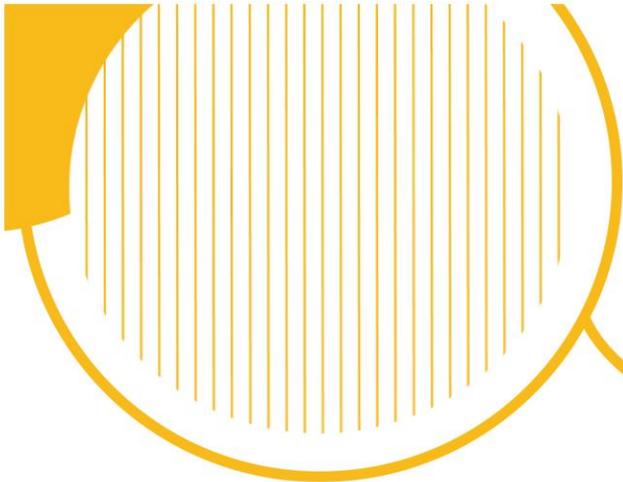




UC High School Kaleen
Prospectus





PRINCIPAL'S MESSAGE

At University of Canberra High School Kaleen (UCHSK), we cater for students in Year 7 to Year 10, from a richly diverse range of backgrounds. UCHSK has a strong sense of community and pride. We take great satisfaction in knowing our students well and developing core and elective programs that meet the individual needs of all students.

UCHSK is a professional learning community, committed to working collaboratively, and focusing on learning and on results. Our dedicated staff maintain high expectations both of themselves and of their students. They will challenge students to achieve their best and support them to do just that.

Our staff strongly believe that all students can learn and can achieve success in all aspects of their learning when they are provided with quality teaching practices and the time and support they need to do well. We will do whatever it takes to make sure that occurs.

On behalf of our staff, students, and our wider community, I look forward to providing your child with an outstanding learning experience, in a caring and supportive environment.

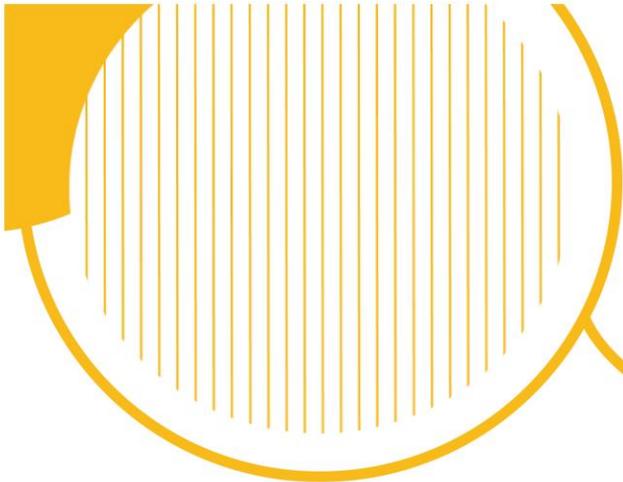


Daniel Mowbray

Principal

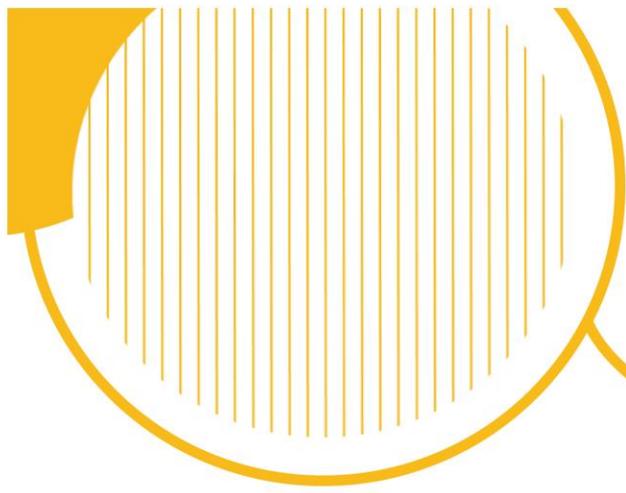
University of Canberra High School Kaleen

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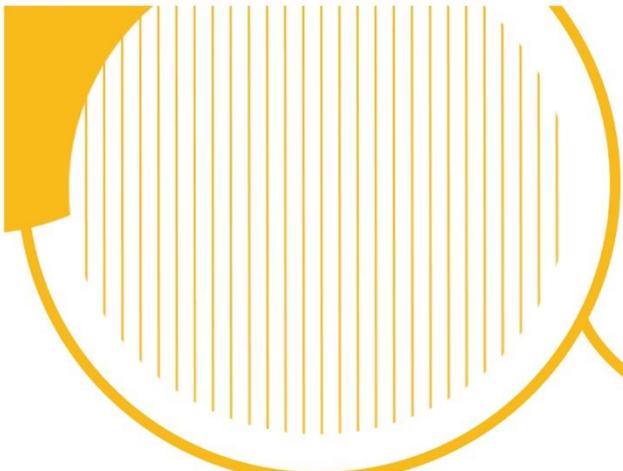
CONTENTS

Ideology	5
Key Contacts	6
Communication	7
School Timetable	8
Uniform & BYOD	9
Education Facilities	10
Student Wellbeing	11
Positive Behaviours for Learning	12
Pastoral Care	12
Inclusive Education	13
Awards	15
Course Information	16
Mathematics	18
English	19
Science	20
Humanities & Languages	21
PE & Health	22
School Sport	23
Sports Coaching	24
Outdoor Recreation	25
Agriculture	26
Visual Arts	27
Digital Media	27



CONTENTS

Drama	28
Dance	28
Circus	29
Role Play and Gaming	30
Wood & Metal Technology	31
Textiles	32
Jewellery	32
iSTEAM	33
Food Technology	34
Vocational Education and Training	35
Instrumental Music Program	38
UCAN Rock	38



IDEOLOGY

Mission

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

Vision

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

Kindness

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

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

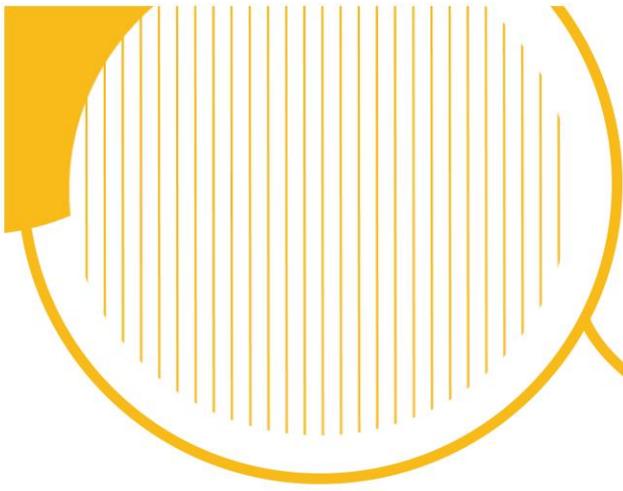
Respect

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

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

Achievement

Endeavour



KEY CONTACTS

Principal

Daniel Mowbray

Deputy

Greg Stirling

EXECUTIVE STAFF

SOSE / Languages

Cameron Foster

English

Carol Ellis

Inclusive Education / Student Wellbeing

Jenelle Reynolds

Pastoral Care / Student Wellbeing

Andrew Drummond

Science / PE / Health

Ben Williams

Mathematics

Colin Montgomery

Design & Technology / Arts

Michelle Coleman

Business Manager

Merrielle Reed

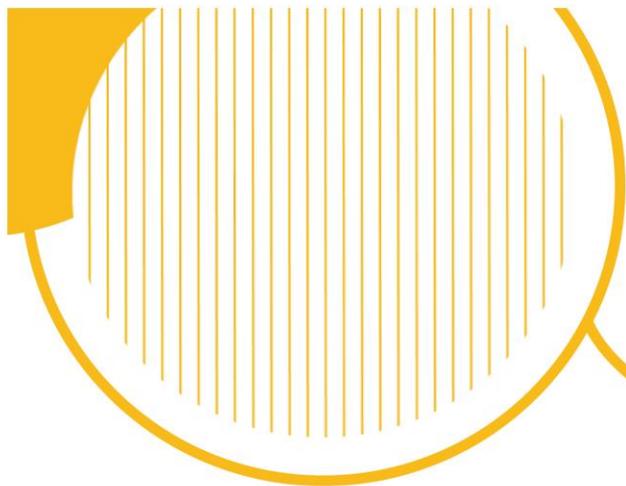
COMMUNICATION

SCHOOL TO HOME COMMUNICATIONS

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

ENROLMENT

Enrolment is through an online form available on the school website or the ACT Education Directorate website. Those that submit their application by Friday 4th June 2021 will receive a placement offer from the 26th July 2021. Applications completed after the 4th June will receive an offer later in the year. Families without internet access are invited to come into the school to complete the form online.



SCHOOL TIMETABLE

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

 UCHSK 2021 Timetable 											
Week A											
Monday			Tuesday			Wednesday		Thursday		Friday	
Period 1	8:55-10:20	1	Period 1	9:05-10:20	PC 8:55-9:05				7		
					4	5	6				
Period 2	10:20-11:10	<i>Achieve</i>	Period 2	10:20-11:15	5	4	5		<i>Pastoral Care</i>		
Recess 11:10-11:40			Recess 11:15-11:45								
Period 3	11:40-1:05	3	Period 3	11:45-12:40	6	7	4	2			
			Period 4	12:40-1:35	7	2	1	3			
Lunch 1:05-1:35			Lunch 1:35-2:05								
Period 4	1:35-3:00	2	Period 5	2:05-3:00	3	1	3	6			

Week B											
Monday			Tuesday			Wednesday		Thursday		Friday	
Period 1	8:55-10:20	4	Period 1	9:05-10:20	PC 8:55-9:05				3		
					1	7	2				
Period 2	10:20-11:10	<i>Achieve</i>	Period 2	10:20-11:15	3	4	5	6			
Recess 11:10-11:40			Recess 11:15-11:45								
Period 3	11:40-1:05	5	Period 3	11:45-12:40	2	6	1		<i>Year Group Assembly</i> 11:45 – 12:00		
			Period 4	12:40-1:35	7	2	<i>Assembly</i>	<i>Enrich</i> 12:00 – 1:35			
Lunch 1:05-1:35			Lunch 1:35-2:05								
Period 4	1:35-3:00	6	Period 5	2:05-3:00	5	1	7	4			

INFORMATION

SCHOOL UNIFORM

The UCHSK uniform consists of:

- Formal option – collared shirt/blouse, shorts, pants, skirt, and blazer
- School polo
- School or plain navy jumper or jacket
- Navy or black pants, shorts, or skirt (of an appropriate length)
- The designated PE shirt

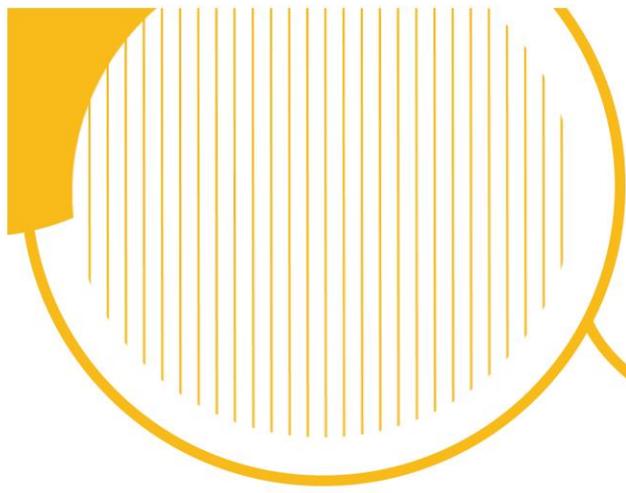
N.B.

- Leggings may be worn beneath skirts or shorts
- Any shirt must cover shoulders and biceps, have an appropriate neckline and be an appropriate length.

BRING YOUR OWN DEVICE (BYOD) AT UCHSK

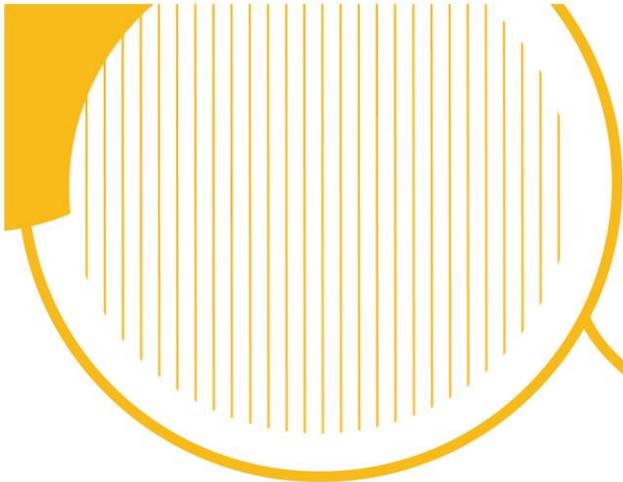
UCHSK is a BYOD school in accordance with the ACT ED. We are committed to embedding the use of personal electronic devices at school to deepen learning, prepare students for college and work life and support a personalised, student-centred approach. All students are provided with a Chromebook as a part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





EDUCATION FACILITIES

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



STUDENT WELLBEING

STUDENT WELLBEING TEAM

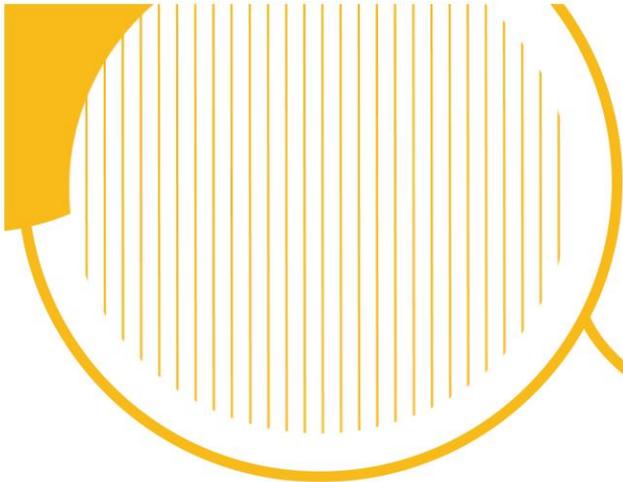
Deputy Principal	Greg Stirling
Student Wellbeing SLCs	Jenelle Reynolds & Andrew Drummond
Pastoral Care SLC	Andrew Drummond
Youth Worker	Emma Mildenhall
Psychologist	Caroline Gunn
Youth Health Nurse	Laura Jermyn

STUDENT WELLBEING

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

ADDITIONAL SUPPORT SERVICES

UCHSK has a Psychologist and a Youth Health Nurse who work at the school with students two days a week. In addition to this, a full-time youth worker supports students and facilitates proactive youth support programs. UCHSK has very strong partnerships with Menslink, Mental Illness Education ACT, Raising Hope, The Junction, Belconnen Community Service and other organisations that assist us to provide support or run programs for students. Our school also has an Aboriginal and Torres Strait Islander Education Officer who works with individual students to support their needs.



PBL

POSITIVE BEHAVIOURS FOR LEARNING

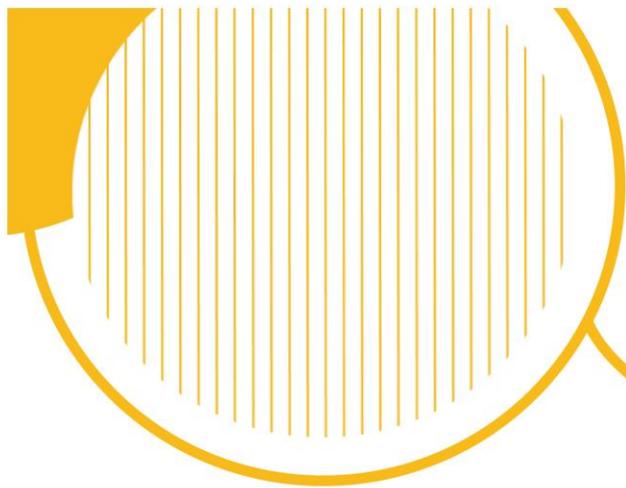
Positive Behaviour for Learning (PBL) is a school-wide approach that addresses problem behaviour and reduces its effects on student outcomes and on the school community. PBL identifies and rewards positive behaviour demonstrated by students, leading to improved self-concept and increased motivation to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

PASTORAL CARE

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

PC classes also meet for 10 minutes at the start of most days. This gives staff and students an opportunity to monitor attendance and general student progress, check in together and disseminate daily information. PC teachers meet with their class each Monday during Achieve and during Pastoral Care class time on alternating Fridays.

PC teachers also provide support and refer students for additional support if needed and assist with the ILP/ CLP & PLP process for students with special needs, students in care and A&TSI students. For Year 7 students, there is a major focus on settling into all aspects of high school life including making new friends and adjusting to the differences between primary school and high school.



INCLUSIVE EDUCATION

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

Learning Support Unit (Autism) (LSUA) - for students who meet the ACT Education Directorate criteria for Autism Spectrum Disorder.

Learning Support Unit (LSU) - for students who meet the ACT Education Directorate criteria for intellectual disability.

Inclusion Support Program (ISP) - for students who meet the ACT Education Directorate criteria in any category (includes vision and hearing).

Aboriginal and Torres Strait Islander (A&TSI) - for students who identify as Aboriginal and Torres Strait Islander.

English as an Additional Language or Dialect (EALD) - for students who identify English as an Additional Language or Dialect.

International Students (IS) - for students attending from other countries.

INCLUSIVE EDUCATION

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

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

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

English as an Additional Language or Dialect (EALD) is the study of English by students whose first language is a language or dialect other than English, and who require focused educational support to assist them in attaining proficiency in Standard Australian English. At UCHSK we support EALD students with individual support and tailored programming. The EALD coordinator works with teachers to advise on strategies to assist students. UCHSK embraces cultural diversity and is proud to host international students from several countries in our school. We offer high quality learning in a supportive environment to our international students, with the ability to individually tailor student programs. Students meet daily with our International Students coordinator. International students at UCHSK are supported by the International Education Unit (IEU) within the ACT Education Directorate.



AWARDS

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

PBL AWARDS

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

CLASS BASED AWARDS

- End of semester Achievement and Endeavour Awards
- End of year Top of Faculty Awards

FACULTY BASED AWARDS

- Outdoor Education Award
- Agriculture Award
- Vocational Education Award

MAJOR END OF YEAR AWARDS

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



COURSE INFORMATION

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

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





UCHSK also offers a range of enrichment programs. In 2022 these will include:

- Instrumental Music Program
- UCAN Rock

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

- Visual Art
- VET Hospitality
- Photography
- Textile Design
- Wood & Metal Technology
- Agriculture
- VET Construction
- Circus
- VET Agrifoods
- Master Chefs
- Drama
- UCAN Excel
- iSTEAM
- Sports Coaching
- Outdoor Recreation
- SOSE Extension
- Maths/Science Extension
- Japanese
- Sculpture & 3D Art
- Jewellery



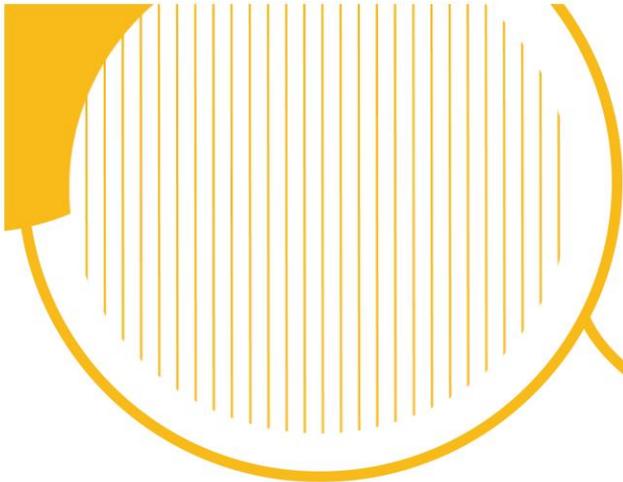
MATHS

The Mathematics course, which is studied by all students at UCHSK, follows the Australian Curriculum across all its Essential Strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Learning mathematics creates opportunities and enriches the lives of all Australians. Practical opportunities to test and utilise these skills are offered to show students how to apply the skills they are learning to real-world situations. Students also get to interact with the University of Canberra through events like Pi Day to help bridge the work they complete in class to the broader world community.

The Mathematics course develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Students are encouraged to take up extension and enrichment opportunities, with the ability to access a 10A curriculum course, a Maths/Science Extension elective and Australian Mathematics Trust's mathematics and computational and algorithmic thinking competitions.

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





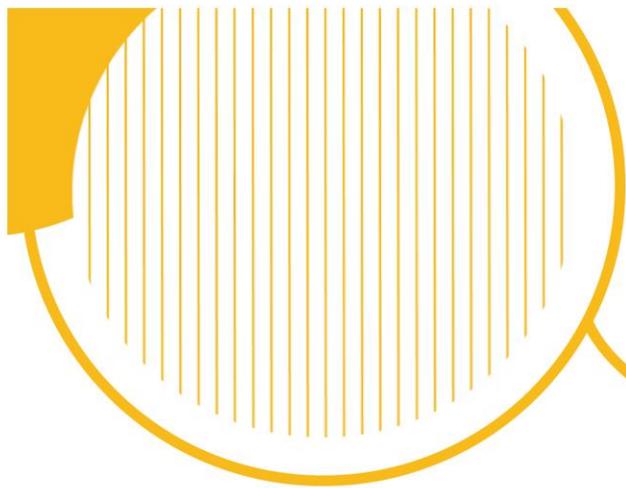
ENGLISH

English is essential in all areas at school, college, university, and work. English focuses on the use of the English language and the study of literature. Included in our curriculum are spoken, visual and written forms of communication. Students learn through speaking, listening, reading, viewing, writing and the use of information technology. This also includes spelling, grammar and linguistic features in written and spoken language. Students read, view, and create texts to explore ideas and test perceptions in creative and imaginative ways. Appreciation and enjoyment of language and literature helps students to become independent learners and develop an ever-widening language repertoire for personal and public use in contemporary society.

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

Particular emphasis is placed on:

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

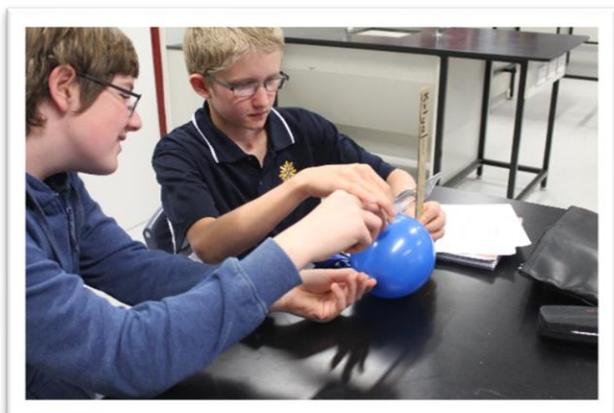


SCIENCE

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

Each year group will have the opportunity to attend at least one science excursion per year and science week events are a major focus in Term 3 each year. UCHSK participates in several science competitions and we are looking to increase our participation for 2022.

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



HUMANITIES

STUDIES OF SOCIETY AND THE ENVIRONMENT (SOSE)

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

LANGUAGES

Japanese at UCHSK provides students with the opportunity to understand the unique traditional and popular modern culture and language of Japan. Japan is one of Australia's major trading partners, and tourism in Australia creates the need for speakers of Japanese. In Year 7 students enter either an introductory language unit or an extension class if they have studied Japanese at primary school. In Year 8, students continue to study Japanese culture as they improve their language skills. For students in years 9 and 10, Japanese is an elective subject. By continuing to study Japanese, students develop a working knowledge of the language and will be well equipped to enrol in a continuing course at college. In all years there is a strong emphasis on the development of speaking and listening skills. A school trip to Japan is planned for 2022.



PE & HEALTH

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

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



SCHOOL SPORT

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

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

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

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



PE Electives

SPORTS COACHING

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

Semester 1 – Unit 1:

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

Semester 2 – Unit 2:

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

Semester 3 – Unit 3:

Sport psychology, drugs in sport, sports nutrition

Semester 4 – Unit 4:

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

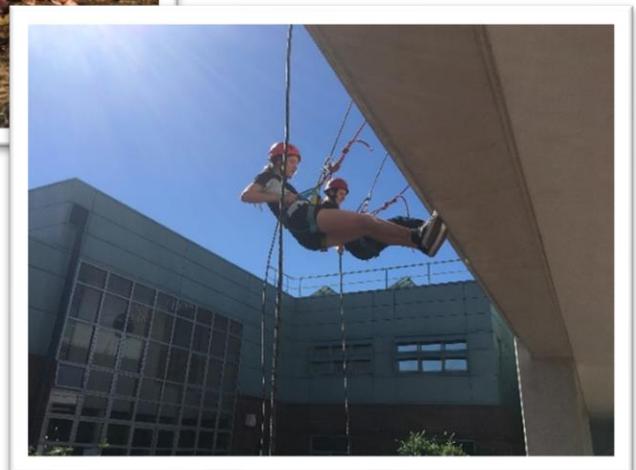
Participation in each unit requires no prerequisite knowledge. Students may choose to study all four units or select the unit/s that is/are of interest to them.





OUTDOOR RECREATION

In Year 9/10 Outdoor Recreation is an elective where students study a range of topics relevant to Outdoor Recreation such as Oceansports (surfing, snorkeling, stand up paddling, body surfing, surf awareness), Bushwalking and Navigation, Orienteering, First Aid, Snowsports (snowboarding and skiing), Rock Climbing and Abseiling, Rope Skills, as well as possibilities of White-Water Rafting, Mountain Biking, and other outdoor adventure activities. Students undertake a variety of team building and lateral thinking activities. Whilst these excursions will involve a cost, students will potentially have the opportunity to partake in a number of practical sessions, excursions and camps, in order to understand how to fully experience the great outdoors and what the gorgeous Ngunnawal, Yuin, Durag, Gundungurra, Ngarigo countries have to offer us!



AGRICULTURE

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

Murnong Farm has been designed to enhance accessibility for all student abilities. On the school's farm, students learn animal care and husbandry amongst a range of livestock and grow produce in the community garden.

In Years 7 and 8, students have the opportunity to participate in Agriculture with a focus on the farm. Students participate in sheep judging at the Canberra show, the Cows Create Careers program and farming as an industry. In Years 9 and 10 students can extend their learning by taking part in the 'Statement of Attainment in Agrifoods', a nationally recognised course, or continue their learning on the farm in food and fibre production, alpaca judging and goat and poultry breeding.

The Agriculture Club offers students with particular interest more opportunities to participate in farm activities at lunchtimes, before and after school and to assist in the holiday volunteer program to manage the livestock.



ARTS

VISUAL ART

Visual Art engages, inspires and enriches all students. It excites the imagination and encourages creativity and expression. In Visual Arts, students experience and explore the concepts of artists, artworks, world, and audience. Students develop practical skills and critical thinking which inform their work as artists and audience. They learn how to use knowledge, skills, techniques, processes, and materials to explore Arts practices and different artworks and as well as make their own pieces.

In Years 7 and 8 students can complete the visual art electives Introduction to Art and Digital Art.

Introduction to Art involves students making and responding to visual arts independently, and with their classmates. They will be introduced to visual art through exploring the work of Australian, Indigenous, and international artists and will be learning about the visual concepts of line, shape, colour, texture, tone, scale, contrast and form. Students plan 2D and 3D artworks for selected themes and create works using a range of media whilst learning about safe visual arts practices.

In Years 9 and 10 students can elect Visual Art and Sculpture & 3D Art. Visual Art involves students planning and creating artworks in response to selected themes, taking into consideration the elements and principles of art and design. They will explore a range of techniques and media including drawing, painting (Acrylic and Watercolour paints), printmaking and sculpture.

Sculpture & 3D Art will see students learning a range of skills and techniques involving art media, modelling, carving and construction that will enable them to create artworks. They will have the opportunity to respond to different themes and the world around us in this unit.



DRAMA

In Years 7 and 8, students have the opportunity to enrol in a one semester unit which introduces them to the basic skills used in Drama. These skills are developed through warm-up activities, character improvisation, stylised movement and mime, role play and theatre games. Students then build on these skills with some simple script work and work as a team (ensemble) to devise an original performance.

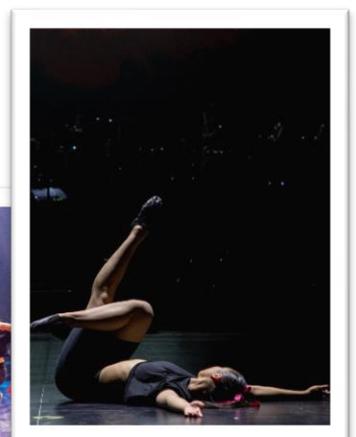
In Years 9 and 10 this popular course involves students making and responding to drama as an art form, independently and with their classmates, teachers and communities. The course concludes with a collaborative performance displaying various techniques covered throughout the year.

All these activities are aimed at encouraging students to develop positive attitudes, teamwork, and applying focus and control in dramatic performances. Drama is a practical subject, with assessment conducted in class. This includes: development of skills, rehearsals, performances, and theory components including basic scriptwriting.

DANCE

Dance aims to give all students the opportunity to learn and experience modern styles of dance. Dance provides multiple opportunities for performance and showcases where students have the chance to develop a wide range of personal and dance specific skills. This elective is heavily ingrained in the performance culture being fostered at UCHSK, helping lead the way in boosting students' self-confidence and sense of self-worth via large scale performances such as UCHSK's Big Night In, school assemblies and Limelight.

All students have the opportunity to develop modern dance basics and intermediate skills, with a strong focus on Hip-Hop. Students are challenged to create their own choreography, learning to be creatively independent while working in and leading teams of peers. Dance strives to be diverse, challenging, enjoyable and exciting.





CIRCUS

Warehouse Circus and UCHSK have developed elective courses available to all years for students interested in taking Circus training further.

Introduction to Circus is offered in Year 7 and provides students an introduction to fundamental movement skills in a social circus setting. Students will understand the value of persistence in developing complex skills and to prioritise safety through skill development.

Circus Fundamentals is a course designed for our Year 8 students and introduces the student to circus as an art form in a social circus setting. Students will develop circus skills such as adagio, manipulations, aerial, equilibristics and acrobatics. Through group tasks students will learn skills that will enable them to become healthy, creative, and contributing members of a compassionate society

In Year 9/10, students get the chance to work on higher level Circus skills such as Aerials (Trapeze, Tissu and Lyra), Acrobatics (floor tumbling, trampoline and Adagio) and manipulations (juggling, staff spinning and unicycling) and more.

Students choose specialties to focus on more closely. The elective involves between three and four hours per week of training during school hours and it is strongly recommended that students enroll in the Warehouse Circus Core Program after school. With experienced trainers and performance opportunities throughout the program, this elective is a creative challenge perfect for keeping fit and developing focus and self-discipline.





ROLE PLAY AND GAMING

Students are immersed in a fantasy world of their creation. Using resources from the popular 'Dungeons and Dragons' franchise, students work in groups to create fantasy characters. Role playing as this character, students are taken on an adventure where they are in charge of the story, their choices will determine their fates. When not role playing, students are creating maps, artefacts, and journal entries detailing their adventures from within the game.

Bringing together aspects of the English, Mathematics and SOSE curriculum, this elective encourages teamwork, group participation and creative problem solving.



TECHNOLOGY

Technology provides opportunities for students to respond to design challenges in a diverse range of contexts by "working technologically". Design challenges are situations, problems or tasks that have a technology demand and involve the design and development of new products and new ways of doing things. It combines creative thinking and practical problem-solving skills.

WOOD & METAL TECHNOLOGY

Years 7/8 Wood Technology: Students undertake a semester-long practical skills acquisition-based course where they are exposed to the design process to guide the creation of design solutions; they design, make, and appraise. Wood Technology has a focus on sustainability and students use recycled materials to create their designed solutions.

Years 7/8 Metal Technology: Metal technology is a skills acquisition-based course where students use the design, make, and appraise process in combination with their imagination and practical skills to make designed solutions from metal technologies. Students will discover and develop skills in metal working areas such as wrought iron and sheet metal work.

Years 9/10 Metal Technology: This course is a semester long skills acquisition-based course, along with the required theoretical components. This course is designed as a pathway for students to build on practical skills acquired in the year 7 & 8 elective. Students apply these skills to create a unique designed solution. This course is a Project Based Learning Environment where students will work on either individual projects or projects designed for use by their school community. Students will produce their project using specific hand tools and specific equipment and machinery in the workshop.





TEXTILES

Years 7/8

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

Years 9/10

Through a study of Textiles and Design students will explore a range of decorative textile techniques including dyeing, printing, silk painting, machine, and hand embroidery.

Cultural aspects of design imagery will also be considered.

This knowledge will be employed in design project work to showcase their understanding of, and ability to use skills and techniques. The focus is on the use of textiles as a media to produce objects, products, and artworks.



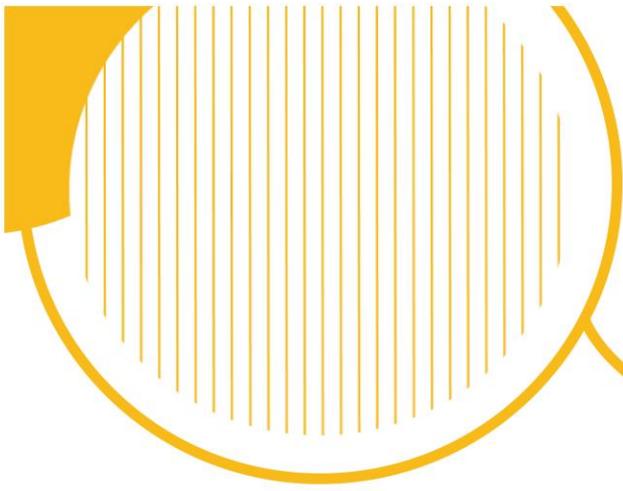
Jewellery

Years 7/8

Students will be introduced to safe practices, tools, techniques, and processes used to create jewellery in a workshop setting. They will learn about the Design Process and apply it in their development of project work. Students will work independently as well as collaboratively to create projects including rings, earrings, brooches, and arm pieces.

Years 9/10

Students will research jewellery practices across different cultures and times. Students will work independently as well as collaboratively to create projects including rings, earrings, brooches, and arm pieces. The Design Elements and Principles will be important in the design and realisation of all project work.

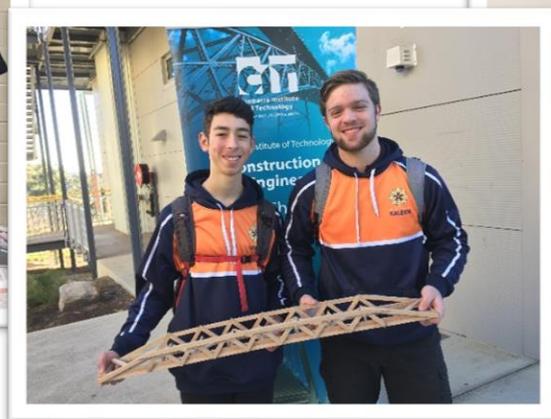


iSTEAM

iSTEAM is a course of study offered to Yr 7 and Yr 9&10 students. Study in iSTEAM (innovative Science, Technology, Engineering, Art and Mathematics) equips participants with the knowledge and the underlying skills of innovative problem solving and analytical thinking, packaged in an inquiry/project/problem-based learning environment.

Students are tutored and mentored to develop and utilise their cross-disciplinary understandings, including mathematical thinking and scientific literacy to realise their design solution. Students utilise their problem solving and analytical thinking skills to make engineered design solutions for real world scenarios. The program utilises hands on inquiry/project/problem-based learning techniques designed to challenge, extend, and engage students.

Class members have the option to participate in a variety of competitions and iSTEAM-based programs during the course. Students also have the opportunity to study a variety of inquiry/project/problem-based learning scenarios which can include: sustainable vehicle design, electronics, drones, computer programming, game and app design, aeronautics, bottle rockets, the Mars Rover, bridge building or 3D CAD design.





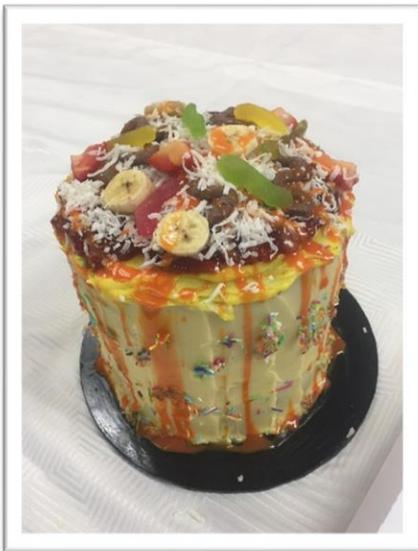
FOOD TECHNOLOGY

Year 7/8 Young Chefs

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

Year 9/10 Master Chefs

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



VET

Nationally recognized Vocational Training is conducted at UCHS Kaleen auspiced by Lake Ginninderra College RTO. RTO code 88005.

UCHSK provides students with opportunities to gain nationally recognised qualifications in the following Vocational Courses: AHC10216 Cert I in Agrifood Operations, Statement of Attainment in Construction and SIT10216 Cert I in Hospitality. These courses provide students with knowledge, skills, experiences, and pathways to further training and full or part time employment.

YEAR 10 VET CONSTRUCTION: SEMESTER-LONG

This is a semester-long competency-based course that has been designed for students who are hoping to complete an apprenticeship or have an interest in employment within the construction and associated industries. Students develop underpinning skills and knowledge related to trade areas such as carpentry, roofing, plumbing, bricklaying, and concreting. Students are introduced to key concepts from the National Training Package including Occupational Health and Safety requirements of the trades within the construction industry.

This course has a number of theory components that are delivered in conjunction with the practical components, including an apprenticeship aptitude quiz, WH&S safety workbook, technical drawing activities, planning and project management processes and assessable research projects.

Key work skills covered include applying mathematical understanding and concepts, accuracy, quality of work, initiative, working with others, time management and following directions and instructions. Students work towards nationally recognised competencies leading to a Statement of Attainment in Construction. Competencies achieved are eligible for credit transfer if the full, or related qualification is undertaken at a later time. This unit also provides an opportunity for students to undertake their White Card and Asbestos Awareness training to prepare them for part time work, work experience placements and Structured Workplace Learning.



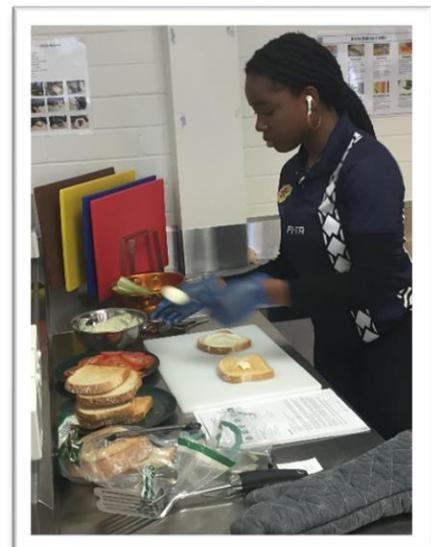
YEAR 10 VET HOSPITALITY: YEAR-LONG

This competency-based course provides students with the opportunity to develop vocational skills and knowledge in commercial food preparation, catering operations, customer service and food presentation. Students work towards SIT10216 Certificate I in Hospitality. A Statement of Attainment is awarded for competencies achieved where the full requirements for the qualification are not met. Competencies achieved are eligible for credit transfer if the full, or a related qualification is undertaken at a later time.

Students learn about health, safety and hygiene procedures in the workplace, food and beverage preparation, and service through catering and espresso coffee service.

This course has a number of theory components that are delivered in conjunction with the practical components, including planning and project management processes, assessable research projects, role plays, group discussions, interviews, and presentations.

Students gain industry experience by taking part in Coffee Club once a week, staff café once a term and undertake a week placement of Structured Work Learning (SWL) in identified hospitality establishments. Other simulated industry experiences include; catering for various school and community events in school and out-of-hours, mentoring catering sessions with network schools and opportunities to work alongside industry professionals for identified functions throughout the year.





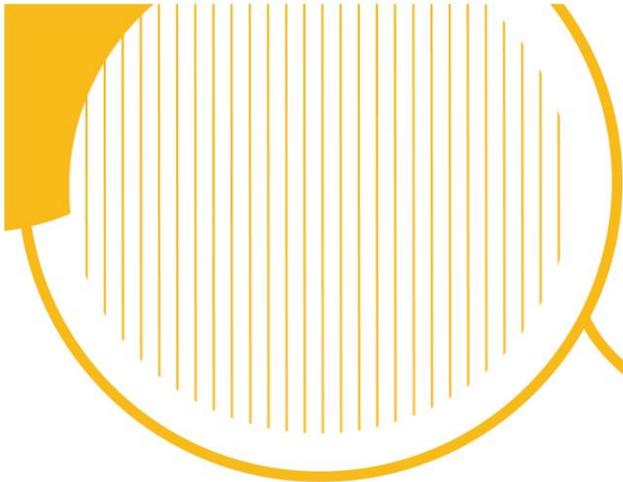
YEAR 10 VET AGRIFOODS: YEAR-LONG

This is a competency based vocational skills course that has been designed for students who have an interest in employment within the horticulture or agriculture industry. Students develop underpinning skills and knowledge related to horticulture, commercial gardening, and livestock handling. Students are introduced to the key concepts from the National Training Package including Occupational Health and Safety requirements of the trades within the horticulture industry. Some of the key work skills that are covered are: quality of work, initiative, working with others, time management and following directions and instructions.

Students work towards nationally recognised competencies that lead to the award of AHC10216 Certificate I in Agrifoods. A Statement of Attainment is awarded for competencies achieved where the full requirements for the qualification are not met. Competencies achieved are eligible for credit transfer if the full, or related qualification is undertaken at a later time. This unit will also provide an opportunity for students to undertake their White Card and Asbestos Awareness training to prepare them for work experience placements and structured workplace agreements.

This course has a number of theory components that are delivered in conjunction with the practical components; including an WH&S safety workbook, planning and project management processes and assessable research projects. Students will be provided with opportunities to undertake Structured Workplace Learning (SWL) at industry level while undertaking the program.





MUSIC

INSTRUMENTAL MUSIC PROGRAM (IMP)

The Instrumental Music Program (IMP) offers a school band program for concert band musicians. This program is available to students who have participated in the IMP in their primary schools as well as providing opportunities for other musicians in years 7 and 8 who have experience on an instrument in other settings. Classes are directed by two teachers – an IMP specialist and a UCHSK teacher. Instruments and print music is provided by the IMP and there is a small cost involved to cover this. There will be associated performances for the school and community throughout the year as well as participation in IMP events such as combined rehearsals with other high schools, Bandstravaganza and band festival.

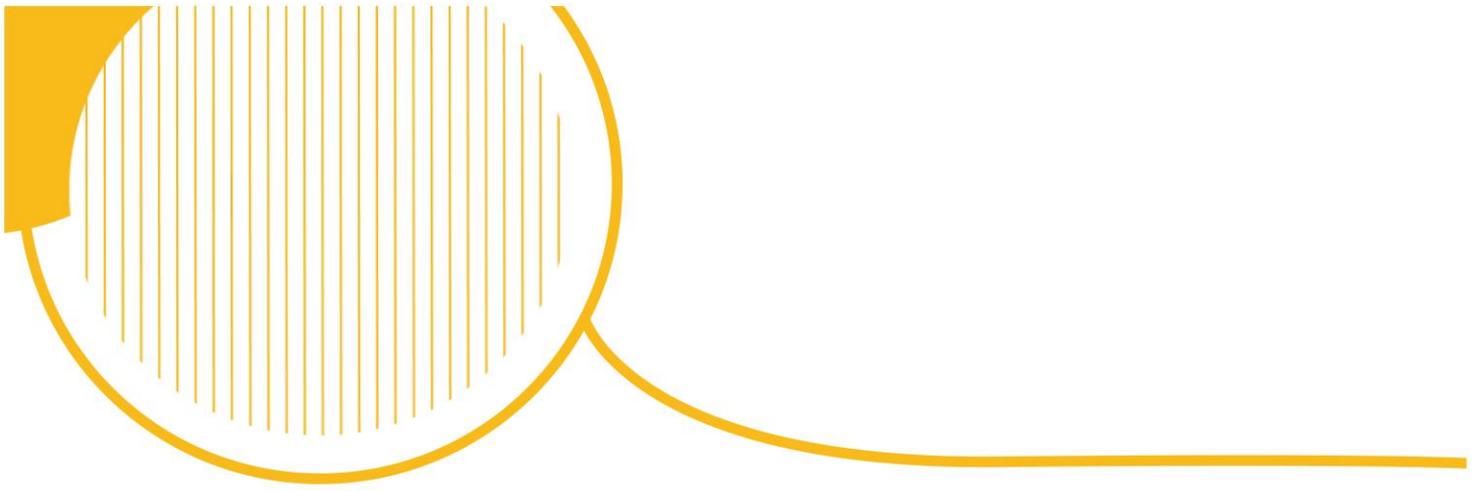
Students in the IMP program miss two one-hour classes each week in order to attend band. Sessions are scheduled to ensure that no class will be impacted upon more than once per fortnight. Normal IMP tuition fees will apply.

UCAN ROCK

The Rock Band Pathway Program, UCAN Rock, is delivered by our Musician-in-Residence, Aron Lyon. This popular program runs as a tutorial model once a week. Students receive individual and group workshops in voice, drumming, guitar, keyboard, and a range of skills relevant to contemporary music. All bands have performance opportunities throughout the year.

All students in the program join a band and develop their musicianship individually and as a group. UCAN Rock caters for beginners through to advanced musicians, and students with a background in more traditional music are more than welcome. As an extracurricular program, music tuition fees apply.





The University of Canberra High School Kaleen acknowledges and thanks Lily Doyle; year 10 UCAN Excel student 2019, for the concept and design of the 2022 UCHSK Prospectus.