



**LANYON  
HIGH SCHOOL**



Heidelberg Street  
CONDER ACT 2906  
lanyonHSinfo@ed.act.edu.au  
(02) 6142 1800

# Lanyon High School

## Senior Course Information Booklet

### For 2025

For parents, carers and students  
currently in year 8 and 9:

**2025 Senior Course Information Evening**

**Week 2 – Tuesday 22 October**

6.00 – 6:45PM at Lanyon High School in the  
Learning Space

This booklet is available on the school's website under the 'Curriculum'  
tab, then Senior Course Selection:

[http://www.lanyonhs.act.edu.au/Curriculum/senior\\_course\\_selection](http://www.lanyonhs.act.edu.au/Curriculum/senior_course_selection)

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# Curriculum Structure for Years 9 and 10

All students in year 9 and 10 undertake a program of study consisting of core subjects and elective subjects. Students complete 7 subjects each semester. Students complete a full year of the five core subjects each in years 9 and 10;

- English
- Mathematics
- Humanities & Social Sciences
- Science
- Health and Physical Education

Students also complete 4 electives, each of a semester length each. These may include:

Japanese	Arts – Performing arts
The Science of Sport	Arts – Music
Fitness for life	Arts – Visual Art (2D and 3D)
Outdoor Education	Arts – Digital Art & Graphic Design
Digital technologies – Information technology	Photography
Design and technologies – Design & construction	Media and Journalism (Sem 2 only)
Design and technologies – Textiles	Leadership (year 10 only)
Design and technologies – Food technology	

It is important to note that not all these subjects may be offered in any given semester. The subjects offered and the timetable created is based on student selections, staff availability and room/facility availability.

## Voluntary Contributions and Optional Enrichment Activities

Some subjects offer optional enrichment activities that enhance the learning in certain subjects. When conducting optional activities, a payment will be required to cover costs. If the school is unable to cover the costs, the activity may have to be cancelled. Should families be experiencing financial difficulty in meeting these costs, please contact the Principal. Individual records of contributions are strictly confidential. No refunds will be given for committed funds.

To cover material costs, a voluntary contribution is requested for those units marked with an asterisk (\*). Lanyon High School provides significant resources for the Arts and Technology but to enrich the experience we seek your support in paying these voluntary contributions. The Lanyon High School Board approves our request for voluntary contributions and encourages parents to make this contribution for the benefit of their student. Please note: the payment of financial contributions is voluntary. The Education Act 2004 states that your child will not be refused benefits or services if you do not choose to contribute. Individual records of contributions are confidential.

# Year 10 Certificate Policy

In accordance with Education Directorate procedures a year 10 certificate will be awarded to students at Lanyon High School who have achieved a satisfactory standard during year 9 and year 10 in the following areas:

**Academic performance**  
**Attendance**  
**Behaviour**

**The awarding of the Year 10 Certificate is at the discretion of the Principal.**

The Principal will use the guidelines listed below to assist in making their decision.

A student may be at risk of not receiving a year 10 certificate if they

- Achieve multiple D and/or E grades, and/or
- Have long term explained absences or more than 7 unexplained absences in a calendar year, and/or
- Have been suspended multiple times or are involved in severe or ongoing instances of inappropriate behaviour.

A doctor's certificate may be required to support the explanation of long-term absences due to illness and/or when a parent/carer is requesting adjustments to a student's assessment. Other supporting documentation may be required to explain other long-term absences.

Students who are at risk of not meeting these criteria at any time during years 9 or 10 will be required to meet with the Principal (or delegate) to devise a Personal Learning Plan (PLP). The student will be required to meet the goals of the PLP in order to be eligible for a Year 10 Certificate from Lanyon High School. These goals will be determined in consultation with the student, parents/carer and other school staff. The goals of the PLP can be adjusted on an on-going basis to support the student to achieve a year 10 certificate.

## **High School Record**

Students who are not eligible to receive the Year 10 Certificate will be issued with a High School Record. A High School Record is issued by the school and lists courses undertaken and grades earned by a student in years 9 and 10. Students who transfer to another school within the ACT or leave the ACT system are issued with a High School Record.

## **Appeals**

The appeals process is described in the Education Directorate's publication Year 10 Certificate and the Appeals Process.

Reviewed by Principal, School Board and Executive team.

## **Related Education Directorate Policies and Publications**

*Reporting Student Achievement in ACT Public Schools – A Guide for Parents and Carers policy*  
*Year 10 Certificate and the Appeals Process brochure*  
*Education Participation (Enrolment and Attendance) Policy*

# Graduation Program and Points System

At Lanyon High School student achievement and participation in the school community is recognised through a graduation points system. Students are awarded points for active participation in courses and involvement in a wide range of extra curricula activities. The total number of points accumulated by each student determines the level of their graduation at the end of year 10.

The purpose of this system is to recognise students' achievements in years 9 & 10 and to acknowledge those students who positively contribute to both their own learning and to the wider school community. It is intended to make the Year 10 Certificate a more valuable document and to encourage students to become more involved in their graduation process. To graduate, students must earn a minimum of 290 points for their participation throughout both year 9 and 10.

The levels of graduation are:

Graduate with condition	less than 290 points
Graduate	290
Graduate with Merit	360
Graduate with Excellence	400

A student with less than 290 points will need to meet with the Principal to determine their eligibility to attend the year 10 graduation ceremony.

Successful graduation can be achieved by simply meeting all course requirements, wearing uniform, arriving on time to school and by participating in expected school activities such as NAPLAN testing and school carnivals. Higher levels of participation are acknowledged through this graduation process and might include activities such as:

- Academic competitions and teams
- Academic and effort awards
- Performances & The Arts
- Sporting carnivals and teams
- Fundraising, volunteering and community work
- School teams & leadership roles
- Special programs – CIT, VLO, ASBA, WEX

This list is in no way exhaustive, and students are encouraged to provide feedback and suggestions.

## 'P' Identifier

A 'P' identifier indicates that the student is receiving a tailored or personalised learning program due to significant learning needs or disability diagnosis or when a student is completed subject acceleration through a gifted and talented identification process. Specifically, the P identifier is applicable where a significant amount of a student's learning is drawn from one or more Achievement Standard sentences above or below the students' academic year for the purposes of academic reporting.

A student may be suitable to a P identifier in some subjects, but not others, depending on their learning needs. For example, a year 10 students may be studying Mathematics P, meaning that they may be studying aspects of the year 8 or 9 Mathematics curriculum. At the same time they could be studying all other year 10 subjects. Conversely, a student may be in P identified subjects for all but one or two subjects.

A student's suitability for a P subject is determined by looking at their profile in many areas. These include academic performance, previous Individual Learning Plans, as well as recommendations from external diagnostic reports e.g., from Psychologist, Speech Therapists, Occupational Therapists and other specialists reports. The school will work alongside parents and students to make a determination of a personalised learning program.

## Supporting Documents and Policies

A brief curriculum overview

<http://www.lanyonhs.act.edu.au/Curriculum>

Lanyon High School's curriculum documents

[http://www.lanyonhs.act.edu.au/Curriculum/curriculum\\_documents](http://www.lanyonhs.act.edu.au/Curriculum/curriculum_documents)

Education Directorate's policies and procedures relating to curriculum and assessment & reporting

<https://www.education.act.gov.au/public-school-life/Our-Curriculum>

[https://www.education.act.gov.au/public-school-life/assessment\\_and\\_reporting/act-student-reporting](https://www.education.act.gov.au/public-school-life/assessment_and_reporting/act-student-reporting)

The Australian Curriculum

<https://v9.australiancurriculum.edu.au/>

# English

All students in years 9 and 10 are required to study English. The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature. Students engage imaginatively and critically with a variety of texts including novels, films, poetry and plays. They develop their skills in writing, critical analysis of literature, and in the broader areas of speaking, listening, reading and viewing. Extension opportunities are provided within all classes where needed for students.

## **English as an Additional Language or Dialect**

Students who come from a language background other than English are provided with extra support by the EAL/D Coordinator at the school. The coordinator can provide support to students both in and outside of the classroom as required. The coordinator works with English teachers to support the learning of EAL/D students in the mainstream English classroom.

# Mathematics

All students in year 9 and 10 are required to study Mathematics. The Lanyon High School Mathematics Program aligns with the Australian Curriculum to provide students with essential mathematical skills and knowledge in *Number, Algebra, Measurement, Space, Statistics* and *Probability*. It aims to develop the numeracy capabilities that all students need in their personal, work and civic life. Students are provided with opportunities to investigate, represent and interpret situations in a variety of situations to ensure they are confident, creative users and communicators of mathematics.

## **Equipment**

All students will be required to have a scientific calculator with fraction functions.

# Science

In Science, students learn to investigate, understand and communicate about the physical, biological and technological world. The curriculum supports students to develop an understanding of scientific knowledge, concepts and processes as well as understand the contribution science has in our lives.

Science has three interrelated strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry*. Together these three strands of the curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

## **Science (Year 9)**

Students will gain an understanding of the structure of atoms and molecules, how complex multi-cellular organisms maintain functions, and how matter cycles through the spheres of the Earth. They will develop science inquiry skills by exploring chemical reactions, the physical phenomena of light and sound, and biological dissections. Students will gain an appreciation for science as a human endeavour by learning how scientific knowledge can be applied in a wide range of settings, the qualities of scientific study and accurate ways of performing scientific investigations.

## **Science (Year 10)**

Students will gain an understanding of the concepts of Newtonian motion of objects, the arrangement of the periodic table of the elements, and an understanding of patterns of biological inheritance between generations. They will develop science inquiry skills by applying their understanding of these concepts to predict the rates of chemical reactions, and how matter and energy cycle through the environment. Students will gain an appreciation for science as a human endeavour by investigating how theories and models have changed over time by considering the evidence for both The 'big bang' theory, and evolution by natural selection.

# Humanities and Social Science (HaSS)

During years 9 and 10 students will complete a full year of Humanities and Social Science (HaSS) to meet certificate requirements. In semester one, students will complete the compulsory History component of the Australian curriculum. In semester two students will be given the opportunity to choose from a range of HaSS options including Geography, Economics and Business, and elective History. These selections will be made in class during semester one, and student choice will determine which HaSS options run in semester two. Each HaSS option will include a unit on Civics and Citizenship.

## Semester One: History

### History (Year 9)

This course focuses on the historical significance of the period of the early modern world up to 1918. The content provides opportunities to develop historical understanding through key concepts including: questioning and researching; using historical sources; historical perspectives and interpretations; and communicating. Students will study the following units: Making and Transforming the Australian Nation (1750- 1914), First World War (1914- 1918) and Asia and the World (1750- 1914).

### History (Year 10)

This course focuses on the historical significance of the period between 1918 and the early 21st century. The content provides opportunities to develop historical understanding through key concepts including: questioning and researching; using historical sources; historical perspectives and interpretations; and communicating. Students will study the following units: Second World War and Building Modern Australia.

## Semester Two: Options

### Geography

Geography aims to ensure that students develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world, and a deep geographical knowledge of their own locality, Australia, the Asia region and the world. There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'. There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

### Economics and Business

Economics and Business aims to ensure students develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society. In year 9, students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. The year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living.

## **Elective History**

Elective History allows students with a particular interest in the subject to choose to complete a second semester of History. The topics to be covered will be dependent on staff and student interests.

NB: All Semester Two options will include a unit on **Civics and Citizenship**. Civics and Citizenship aims to ensure students develop a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage.

## **Health and Physical Education**

Health and Physical Education is a compulsory subject for year 9 and 10 students as part of the Australian Curriculum. Subjects, skills and knowledge are developed through classes and have a combination of years 9 and 10 students. In alternating calendar years, the students explore a variety of aspects of health in theoretical settings to apply to real world examples. In practical setting student have opportunities to developing their skills in a range of various sports, athletics and other physical activities.

### **Health and Physical Education 1**

Students participate in physical and theoretical activities that focus on developing healthy and active lifestyle habits. Physical activities will aim to develop individuals' physical fitness, teamwork skills and tactical game play. The theory components of the course will complement the physical activities and cover relevant health issues including the benefits of physical fitness, food and nutrition, relationships and sexuality, mental health and drug and alcohol education.

These topics are covered in odd calendar years; 2025, 2027 etc.

### **Health and Physical Education 2**

Students participate in physical and theoretical activities that focus on developing healthy and active lifestyle habits. Physical activities will aim to develop individuals' physical fitness, teamwork skills and tactical game play. The theory components of the course will complement the physical activities and cover relevant health issues including safety, relationships and sexuality, community health and lifelong physical activity.

These topics are covered in even calendar years; 2024, 2026 etc.

### **Fitness for Life: Growing Healthy Communities**

This subject can only be completed **once** during years 9 and 10. This course equips students with the knowledge and skills to live an active and healthy lifestyle, working towards a sustainable future. Students will analyse social and ethical considerations for global preferred futures. They will participate in a range of physical activities and develop community initiatives for active and healthy living. Horticulture will be an integral part of the course, allowing students to partake in gardening and growing of produce, to design and cook healthy meals.

Voluntary Contribution: \$35\*

### **The Science of Sport: The Human Body**

The Science of Sport (semester 1) is a school developed course that will focus on developing students' knowledge of the Science behind sporting performance. It is primarily a theory-based Science subject; however, students will participate in some practical exercises to support their learning around the concepts taught. This course will cover Achievement Standards from the Science and Health and Physical Education strands of the Australian Curriculum. The course aims to prepare students for further studies in Exercise Science at college or in the fitness and recreation industry. Students will begin by learning about the anatomy of the human body (the parts of the human body, such as bones, muscles, organs, etc). Once they have developed an understanding of the body, they will study the physiology of the human body (how the body's systems work and interact with each other). This will be followed by biomechanics (understanding how the body moves for athletic performance).

### **The Science of Sport: Factors Affecting Performance**

The Science of Sport (semester 2) is a school developed course that will focus on developing students' knowledge of the science behind sporting performance. It is primarily a theory-based science subject; however, students will participate in some practical exercises to support their learning around the concepts taught. This course will cover Achievement Standards from the Science and Health and Physical Education strands of the Australian Curriculum. The course aims to prepare students for further studies in Exercise Science at college or in the fitness and recreation industry. In this semester, students will develop their understanding of a range of factors that affect athletic performance including common sporting injuries and their prevention and management, sports psychology, nutrition and training principles for optimum athletic performance.

\*Note: Students may complete this course without having completed the semester 1 course and they will be supported to develop their knowledge of the basics of anatomy and physiology, to enable effective participation in this course.

### **Outdoor Education**

Outdoor Education 1 (semester 1 only) is an introductory course where students develop knowledge and skills of different natural environments through a range of theoretical concepts and practical activities. Students will be provided with the opportunity to enhance and demonstrate their skills through a variety of outdoor activities including; Canoeing, Rock Climbing, Abseiling and basic camping skills while valuing a positive relationship with natural environments and promoting their sustainable use. Team building, leadership and inclusion underpin all aspects of outdoor education.

Outdoor Education 2 (semester 2) builds on the concepts learnt in Outdoor Education 1, while still being an introductory course. Students develop knowledge and skills through a range of theoretical concepts and practical activities. Students will be provided with the opportunity to enhance and demonstrate their skills through a variety of outdoor activities including; Caving, Abseiling, Bushwalking, Snorkelling and basic camping skills while valuing a positive relationship with natural environments and promoting their sustainable use. Team building, leadership and inclusion underpin all aspects of outdoor education.

Outdoor Education subjects will provide opportunities to attend outdoor adventure camps and excursions with an approximate total cost of \$500\* for each semester.

## Japanese

Japanese is an elective subject in years 9 and 10 and follows a 2-year rotation of topics. Students can join Japanese at any point in the 2-year cycle and may study it for one or two years during year 9 and 10. Students following the 2-year course are set up with the language skills and knowledge they need to join continuing/intermediate Japanese at college level. They will also be prepared if they choose to sit the exam to join the Year 11 ANU extension program on the ANU campus as part of their college studies.

### Japanese

Konnichi wa! Japanese may not be the first language that comes to mind when you think of studying a foreign language, but there are many great reasons to learn Japanese. Learning Japanese opens doors for you to become a global citizen by opening your eyes to different perspectives of the world, ways of thinking, styles of communication and lifestyles. It will assist with selection of future careers, developing social connections, and providing opportunities to travel.

Japanese elective allows students to extend their language skills further and gain confidence in the core skills of reading, writing, speaking and listening. Students will study how to elaborate on descriptions about their family, friends and personal life and discover topics around school, housing, city and country, invitations and weather. Students will focus on achieving personal goals of using Japanese to further share information, experiences and views related to their social worlds using various grammar, kanji, and vocabulary. Completion of Year 10 Japanese enables the creation of a pathway to study Japanese at College level and possibility of Japanese extension studies at ANU.

## The Arts and Technologies

The Arts and Technologies offer a wide range of subjects for students to select. Students have the opportunity to specialise in one area of particular interest or to experience a variety of areas.

### Performing Arts

Students will develop their skills in both Dance and Drama in the Performing Arts elective. Students will develop their understanding dance and drama across a range of times and cultures. They will develop their skills in choreography, improvisation and devising to create dance, drama and combined works. Students will analyse the elements of drama and dance in the performances they view and create. They will also consider the elements of production including lighting, staging and costuming. Students will also develop their leaderships skills as they collaborate with their peers to create, prepare and perform their dance works. They will create performances considering the elements of production including lighting, staging and costuming. Students will also extend their leaderships skills as they collaborate with their peers to create, prepare and perform their dance works. As part of their assessment, students will perform at the Lanyon Performance Evening. There will also be a range of other extra-curricular opportunities throughout the year including Dance Fest and Dance Nation.

### **The Arts: Music**

There is a strong emphasis on practical work throughout these Music courses. Students will choose a musical instrument and develop instrumental technique and performance skills individually and in small ensembles. Students will also work through a structured and detailed music theory component that will complement the practical aspect. Students will develop a greater knowledge of the history and features of music from past and present.

Voluntary Contribution: \$30\*

### **The Arts: 2D Art**

Through this course students further explore the elements of 2D art through methods such as drawing, painting, and printmaking. They analyse and evaluate artworks from different cultures, times and places and explore how art celebrates and challenges perspectives of Australian identity. They draw on inspiration to then document and create work and reflect on it. They curate and present exhibitions of their work to engage audiences.

Voluntary Contribution: \$60\*

### **The Arts: 3D Art**

Through this course students further explore the elements of 3D art through methods such as sculpture, ceramics and mixed-media pieces. They analyse and evaluate artworks from different cultures, times and places and explore how art celebrates and challenges perspectives of Australian identity. They draw on inspiration to then document and create work and reflect on it. They curate and present exhibitions of their work to engage audiences.

Voluntary Contribution: \$60\*

### **The Arts: Digital Art and Graphic Design**

In the first term of this course, students will apply and extend their knowledge of the elements of art and learn the fundamentals of Adobe Photoshop, an industry standard software program, through weekly skill building tasks. They will also explore the work of digital artists and respond to their work. The term will culminate in a student choice project that utilises their Photoshop skills and artistic knowledge. In the second term of this course, students will learn the principles of graphic design and how to use Adobe Illustrator, another industry standard software program, through weekly skill building tasks. They will also explore the work of graphic designers and respond to their work. The term will culminate in an assignment chosen from a range of real-world project options.

Voluntary Contribution: \$TBC

### **Digital technologies: Digital Technology**

Students in this course will create programmes using both visual and texted based programming languages to solve problems and create solutions. They will be able to identify requirements from users and then design and construct projects that meet these needs. This course will provide students with the opportunity to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

### **Design and technologies: Textiles**

This course will focus on the introduction to patterns and garment construction techniques. Students will learn about fibres and fabrics and will have the opportunity to complete major

practical projects incorporating their new knowledge and skills. Students will complete a Design Folio, documenting the designing, making and appraising of their textile projects. They will be introduced to the fashion industry and the need for ethical and sustainable practice that influences industry both in Australia and internationally. In Textiles 2, 3 and 4 students' understanding of Textile Arts will be enhanced through a variety of fabric decoration and manipulation techniques, extending on the basics taught in Textiles 1.

Voluntary Contribution: \$35\*

### **Design and technologies: Design and Construction**

Students will extend on the skills learnt in Years 7 & 8 to produce furniture and construction projects. They can study this course once in semester 1 and once in semester 2, completing different projects in each semester. Using industry safe work practices, students will work in a variety of independent and collaborative contexts to design, construct and appraise their work and the work of others. Students will learn to use, care for and maintain a range of fixed/static and portable tools. Students will gain knowledge and experience from safety inductions to standard operating procedures hence learning industry expectations. Students will construct a design portfolio to either re-create, re-design or re-engineer products using sustainable materials. Design and Technology will give students insight and skill into how Information Technology is harnessed in any manufacturing industry for research, design, testing and review. Students will gain the foundations for pathways from Design and Technology into Cabinet Making, Carpentry, Landscaping and other trade related areas.

Voluntary Contribution: \$50\*

### **Design and technologies: Food and Hospitality 1**

In Food Technology, students focus on the dynamic nature of the food and hospitality industry in Australian society and develop knowledge and skills necessary for work in the Hospitality Industry. They develop an understanding of contemporary approaches and issues related to the food and hospitality industry. Students develop skills and safe work practices in the preparation, storage and handling of food whilst complying with current health and safety legislation. Students investigate contemporary food and hospitality issues and current management practices. They examine the factors that influence people's food choice and the health implications of these choices. Students understand the diverse purposes of the hospitality industry in meeting the needs of clientele and consumers. They are also provided with the opportunity to develop their food preparation and presentation skills using a wide variety of equipment through a range of experiences with opportunities to apply their skills at school community events. This course is delivered in alternate years: 2024, 2026.

Voluntary Contribution: \$65\*

### **Design and technologies: Food and Hospitality 2**

This course focuses on developing knowledge and skills necessary for work in the Hospitality Industry. Students will develop their food preparation and presentation skills using a wide variety of equipment through a range of experiences. They will also be provided with opportunities to apply their skills at school events. This course is delivered in alternate years: 2024, 2026.

Voluntary Contribution: \$65\*

**Design and technologies: Food and Hospitality 3**

Students will explore food trends and how cultural, environmental, and social factors influence food choices. They will work on catering to different dietary needs by planning and preparing nutritious dishes. They will also learn about cafe skills, including making coffee and preparing meals, while understanding cafe operations like customer service and workflow. This course is delivered in alternate years: 2025, 2027.

Voluntary Contribution: \$65\*

**Design and technologies: Food and Hospitality 4**

Students will learn about food preservation, including canning, making jams, and the importance of sustainability. They will also explore food styling and how good presentation can improve the appeal of dishes. They will also explore Native foods from around the world and use this knowledge to design a creative fusion meal, blending traditional ingredients with modern cooking techniques. This course is delivered in alternate years: 2025, 2027.

Voluntary Contribution: \$65\*

**Media and Journalism**

This course introduces students to aspects of visual art that are used in the media and graphic design. Students will learn how to create digital images, short-form videos, and look at the visual aspects of more text-based media such as magazines or websites. Students will analyse, evaluate, edit, create and justify digital artworks include film and digital artworks. This course is only available in semester 2 and culminates in the production of the school yearbook for publication at the end of the year.

Voluntary Contribution: \$TBC

**Photography**

In Photography students learn about what drives their creative process and style. Students are guided through a series of activities to help develop techniques and skills. The theoretical component of the course will provide the opportunity for students to understand the importance of how other artists communicate ideas and concepts in their art. Students will draw inspiration from a variety of different artists, cultures and times.

Voluntary Contribution: \$TBC

# Year 10 Leadership Program

Year 10 students can apply to become part of our Leadership Program. This program will empower students and develop their leadership skills through:

- communication with the school and wider community
- school governance activities
- liaison with the P & C, and School Board
- creating networks to promote the school to the community
- representing school at various events such as Youth Forums
- promoting mental health awareness amongst the students
- peer support and mentoring of junior students

This is a year-long unit designed for highly motivated year 10 students. The course is designed to improve communication, leadership and cooperative skills of participating students. Selection for this course will be based on a formal application and interview process, to be conducted towards the end of the year 9 school year.

## Careers and pathways

### Work Experience (WEX)

Work Experience is an opportunity for year 9 and 10 students to participate in industry placements. Students have an opportunity to learn first-hand about the world of work. The purpose of WEX is to provide guidance for students to support the transition from school to working life. WEX is a short-term unpaid participation in the workplace as a learner and observer. WEX allows students to gain knowledge of an Industry and understanding of the variety of the roles and responsibilities in the workplace. Once a placement has been confirmed, your career practitioner will generate a 4-way agreement. This agreement must be signed by you, a parent/carer, your career practitioner, and the host employer.

### Australian School-based Apprenticeships (ASbAs)

ASbAs are part of the national Australian Apprenticeships system. ASbAs combine paid work with structured off-the-job training, to support a student to achieve a nationally recognised qualification, whilst continuing their school education. ASbAs are available in a range of fields including:

Automotive	Hospitality	Community services and health
Retail	Hairdressing	Building and Construction
Business services	Local government	Public services
Finance services	Information technology	Sport and recreation
Property services	Telecommunications	Agriculture, horticulture, and related industries

Students, parents, and carers are encouraged to contact and meet with the Career Practitioner. Parents/carers and students can find the latest careers news and resources on the LHS Careers website - [lanyonhighcareers.com](http://lanyonhighcareers.com)