	STEM SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
HISTORY PEOPLE IN TIME	TEXTILES TECHNOLOGY
INDIGENOUS AUSTRALIA A NORTHERN RIVERS PERSPECTIVE	VISUAL ARTS
INDUSTRIAL TECHNOLOGY METAL	VISUAL DESIGN

****NB: A student will be allocated four out of the six subjects chosen where possible.**

Choose carefully!

These subjects will be studied in both Years 9 and 10 for the RoSA (Record of School Achievement).

Only in **exceptional** circumstances will students be allowed to change subjects once commenced.

The following points should be considered by students and parents when selecting subject:

1. The choice of subjects should be based on student interest, ability and possible future vocation.
2. **All subjects involve course fees for materials used.** The course fees cover consumables and for specific subjects - special project requirements. Students who select practical subjects must be willing to pay the fees otherwise some materials might not be available for student's use. Subject fees are indicative at this time, and may change due to external factors.
3. The range and number of subjects that will operate in 2021/2022 will depend upon the number of students who nominate them and the available school resources including staffing.
4. Certain electives, namely Industrial Technology, Food Technology, Textiles Technology and Agriculture, require students to wear **protective clothing** and **safe shoes** with leather uppers for practical work.

Please contact the school for further information

Ms Donna Riley
DEPUTY PRINCIPAL

Mr Timothy Sawyer
YEAR ADVISER

AGRICULTURE | PLANT AND ANIMAL MANAGEMENT

Agricultural technology focuses on the resources produced and harvested by humans to sustain human life. Students gain understanding and develop skills in the essential processes of food and fibre production by investigating innovative and sustainable methods. The students undertake Project Based Learning - in Year 9 the Vegetable Garden Project and in Year 10 the Independent Learning Project in which the students choose from a variety of plant and animal management options available. The Byron Bay High School has excellent plant and animal production facilities, onsite classroom and outdoor learning area. The Agriculture section provides a beautiful and serene environment for the students to be an important part of and to enjoy their school experiences.

Areas of learning can include

1	Small animals	The handling, care and breeding of a range of small animals including: Japanese Quails, Guinea Pigs and Budgerigars.
2	Farm machinery	Tractor Driving skills. The correct safe procedures for tractor driving are undertaken in a skills based activity.
3	Plant nursery	The growing of a variety of plants in the greenhouses through different techniques. Ornamental plants and flower gardens are developed and maintained.
4	Vegetable growing	The development and management of a vegetable garden from seed planting through to production of vegetables that the students can eat, take home or sell.
5	Farm animals	The breeds, welfare, health, behaviour, breeding, management and handling of farm animals are investigated with practical experience.
6	Poultry	The cycle of raising poultry for egg production from the incubation of eggs, brooding of chicks, growing into pullets and management of the layer flock.
7	Bees and other insects	The production of honey from the school beehives including hive inspection and honey extraction. The production of insects for our future.
8	Native plants	The school native tree enterprise from seed collection and propagation through to production of native plants for sale for native forest regeneration.
9	Orchards	Growing and harvesting fruit on the school mixed fruit orchard and investigating orchard management.
10	Goats	The management, care and handling of dairy goats on the school farm.
11	Aquaponics	The technology used to produce fish and vegetables in a recycling system.
12	Independent Learning Project	Year 10 students develop a project area of choice from the school farm enterprises listed above.

Course fees per year \$35 for consumables

Further information Mr Stephen Hawkins - Head Teacher Science
Mrs Jennifer Woodward - Agriculture Teacher

BIG HISTORY | PAST, PRESENT AND FUTURE

**Big History examines our past, explains our present
and imagines our future!**

Outline

Big History is an interdisciplinary study of change over time offering new perspectives in an era of unprecedented change. Big History equips students with important skills to think theoretically and critically about significant historical and scientific events starting from the Big Bang 13.7 billion years ago to the present, touching on some of the 'Big' questions that concern all humans.

Big History connects knowledge. Big History tells the story of the universe from the Big Bang to our complex modern societies by drawing on insights from disciplines such as astronomy, philosophy, physics, ecology, archaeology, history, citizenship, sociology and economics.

Big History empowers students and resonates around the world by showing how different knowledge disciplines are connected, and helps them reflect on the big questions: Why does our universe exist? Where do we come from? What challenges will the future hold for our planet and ourselves? The course offers fascinating possibilities to test new ways of thinking based on innovative research. Big History provides a powerful framework to address complex real-world issues and may well provide key knowledge to unlock some of the critical challenges of our future.

This course will help you to develop your critical analysis and investigation skills. These are skills that will help you in Years 11 and 12 and skills that will help when you enter the workforce.

Topics

- What do we know and how do we know it?
- Where do we come from?
- What makes us human?
- How have humans changed things?
- Where are we now and where are we heading?

Course fees per year \$20 for consumables

Further information Mr Stuart Galletly - Head Teacher HSIE and
<https://www.youtube.com/watch?v=aSG5Ao9rS4I>

COMMERCE

Outline

Commerce is a living skills course. It prepares students for the ever changing financial and commercial world in which they grow up. Students develop real life skills that allow them to optimise their financial life choices.

This course provides a solid foundation for senior courses in Business Studies, Economics and Legal Studies.

Topics

Students gain knowledge and skills in areas such as:

- Running a business – students create and run a social enterprise.
- The share market - Students participate annually in an Internet based Australian Stock Market stimulation challenge against students from throughout Australia.
- Banking and Investment.
- Budgeting and saving.
- Taxation - Annually a guest speaker comes from the Australian Taxation Office in Brisbane.
- The role of government at local, state and national levels.
- The rights and responsibilities of individuals in regards to the law - with particular reference to the roles of employer and employees. Visit to the local court house to see the law in action.
- Insurance - For both property and life.
- Visits to local businesses are a component of studying the business environment.
- The rights of the consumer and how to maximise spending power.
- Students gain hands-on experience in running a business.
- Marketing and advertising.
- Business Documents - The ones that matter and how to understand them.
- Current affairs - Students are encouraged to become aware of the changes taking place in the commercial world.
- Towards independence – Buying a car, moving out of home.

Course fees per year \$20 for consumables

Further information Mr Stuart Galletly - Head Teacher HSIE

DANCE

Outline

'Dance as an art-form' distinguishes the content and teaching approaches that are used in the teaching of dance as an art in education. Dance involves the development of physical skills as well as aesthetic, artistic and cultural understandings. The conceptual basis of the study of dance as an art-form centres on three practices; these are Performance, Composition and Appreciation. It caters for students with a high level of prior dance knowledge, skills and experience in dance as well as those without prior knowledge, experience and training. Learning in dance and learning through dance enables students to apply their own experiences from their world to their study of dance. They learn to express their ideas creatively, as they make and perform dances, and analyse dance as works of art. They learn to think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

Topics

Students engage in integrated study including:

- The practices of performance, composition and appreciation
- And of the elements of dance
- Within the context of dance as an art-form.

Dance content is integrated and the study of the elements of dance links the three practices. The application of these elements of Dance informs:

How the students perform: Performance/choreographic and theatrical skills

How the students compose: Personal styles, concepts and ideas

Course requirements

Students require a passion for dance and movement. Students will be involved with both theory and practical components of dance as an art-form. Students must change into specified dance attire for each practical lesson.

This is an inspiring, exciting and rewarding course and is a great stepping stone into the 2 Unit Year 11/12 HSC Dance Course.

Course fees per year \$10 for consumables

Further information Mr Paul Todd – Head Teacher CAPAL

Students will be involved in dance showcases, performances and other events.

DRAMA

Outline

Drama is live reflections of the world and its people. Students engage in the study of theatre as a complex and expressive art form, and the creative expression of ideas through physical storytelling. The study of Drama in the Junior Secondary School develops and refines the essential 21st Century learning skills of communication, collaboration, creativity and critical thinking. Students combine the intellect, the emotions, the imagination and the body to express issues, ideas, opinions, values and experiences on stage.

Topics

Junior Drama operates in Year 9 and Year 10. It is a largely practical subject where the theoretical component is embedded into experiential learning. Written components are largely reflective, critical or creative.

In addition, it is important for students to attend the “in school” performances organised by teachers to cement understanding of the art form they are studying and promote critical discussion and analysis.

Content for the course has been worked out on the basis of six (6) periods per 7-day cycle. This occurs over two semesters (two lots of two terms) - one in Year 9 and one in Year 10. Content is based upon the areas outlined in the Drama Syllabus. They are:

- Acting skills and character development
- Improvisation
- Play-building
- Dramatic forms and styles throughout history
- Reading, writing and interpretation of scripts as texts for performance
- Performance space and conventions of theatre
- Technical and design aspects of theatre
- Experience of dramatic presentation
- Discussion reading and writing about drama and theatre and its key concepts.

Course fees per year \$25 to cover materials used through the year

Equipment 1 x 64 page exercise book per year

Further information Mr Paul Todd - Head Teacher CAPAL

FOOD TECHNOLOGY

Did you enjoy preparing and presenting food during Year 8 Technology lessons?

Outline

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods, ethical and sustainable food sourcing, and the environmental impact of food-production processes.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional consideration and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Food Technology is an elective course designed to build upon the Technology (mandatory) course of Years 7 and 8.

Food Technology is an academic subject with students involved in written theoretical work, as well as practical applications. It is a “hands-on” course where students undertake a range of practical experiences and project-based learning to complement the content being taught.

This course has applications in later vocations and professions as well as providing general life skills and experiences. It is an excellent background for the 2 Unit Year 11/12 Food Technology and Hospitality courses.

Some areas of study may include:

- Food Product Development
- Food for Special Occasions
- Food for Special Needs
- Food Trends
- Food Selection and Health

Course requirements

Students must wear a clean, fabric apron, hair cover or tie and covered protective shoes when working in the food preparation areas. This is for safety and hygiene purposes (WHS Act). An apron and container are to be provided by students for practical lessons.

Course fees per year \$60 - essential to cover materials used in food preparation and related activities.
Fees should be paid early in each semester.

Further information Ms Susan Ray - Relieving Head Teacher TAS

GEOGRAPHY | GLOBAL STUDIES

Outline

Global Studies provides students with an opportunity to explore the wonderful world in which we live. This course gives students a greater awareness of the world, its people and their activities.

This course is not an add on to the compulsory Australian Geography course ... it is very different – you get to help choose some of the topics and you get to undertake a variety of field studies and excursions.

Students undertaking 100 hours of Global Studies are required to study three topics.

This course will help you to develop your research, ICT, investigation and communication skills. These are skills that you will need in all of your Stage 5 Courses, skills that will help you in Years 11 and 12, skills that will help you when you enter the workforce. These skills will help you better understand our relationship with the world and its people.

Topics

Some of the topics studied include:

- Oceanography - Surf's up
- Road Trip - Los Angeles to New York
- Down on the Farm - Where does that grow?
- War and Peace
- Who's Your Neighbour? - Asia/Pacific Holiday
- Geography of crime
- Class choice - students get to pick a topic.

Course fees per year \$20 for consumables

Further information Mr Stuart Galletly - Head Teacher HSIE

HISTORY | PEOPLE IN TIME

Outline

Humans are a fascinating source of mystery and amazement. In this elective history course, People in Time, you study the fascinating stories of a variety of people, both good and evil, across time. You learn about fantastic, interesting cultures and explore modern world issues.

This course is not an add-on to the compulsory Australian History course ... it is very different - you get to help choose some of the topics and you get to study world history. It is a fantastic opportunity to quench your thirst for learning about many of the great mysteries of the world.

This course will help you to develop your research, ICT, investigation and communication skills. These are skills that you will need in all of your Stage 5 Courses, skills that will help you in Years 11 and 12 and skills that will help you when you enter the workforce.

Topics

Topic 1: Pre-modern Societies (50% of course)

- Constructing History - Biography - Film as History and History and the Media
- Early Societies - archaeology near east - Egypt - Mesopotamia - Aegean
- Ancient Societies - Celts - Mesopotamia - Near east - Egypt - Greece - The Roman Empire
- Medieval and Modern Societies - Medieval/Tudor/Stuart England/Medieval Russia/Ottoman Empire
- Asian, American African Societies - India - China - Japan - North/Central/South America - Africa

Topic 2: Modern World (50% of course)

This section can include such topics as:

- A 19th Century Study
- Art, Literature and Popular Culture
- Civil Rights
- Crime, Law and Punishment (including Jack the Ripper)
- Revolution and Evolution
- Slavery
- Genocide
- Sport, Music and Entertainment
- Racism
- Terrorism
- Medicine and Hygiene
- Intelligence and Security Organisations (CIA, ASIO, KGB, MI5)
- War and Peace
- Witch Hunts and Trials.

Course fees per year \$20 for consumables

Further information Mr Stuart Galletly - Head Teacher HSIE

INDIGENOUS AUSTRALIA | A NORTHERN RIVERS PERSPECTIVE

Outline

There is a rich cultural heritage surrounding Byron Bay and the Northern Rivers.

The aim of this course is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their **contributions to Australian society**. It allows students an opportunity to gain an insight into our community and appreciate different cultures.

Students will learn about the:

- contribution and significance of Aboriginal Peoples and their cultural expressions, including the visual and performing arts, language and spirituality.
- interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity,
- contributions of Aboriginal Peoples to the development of Australia and its identity,
- attitudes towards Aboriginal Peoples and the effects of these attitudes, including the influence of the media and the effects of stereotyping.

This course of study enables students to be active and informed advocates for a just and inclusive society.

Course aims

- effective and responsible participation in society, with moral, ethical and spiritual considerations
- enable students to enjoy learning, to be self-motivated, reflective, competent learners who can take part in further study, work or training
- promote a fair and just society that values diversity

Core

- Aboriginal Identities
- Aboriginal Autonomy

Options

- Aboriginal Enterprises and Organisations
- Aboriginal Visual Arts
- Aboriginal Performing Arts
- Aboriginal Peoples and the Media
- Aboriginal Oral and Written Expression
- Aboriginal Film and Television
- Aboriginal Technologies and the Environment
- Aboriginal Peoples and Sport
- Aboriginal Interaction with the Legal and Political Systems
- School Developed Option

Course fees per year \$20 charged for consumables

Further information Mr Stuart Galletly - Head Teacher HSIE

INDUSTRIAL TECHNOLOGY | METAL

Did you enjoy constructing projects from metal during Technology lessons?

Outline

Students are predominantly involved in practical work where they construct useful projects related to the strand chosen. The focus areas to be offered are Timber and Metal. Students may study up to 2 courses in Industrial Technology, however they must be from different focus areas, ie. students may study either Timber or Metal, or both.

Topics

Industrial Technology Metal will allow students to experience and develop skills in working with metals. The main emphasis will be on the design and manufacture of a variety of metal art projects and jewellery items.

Course requirements

An interest in design and the ability to apply best efforts to the development of practical projects. Safe work practices will be taught and expected in the workshop. It is a requirement that students wear protective leather shoes for practical lessons.

Material costs per year \$40 plus individual project materials

The \$40 fee will provide general incidental items such as rivets, gases, wire, nuts and bolts etc. Students must also pay to order materials for each project.

Students are required to pay for all materials to be used prior to beginning any project.

Further information Ms Susan Ray - Relieving Head Teacher TAS

INDUSTRIAL TECHNOLOGY | TIMBER

Did you enjoy constructing projects from wood during Technology lessons?

Outline

Students are predominantly involved in practical work where they construct useful projects related to the strand chosen. The focus areas to be offered are Timber and Metal. Students may study up to 2 courses in Industrial Technology, however they must be from different focus areas, ie. students may study either Timber or Metal, or both.

Topics

Industrial Technology Timber will involve the construction of set projects such as a coffee table and caddy project in Year 9. Followed by more advanced projects in Year 10 where flexibility in design and choice of project will be encouraged. Students are welcome to purchase timber from the school, but are also encouraged to provide their needs from other sources.

Course requirements

An interest in design and the ability to apply best efforts to the development of practical projects. Safe work practices will be taught and expected in the workshop. It is a requirement that students wear protective leather shoes for practical lessons.

Material costs per year \$40 plus individual project materials

The \$40 fee will provide general incidental items such as screws, nails, glue, garnet paper etc. Students must also pay to order materials for each project.

Students are required to pay for all materials to be used prior to beginning any project.

Further information Ms Susan Ray - Relieving Head Teacher TAS

INFORMATION SOFTWARE AND TECHNOLOGY

Did you enjoy learning about Digital Technologies in Year 7 and 8?

Outline

New and emerging technologies are rapidly changing the way we access information.

It is essential students have the appropriate skills to develop and disseminate information effectively using a variety of technologies.

This course will give students the opportunity to refine their multimedia and coding skills, incorporating them into content rich products such as websites, animations, video productions, mobile apps and desktop programs.

Topics

- Digital Media
- Internet and Website Development
- Software Development and Programming

Course fees per year \$20 for consumables

Further information Ms Susan Ray - Relieving Head Teacher TAS

JAPANESE

Outline

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

The course is a continuation of the study of the Japanese language, and the way of life of the Japanese speaking communities. Language skills are developed so that by the end of year 10, students manipulate Japanese in sustained interactions with others, to exchange information, ideas and opinions.

Students studying Japanese can benefit from hosting a Japanese exchange student or traveling to Japan on the school's annual study tour. This long-standing reciprocal exchange program provides authentic opportunities to practise the linguistic skills developed in this course.

Topics

Some of the main topics covered include:

- My personal world
- Likes, dislikes and hobbies
- Daily routine
- Life in Japan and Australia

Course fees per year \$30

In addition, students are required to purchase a work book which costs \$40

Further information Mr Paul Todd - Head Teacher CAPAL

MUSIC

Outline

This course is for students who are enthusiastic about music. It is an extension of the Year 7 and Year 8 course and provides a basis for studying music in the Higher School Certificate. The main emphasis of this course is on performance and encompasses a wide range of practical experiences. Students will learn how to contribute as part of small and large ensembles and also as a soloist (where applicable).

In order to further enhance the students' understanding of music theory, practical applications of musical concepts will be taught wherever it is possible. Students will also learn how to improvise and compose various styles of music as part of their composition strand. Creativity is explored and anyone who plays an instrument (or is keen to learn one) and singers should consider this course.

It is important to note that no previous experience in learning music is necessary to do this course. Students will be given basic instruction on a variety of instruments in a wide range of styles.

Topics

The three strands of this course are performance, listening and composition. A wide range of musical styles will be studied through guided listening activities. These activities will enable the student to discover the vital musical characteristics of each style and apply them to their own performance and composition activities.

- Jazz
- Aboriginal music
- Rhythm
- Music theory
- Classical music
- History of music
- Music of other cultures
- Music of TV and film

Course fees per year \$25 for consumables

Further information Mr Paul Todd - Head Teacher CAPAL

PHOTOGRAPHIC AND DIGITAL MEDIA

Outline

Photographic and Digital Media is an exciting and engaging course which equips students with current skills, techniques and applications desired in creative fields and industry.

This course provides opportunities for students to create a range of images through darkroom and digital photography practice while studying a range of works from historical and contemporary time frames.

Photographic and Digital Media enables students to investigate new technologies, aesthetic composition, and creative manipulation of imagery. It invites students to represent their ideas and interests about their world, to engage in contemporary forms of communication and understand and write about their photographic processes.

Students participating in this course are provided with a variety of opportunities to study, make and exhibit works. They will present a portfolio of works demonstrating their knowledge and creative interpretation of thematic studies undertaken in this artistic medium.

Topics

- OHS associated with photography
- History of photography
- Basic photography processes– both wet (darkroom) and digital techniques
- Camera skills
- Aesthetic and Compositional skills
- Digital imaging using Photoshop
- Basic film, video, stop motion and animation
- Portfolio work

Course requirements

USB, Photography Process Diary

Course fees per year \$90 - plus additional ongoing costs, namely film and paper.

Further information Mr Paul Todd - Head Teacher CAPAL

PHYSICAL ACTIVITY AND SPORTS STUDIES

Outline

Physical Activity and Sport Studies (PASS) is designed as an extension of Year 7-10 PDHPE and provides a solid foundation to Year 11-12 PDHPE and SLR. It caters for the talented sportsperson and provides an opportunity for students with a high academic ability coupled with a passion for sport to excel. PASS is an extremely popular course and is particularly relevant to those students who may be considering a career in Exercise Science.

PASS promotes the concept of learning through movement and provides students with opportunities to develop their movement skills and analyse movement performance. Students engage in a wide range of physical activities not available in Core PDHPE including Archery, Orienteering, Golf, Circus Skills, Outdoor Education and Fitness. Students attain not only a detailed theoretical understanding of Sport Science but are also introduced to valuable skills in organisation, enterprise, leadership and communication.

Students may also have the opportunity to participate in a variety of experiences, including excursions, visiting sports and training facilities and bushwalks/camps. PASS provides opportunities for personal challenge, enjoyment and satisfaction as well as positive interaction with others as members of a team promoting leadership, cooperation and sportsmanship.

Topics

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
	<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

Course requirements

Students are required to participate in both theory and practical components of PASS. Students will have four periods per cycle and this will include both theory and practical lessons. Students MUST change into the Byron Bay High School sports uniform and are expected to be actively engaged in practical lessons.

Course fees per year \$30 - As this subject involves participation in a wide range of recreational activities e.g. gym, tennis, pool etc, there will be additional costs involved in fees for venues, instructors and bus fares - with the possibility of excursions and/or camps which may involve an additional fee.

Further information Mr Grant Herbert - Head Teacher PDHPE

STEM | SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

Outline

Technology is continually advancing and changing the way we live and work. Student's need to be prepared for a workplace that may not even exist yet. New and emerging technologies such as self-driving cars, artificial intelligence and advancements in medicine all pose unique challenges that will have a significant impact on our society.

International research indicates that 75% of the fastest growing occupations require STEM skills and knowledge.

iSTEM is a board endorsed course that gives students the opportunity to gain knowledge and skills across all STEM fields; Science, Technology, Engineering and Mathematics. Students will use a range of industry standard tools, techniques and processes to develop their problem-solving skills while finding solutions to a variety of challenges relating to present and future needs.

Core Topics

Stem Fundamentals 1 – Conducting experiments and gathering data.

Stem Fundamentals 2 – Materials, mechanics and problem solving.

Mechatronics 1 – Mechatronics and robotics.

Mechatronics 2 – Designing and programming mechatronic solutions.

Option Topics

- 3D CAD/CAM 1 – 3D drawing and design.
- 3D CAD/CAM 2 – Designing and printing 3D products.
- Project based learning task.

Course fees per year \$30 (plus additional cost of individual project work as applicable)

Further information Mr Tristam Horn - Teacher of Technology/Relieving Head Teacher Admin

TEXTILES TECHNOLOGY

Did you enjoy constructing project work from fabric during Technology lessons?

Outline

The Textiles Technology course promotes an understanding of the various aspects of:

- Design;
- The properties and performance of textiles;
- The role textiles play in our lives.

This course will appeal to students who have a personal interest in textiles, sewing and fashion, and to those who desire to follow a career path in this field through TAFE and University Courses. Career paths include design, marketing, printing, fashion designing, theatre costume, fashion stylists, graphic design and teaching.

Topics

Textiles is both an academic and practical subject.

Students can expect to learn and apply skills in:

- Basic garment assembly
- Using commercial patterns
- Fashion drawing
- Identifying fabrics and fibres
- Designing
- The care and use of textiles
- Using computerised sewing machines
- Fabric decoration including embroidery, painting, dying, printing, felting, etc.
- Producing documentation (portfolios) to support practical work
- Cultural diversity

Some areas of study include clothing yourself, sleepwear and lingerie, costume, fashions from the past, recycled textiles, interior design and textile arts.

A variety of items will be produced from the following focus areas of Textiles:

- Apparel (clothing)
- Furnishings
- Costumes
- Textile Arts
- Non Apparel

Course requirements

It is a requirement that students wear protective leather shoes for practical lessons.

Cost of materials A materials cost of \$30 is payable for consumables supplied by the school. In addition it will be necessary for students to supply a pattern and/or fabric for some projects to satisfy the practical requirements of the course.

Further information Ms Susan Ray - Relieving Head Teacher TAS

VISUAL ARTS

Outline

Visual Arts offers students a unique opportunity to develop abilities of self-expression through the use of the visual and sculptural media by developing appropriate skills and approaches. This subject offers rich and exciting ways to communicate ideas and feelings to others that go far beyond the written word and express individuality and originality.

Students are encouraged to become involved in the creative processes of experimentation, development of skills, problem solving and evaluating when making art works and writing about art processes/history. Students will experience being makers and creators, as well as critics and theorists.

The course is designed to enhance skills, creative attitudes self-reliance, self-esteem and self-confidence in a co-operative environment. The critical and creative thought skills developed are greatly valued in many commercial work situations.

Topics

Some of the art media used are:

- Painting and Drawings
- Mixed Media
- Sculpture
- Ceramics
- Art and technology

The course components are:

- Art making - 60%
- Critical and Historical Studies - 40%

Course requirements

The environment offers much of the stimulus for creative work so excursions are a part of this course. All students require a Process Diary.

Course fees per year \$80 for the cost of consumables.
Additional costs may apply depending on materials used.

Further information Mr Paul Todd - Head Teacher CAPAL

VISUAL DESIGN

Outline

Visual Design is a practical course that allows students to explore the world of graphic design which includes wearables, product design, advertising and 4-D time-based artworks. Students explore a variety of media including fabric, cartoon animation, printing processes, fashion illustration and product design. The main aim of this course is to expose students to the world of visual design.

Students investigate and respond to the world as a source of ideas, concepts and subject matter for Visual Design artworks.

Topics

Object:

- Clothing and image
- Jewellery and accessories
- Packaging Furniture

Print:

- Publications and information
- Illustration and cartooning
- Interactive and multimedia
- Advertising and communication

Space:

- Time
- Web Design
- Interactives
- Structures and environments

Course fees per year \$70 for digital access and SD card

Further information Mr Paul Todd - Head Teacher CAPAL