YEAR 8
SUBJECT SELECTION HANDBOOK

2026

PLEASE NOTE

The College reserves the right to not run a class if there is insufficient demand or if staffing is not available.

Contents

From the Principal

Dear Parents and Students,

As students move through secondary schooling, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 8 students has been designed to allow students to experience specific subject disciplines they may not have previously encountered and to continue to consolidate the skills required for the Senior Phase.

Students will complete Core subjects in Year 8 and will be able to also select four (4) Specialisation units. Students are therefore advised to choose wisely from a more self-aware understanding of what may interest them as a future pathway.

The selection of 'Specialisation' subjects should employ the same messages that are provided to our Year 10 students who are considering choices for the Senior Phase of Learning:

- *Choose subjects that they are good at*
- *Choose subjects that they enjoy*

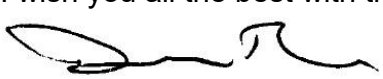
Implicit with this is an appreciation that 'good' choices are made when students consider their own strengths and avoid selections that are based on 'wrong' reasons, such as choosing a subject so as to be with a friend or that it is a 'bludge' subject. Our experience shows that when students follow their passion the outcomes are better. And there are no subjects that are 'bludge' subjects.

The most significant effort students can make in Year 8 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is 'on target' and which areas require further work. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The process of selecting subjects can be challenging. This Curriculum Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Damian Bottaccio
Principal

Curriculum Structures

Education Ministers have agreed to a new national declaration on education goals for all Australians. Known as The Alice Springs (Mparntwe) Education Declaration, the Declaration, sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes. The following principles underpin the curriculum structures at Chisholm Catholic College.

a) Continuity through Years 7 - 12 will be promoted via:

- The Australian Curriculum
- The Religious Education program
- Implementation of ACARA Curriculum Guidelines, QCAA Syllabuses (Years 7-10), QCAA Syllabus (Years 11-12)
- Commitment to the development of the cognitive verbs (CV's) for all students 7-12
- Collaborative planning processes focused on clearly identified learning outcomes and standards
- Authentic and continuous assessment and reporting practices
- 'Intra' and 'Inter' school moderation processes
- A developmental approach to learning which is student centred

b) Selection of curriculum experiences will be:

- relevant
- purposeful
- holistic
- dynamic
- responsive
- contemporary

c) Curriculum is integrated, balanced and connected to:

- Encourage students to develop a deeper and broader understanding of themselves and their world.
- Require the learner to access knowledge and strategies across the Learning Areas in a way which replicates operating in the real world.
- Promote the transfer of knowledge across Learning Areas independently and interdependently.
- Prepare for a more disciplinary orientation to formal curriculum offerings that are presented to students during the Senior Years.
- Meet the needs of all students respecting the multiple pathways to tertiary studies, post school education and training, and employment that are available either in the College or through other providers.
- Promote options for students to participate in community and workplace learning. Access to suitably targeted local community priorities for vocational education and training are provided. Students have opportunities to participate in school-based apprenticeships and traineeships as appropriate

d) The context of learning

- Will be informed by real life and life like situations and theoretical constructs which, together, form a dynamic and balanced learning program.

Learning Areas

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

- Religious Education
- Mathematics
- English
- Health and Physical Education (HPE)
- Science
- Humanities
- The Arts [consisting of Music, Dance, Visual Arts, Drama and Media]
- Technologies
- Cultural Literacy and Languages, including Japanese and Spanish

Curriculum Overview

Year 7	Religion	English	Mathematics	Science	HPE	Humanities	Elective

Year 8	Religion	English	Mathematics	Science	HPE	Humanities	Specialisation

Year 9	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
Year 9	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4

Year 10	Religion	English	Mathematics Streamed	Science Specialisation	HPE	Specialisation Humanities	Specialisation 1
Year 10	Religion	English	Mathematics Streamed	Science Specialisation	HPE	Specialisation 2	Specialisation 3

Year 11	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3
Year 12	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3

Specialisations (Years 8 to 10)

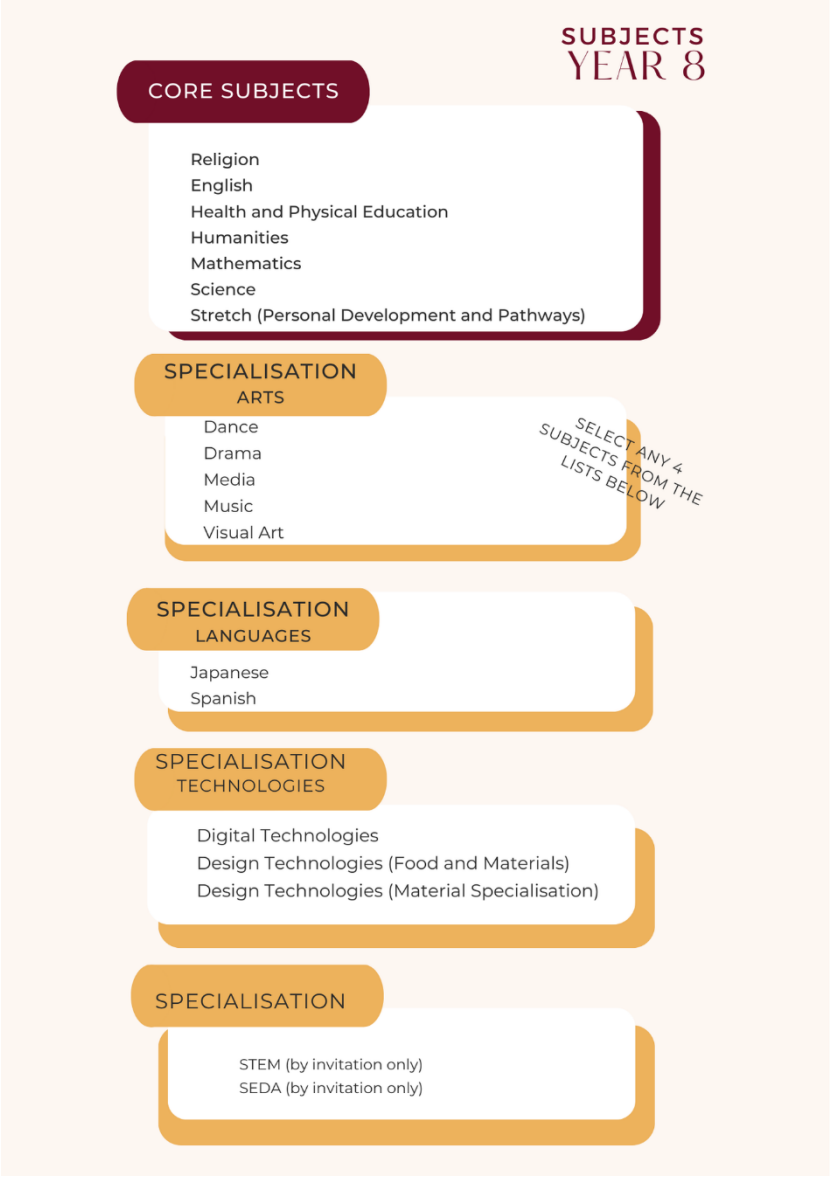
These are courses for you to focus on specific skills, interests and abilities within Key Learning Areas and are designed for you to deepen your learning within a subject area and across the curriculum. Specialisations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory core subject; you have a choice as to which Specialisation course you may study. It allows you to select subjects that interest you.

Year 8 Specialisations are a term-based course of study, and students need to choose at least one from The Arts and one from the Technologies courses.

Year 9 and Year 10 Specialisations are a semester-based course of study. Pre-requisites may be used to determine eligibility for further study in particular areas.

Students have the opportunity to specialise in SEDA. This subject is an extension for HPE (SEDA eligible sports). or if staffing is not available. Please note – The College reserves the right to not run a class if there is insufficient demand



SUBJECTS YEAR 9

CORE SUBJECTS

- Religion
- English
- Health and Physical Education
- History
- Mathematics
- Science
- Stretch (Personal Development and Pathways)

SPECIALISATION
ARTS, HASS, LANGUAGE, TECHNOLOGIES

SELECT ANY 4 SUBJECTS FROM THE LIST BELOW

- Big History
- Dance
- Design Technologies (Food and Specialisation)
- Design Technologies (Materials Specialisation - Textiles)
- Design Technologies (Materials and Technologies - Woodwork)
- Digital Technologies
- Drama
- Economics and Business
- Geography
- Graphics
- Japanese
- Media
- Music
- SEDA (by invitation only)
- Spanish
- STEM
- Visual Art

SUBJECTS YEAR 10

CORE SUBJECTS

- Religion
- English
- Health and Physical Education
- Mathemathics
- Science
- Stretch (Personal Development and Pathways)

SPECIALISATION
HUMANITIES AND SOCIAL SCIENCE

SELECT 1 SUBJECT FROM THE LIST BELOW

- Accounting and Finance
- Business
- Civics and Citizenship
- Geography
- History

SPECIALISATION TECHNOLOGIES

SELECT ANY 3 SUBJECTS FROM THE LIST BELOW
A 2ND SUBJECT FROM THE LIST ABOVE MAY ALSO BE INCLUDED IN YOUR CHOICE

- Dance
- Design Technologies (Food and Nutrition)
- Design Technologies (Hospitality)
- Design Technologies (Manufacturing Woodwork)
- Design Technologies (Textile and Fashion Technology)
- Digital Technologies
- Drama
- Engineering Skills
- Industrial Graphics
- Japanese
- Manufacturing (Woodwork)
- Media
- Music
- SEDA (by invitation only)
- Spanish
- Visual Art

VET OPPORTUNITIES

Opportunity for TRADE TASTER open to students in year 10 - Apply early limited places available

SUBJECTS SENIOR

CORE SUBJECTS

Religion
- Study of Religion (General)
- Religion and Ethics (Applied)

English
- English (General)
- Literature (General)
- Essential English (Applied)

Mathematics
- General Mathematics (General)
- Mathematical Methods (General)
- Specialist Mathematics (General)
- Essential Mathematics (Applied)

GENERAL SUBJECTS

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Dance
- Design
- Digital Solutions
- Drama
- Food and Nutrition
- Japanese
- Legal Studies
- Modern History

SUBJECTS SENIOR

GENERAL SUBJECTS

- Music
- Physical Education
- Physics
- Psychology
- Spanish
- Visual Art

APPLIED SUBJECTS

- Aquatic Practices
- Engineering Skill
- Furnishing Skills
- Industrial Graphic Skills
- Information & Communication Technologies
- Sport and Recreation
- Visual Arts in Practice

VET

- Diploma of Business
- Cert IV Justice Studies
- Cert III Aviation
- Cert III Fitness (Incorp Cert II Sport and Rec)
- Cert III Health Services (Incorp Cert II Health Support Services)
- Cert III Hospitality (Incorp Cert II Hospitality)

Study and Homework Expectations

Teachers ensure that homework is set as part of a balanced lifestyle. This gives students the opportunity to further their classroom learning while leaving enough time for family, recreation and other activities.

Homework helps students:

- Prepare for and expand on classroom learning
- Involve family members in their learning
- Become independent learners

When and where should my child do homework?

It is helpful for students to establish routines for homework like:

- Setting a time to complete homework
- Finding a space that is free of distractions

How can I help?

You can help your child by:

- Encouraging them to take responsibility for their learning and time management
- Supporting them to complete tasks by discussing key questions and directing them to helpful and appropriate resources
- Participating with them in online learning forums
- Reading and playing games with them
- Involving them in tasks; including shopping and cooking
- Encouraging them to read and to take an interest in and discuss local, national and international events
- Discussing homework concerns with your child's teacher

How to Use This Book

This book is designed to help you make decisions about subjects for your Year 8.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE ACADEMIC LEADERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

Section 1 contains general information about how to decide on certain subjects.

Section 2 lists all the departments and subjects in alphabetical order. Information about each subject is provided including an Introduction, Course Outline and any specific Course requirements.

SUBJECT CHANGES: Students may change subjects at certain times of the year only. Subject changes are subject to availability, and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Middle Years Learning Leader's Office. Students who wish to make a subject change outside of the allocated opportunities must do so through the Assistant Principal: Curriculum.

GUIDELINES FOR THE SELECTION OF YEAR 8 SUBJECTS

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection. Year 8 students will study the following compulsory core subjects:

- English
- History
- Mathematics
- Science
- Health and Physical Education
- Stretch

SPECIALISATION SUBJECTS

In addition to the core subjects above**, students will also select four (4)** elective subjects to study each Term and 2 reserves. When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, Academic Leaders, Pastoral Leader or the Program Leader: Pathways. A few helpful hints:

ACHIEVEMENT: If you have done well in a subject previously, you are likely to continue to do well in that subject.

WORK ETHIC: All students can achieve well if they work hard and complete all assignments and homework involved in each subject.

AMBITION AND INTEREST: Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 9 that will enable you to choose the correct subjects in Years 11 and 12.

ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.

Subject Descriptions

Brisbane Catholic Education Curriculum:

Religion

Course Overview

Unit Title: **Rituals of Initiation**

The students identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers. Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.

Unit Title: **Movers and Shakers**

The students consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time.

Unit Title: **Mission Matters**

The students consider and organise evidence from Scriptural texts to **explain** how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ, and **identify** the unique relationship between God and God's people.

They consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church and evaluate and draw conclusions about the ways in which the Church is present and active in the world today. The students respond to emerging moral questions and how society is practising the cardinal virtues.

Unit Title: **Hello God**

The students describe how words and images are used to represent the mystery of the Trinity. They consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets; Students identify the unique relationship between God and God's people.

Assessment Types

- Multimodal Presentation
- Proposal
- Storybook
- Essay
- Folio of Work

Australian Curriculum:

English

Course Overview

Unit Title: **Stories of Others**

Students will engage with personal stories and biographical narratives, exploring narrative styles, structures, and techniques. They explore the language features and text structures that are used in specific forms of the media to persuade and influence people.

Unit Title: **Unlocking Poetry**

Students will explore how poets use a variety of poetic forms and devices to engage with personal experiences of both the poet and the reader.

Unit Title: **Novel Study**

Students will explore representations of characters in texts with a focus on the class novel, *Hatchet*.

Unit Title: **Representations of how we learn**

Students will develop their understanding and ability to use persuasive devices/skills, through the context of exploring whether schools should implement more project-based learning or maintain traditional teaching and assessment strategies as the primary method of teaching. They will consider the impact on student learning, engagement, and preparation for future challenges. They will investigate evidence from their own experience, research, and logical reasoning.

Assessment Types

- Written responses
- Spoken/signed responses
- Multimodal responses

Australian Curriculum:

Health and Physical Education

Course Overview

The Year 8 Health and Physical Education curriculum allows students to investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. Students examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.

Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

Focus areas to be addressed in Years 7 and 8 may include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Assessment Types

- Project Folio
- Investigation
- Examination
- Physical performance

Australian Curriculum:

Humanities

Course Overview

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. At Chisholm, students explore all four subjects within the Humanities learning area: History, Geography, Economics & Business and Civics and Citizenship.

Unit Title: **History**
Students study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE) by focusing on two civilisations – European and Japanese. Students investigate the impact of the Black Death on Europe and research social and cultural customs of Shogunate Japan.

Unit Title: **Geography**
Students focus on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

Unit Title: **Economics & Business, Civics & Citizenship**
Students learn about how markets influence the allocation of resources to the production of goods and services and the ways businesses adapt to opportunities in markets and respond to the work environment. Students investigate the role of how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes.

Assessment Types

- Multimodal
- Project
- Folio of Tasks
- Independent Source Evaluation

Languages – Japanese & Spanish

Australian Curriculum:

Japanese

Course Overview

The purpose of this unit is for students to develop basic Japanese language skills through cultural episodes that are specific to national identity, family life in both Japan and Australia, and hobbies that are common in Japan and Australia. Additionally, the application of dates and days of the week to these concepts are introduced in order to have a fuller understanding of the grammar that underpins communication in Japanese.

Assessment Types

- Writing task
- Speaking task
- Listening task
- Reading task

Australian Curriculum:

Spanish

Course Overview

In Year 8, students begin their journey into the Spanish language, building on their prior learning and language experiences. They use Spanish to describe their personal worlds and interact with teachers and peers both in and beyond the classroom. Activities in listening, speaking, reading, viewing, and writing are supported through modeling, scaffolding, and feedback.
Students engage with authentic and purpose-developed spoken, written, and multimodal resources, including conversations, audio and video clips, textbooks, advertisements, blogs, and magazines. They use their English literacy knowledge to reflect on similarities and differences between Spanish and English pronunciation, structures, and features. They learn that language choices reflect cultural identity, beliefs, and values.

Assessment Types

Creating Texts:

- Speaking and writing

Understanding Texts:

- Listening and reading

Australian Curriculum:

Mathematics

Course Overview

Unit title: **Numbers in Action**

Unit focus: Students identify irrational numbers and classify decimals as terminating or recurring. They apply exponent laws with positive integers and solve problems using the four operations with integers and positive rational numbers. Students tackle time-related problems using 12- and 24-hour formats across time zones and use mathematical modeling to address practical problems involving ratios, percentages, rates, measurement, and finance.

Unit title**: Linear Relationships and Spatial Reasoning**

Unit focus: Students will explore algebraic properties to manipulate linear expressions, including rearranging, expanding, and factorising. They will learn to graph linear relationships and solve linear equations and inequalities, both algebraically and graphically. Through mathematical modelling, students will apply linear relations to solve real-world problems and test conjectures using digital tools. Additionally, they will develop their understanding of three-dimensional space by learning to locate and describe positions in this context.

Unit title: **Exploring Shapes and Measurement**

Unit focus: Students solve measurement problems using metric units, including the perimeter, area of composite shapes, volume of right prisms, and the area and circumference of circles. They apply Pythagoras' theorem for unknown lengths in right-angle triangles, identify conditions for shape congruency and similarity, test related algorithms, and use quadrilateral properties to solve problems.

Unit title: **Exploring Data and Probability**

Unit focus: Students conduct statistical investigations, explaining the implications of sampling. They analyse and describe data distributions, comparing variation in random samples of different sizes in terms of shape, central tendency, and range. They represent two-event combinations with tables and diagrams, determining related probabilities to solve practical problems. Students also use digital tools to conduct experiments and simulations for compound event probabilities.

Assessment Types

- Examination
- Problem Solving & Modelling Task
- Assignment - Investigation

Australian Curriculum:

Science

Course Overview

Unit Title: **Chemical Sciences**

Students classify matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds. They compare physical and chemical changes and identify indicators of energy change in chemical reactions

Unit Title: **Physical Sciences**

Students classify different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems

Unit Title: **Biological Sciences**

Students recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles. They analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual.

Unit Title: **Earth and Space Sciences**

Students investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics. They describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use.

Assessment Types

- Research Investigation
- Experimental Investigation
- Examination

Australian Curriculum:

The Arts

Dance – Cultural Connections In this unit, students will explore how movement can express ideas, stories, and culture. They'll learn the elements of dance and choreographic devices, using these tools to create and perform their own dances. This unit focuses on cultural dance, including styles like Australian folk dance, K-pop, and Bollywood, helping students understand how dance reflects different traditions and social values. Students will also engage respectfully with First Nations cultural dance, learning appropriate protocols and practices. Through watching and responding to a variety of dance performances, students will discover how dance communicates meaning across different cultures and contexts. They'll develop skills in creativity, collaboration, inquiry, and reflection, and apply these by choreographing a ritual dance that connects to their own experiences. The unit culminates in a performance and analysis, showcasing students' technical and expressive skills, and their understanding of dance as a powerful cultural and artistic form.	**Assessment Types** • Choreography • Evaluative reflection Group task • Individually assessed
Drama - Script Study During this unit students will immerse themselves in the role of a superhero and discover how place and tension along with set, costumes and sound communicate dramatic meaning to audiences. Students will explore place, role and tension through studying the play *Wonderfly* by Nick Atkins. In addition, students will explore the role of playwright and work through the process of creating a script for performance. Students will explore the development of characters and relationships, identifying gaps and silences. They will create a scene which fills one of these gaps or silences. Students' learning will culminate in a performance task of their devised scene.	**Assessment Types** • Script writing • Performance • Response to performance Group task • Individually assessed

Media – Identity & Representation Students will be introduced to the language of Media Arts; exploring technical and symbolic elements in media works. Students explore how representations in media can communicate ideas, perspectives, and express meaning in relation to Identity. Students analyse and respond to media works across cultures and times. Students then innovate and create magazine covers that reflect positive images of 'Teen Identity'. They complete a folio of lead up works that engage creative and critical thinking skills including Magazine Cover Designs, A.I. Gaming character designs and Media works that explore the role of symbols and signs to communicate ideas.	**Assessment Types** • Folio of work • Written analysis Digital design
Music – Rhythm, Roles and Sections In Year 8, students explore and experiment with the concepts of music, particularly Performing Media Roles, Texture and Duration (Rhythm). Students will perform drums or cajon to accompany a selected cover song. As Concepts of Music are unpacks, students will learn to analyse music and evaluate their performance and that of their peers. They will learn to describe the effectiveness of their performances to communicate meaning to their audience.	**Assessment Types** • Performance of cover song and • Critical evaluation The College offers an Instrumental Music Program which is a recommended addition to the study of Music.
Visual Art – Still Life & Nostalgia Throughout this unit, students will explore the theme of nostalgia through the creation of 2D still life artworks. They will select objects that evoke personal or collective memories and use these objects as subjects for their still life compositions. Students engage with the theme of nostalgia, connecting with significant moments in their lives and culture.	**Assessment Types** • Annotated VAPD • Folio of Still Life inspired artworks • Artist statement

TECHNOLOGIES

Australian Curriculum:

Technologies

Digital Technologies Unit Title: **Tynker Programming Adventures** Embark on an exciting journey into the world of coding with our Year 8 Digital Technologies unit: Tynker Programming Adventures! Aligned with the Australian Curriculum, this unit provides a hands-on, engaging introduction to programming through the Tynker platform. Students will design and develop interactive stories, animations, mini-games, and drones, and they will progress from visual block coding to text-based coding in JavaScript and Python. This progression builds a strong foundation in programming concepts and techniques, fostering computational thinking and problem-solving skills. This unit not only meets the curriculum goals but also inspires students to think like digital creators, preparing them for the technological world of tomorrow. Get ready to unlock your coding potential and explore the limitless possibilities of digital technology!	**Assessment Types** • Mini Projects and Folio
Design Technologies: Food and Materials Unit title: **How can we plan and produce with Textiles and Food?** Unit focus: Food: Design task – Students further develop their knowledge of nutrition using the Australian Guide to Healthy eating to analyse a recipe to create a new and improved version. Textiles: Design Task – Students develop and extend their sewing skills to complete a design task to create a textiles item for a client, ensuring they understand client needs in their application.	**Assessment Types** • Design Folio
Design Technologies: Materials and Technologies - Woodwork Unit title: **My Desk…What a Mess!** Unit focus: Designing a solution for an identified need or want. (Home or Community) The design process – Explore-Develop-Produce Developing safe practices and procedures in a workshop environment using relevant tools and equipment.	**Assessment Types** • Design Folio

Australian Curriculum:

SEDA

Course Overview

The Sporting Excellence and Development Academy (SEDA), allows our athletes to achieve a balance between their academic and sporting pursuits. SEDA provides our students with the opportunity to compete and perform at the highest level possible both on and off the sports field. Sports include Football, Netball, Basketball and Rugby League.

Vision

The Sporting Excellence & Development Academy is committed to fostering an environment where athletes not only excel in their physical pursuits but also cultivate a strong moral compass. Ambition is the driving force behind our pursuit of excellence through sport, encouraging students to set lofty goals and work tirelessly towards achieving them. We believe in the power of commitment, not only to one's sport but to personal and academic growth. The Academy strives to instil pride in the College, our SEDA community and their team.

Assessment Types

Physical performance

Australian Curriculum:

STEM

Course Overview

Students will use LEGO Spike Prime Education and Coding, where innovation, engineering, and coding come together to spark curiosity and creativity! In this dynamic course, you will dive into the world of robotics, design, and programming using the versatile LEGO Spike Prime kit. Get ready to build, code, and innovate your way through exciting STEM challenges. This course is designed to provide you with hands-on experience in robotics, coding, and problem-solving. As students build, program, and innovate with the Spike Prime kit, they will not only acquire technical skills but also foster a mindset of innovation, exploration, teamwork, and critical thinking.

Assessment Types

- Portfolio items

All students must use the
Subject Selection Online process
for selecting subjects for 2026
no paper copies will be accepted