HUNTER RIVER HIGH SCHOOL

Subject Selection Booklet

YEAR 9 2026

YEAR 10 2027

RESPECT RESPONSIBILITY EXCELLENCE

Contents

CORE SUBJECTS V ELECTIVE SUBJECTS

This booklet has been prepared to provide information on courses at Hunter River High School. These courses are for Years 9 and 10 and will appear on the student's Record of School Achievement (RoSA).
Subjects are divided into two groups:

- Compulsory
- Elective.

This booklet should be read in conjunction with the NESA 'Years 7 to 10 Syllabus Course Descriptions' booklet which can be found at: http://www.boardofstudies.nsw.edu.au/rosa/

INTRODUCTION TO YEAR 9 COURSES

In Years 9 and 10, all students will study the mandatory CORE subjects and two ELECTIVE subjects.

Core Subjects
English
Mathematics
Science
History
Geography
PDHPE
Sport
Elective Subjects
X Elective
Y Elective

WHAT ARE ELECTIVE SUBJECTS?

All students must participate in two elective subjects. During the selection process, students will have the opportunity to indicate a backup subject as a third option. Students should enter the subject choices in order of preference. In the event a course isn't available, a students' third option will be allocated.

Details of all subjects offered are found in this booklet.

WILL ALL ELECTIVES RUN NEXT YEAR?

All elective subjects listed in this booklet are on offer. However, only those electives chosen by a sufficient number of students will run next year. Students decide via their choices which subjects run.

It is very important that students choose carefully. Once all subject selection sheets are in:

- Selections will be tallied
- Decisions will be made on which subjects will and will not run
- Subjects will be put into lines (X or Y).

THINGS TO CONSIDER WHEN CHOOSING ELECTIVES

When choosing electives, it is essential to consider a student's:

- Career aspirations
- Interests
- Abilities and talents

This is a very personal choice and students are advised to ignore outside pressure (e.g. peer pressure) when selecting subjects. If you have any questions about specific subjects, please consult the Head Teacher.

ELECTIVES

Year 9 – 200-hour Elective line options

AGRICULTURE TECHNOLOGY – 200 hours

CHILD STUDIES – 200 hours

FOOD TECHNOLOGY – 200 hours

INDUSTRIAL TECHNOLOGY ELECTRONICS – 200 hours

INDUSTRIAL TECHNOLOGY METAL – 200 hours

INDUSTRIAL TECHNOLOGY TIMBER – 200 hours

MARINE & AQUACULTURE TECHNOLOGY – 200 hours

MUSIC – 200 hours

PHYSICAL ACTIVITY & SPORTS STUDIES – 200 hours

VISUAL ARTS - 200 hours

Year 9 – 100-hour Elective line options

ABORIGINAL STUDIES – 100 hours

BUILDING & CONSTRUCTION TECHNOLOGY – 100 hours

CAFÉ/FOOD TECHNOLOGY – 100 hours

COMMERCE – 100 hours

DRAMA – 100 hours

INDUSTRIAL TECHNOLOGY METAL – 100 hours

INDUSTRIAL TECHNOLOGY TIMBER – 100 hours

iSTEM – 100 hours

OUTDOOR EDUCATION – 100 hours

TEXTILES TECHNOLOGY – 100 hours

VISUAL DESIGN – 100 hours

200 HOUR COURSES

AGRICULTURE TECHNOLOGY – 200 hours

FACULTY: SCIENCE

HEAD TEACHER: MATHEW ROBSON

COURSE DESCRIPTION

The Hunter area of NSW is an important agricultural area. It produces a large variety of products, which include – cattle for meat and milk, poultry for meat and eggs, vegetables, fruit and many other products.

Students of Agricultural Technology in Years 9 and 10 make extensive use of the well-equipped school farm whilst studying the production cycle of most ofthe products mentioned above. By concentrating on the local area's production, the course becomes more relevant to the students whilst enabling teachers to illustrate important agricultural concepts that are synonymous to all agricultural pursuits.

The course has an underlying 'systems theme' that basically means any action done on a part of the farm has important effects on the whole farm. Students need NOT have studied agriculture before and will enjoy the opportunity tolearn new skills in an outdoor environment.

The course does NOT terminate in Year 10. It is also studied in senior years and can lead to a vocation in agriculture.

WHAT STUDENTS LEARN

Studying Agricultural Technology:

- Makes students more aware of the local and Australian farming environment;
- Allows students to learn useful new skills;
- Allows the skills and concepts taught to be used in activities outside farming; and
- Can lead to further studies and possibly a vocation in agriculture.

CHILD STUDIES – 200 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

Are you interested in being a childcare worker, a 'super-nanny', pre-school teacher or a well informed and responsible parent when you get older? Child Studies offers you a course where you can learn parenting and childcare skills. All students who have an interest in children will find this course interesting, fun and informative.

In Year 9 we start with the topic, The Unborn Child. This deals with issues surrounding contraception, pregnancy and birth. Students wear the 'Pregnancy Vest' and get firsthand experience of what it feels like to be 8 months pregnant (only for 24 hours though!) Caring for children involves looking at the special needs of infants, the toddler,the growing child and the special needs of the preschooler.

In Year 10 students will look at how children learn through play with lots of craft work and interesting activities to help us understand their needs. We will look at issues for nannies, childcare workers and possible career opportunities. Students also take home the 'Virtual Baby" for 24 hours to test their parenting skills. What sort of parent will yoube?

WHAT STUDENTS LEARN

Students will:

- Look at the contraception kit
- Watch videos on pregnancyand birth
- Have a visit from Nursing Mothers
- Learn to bath a baby
- Examine the types of nappies available
- Make up a bottle formula
- Wear the 'Pregnancy Vest'
- Take home the 'Virtual Baby'
- Cook children's meals
- Learn how to be a good babysitter
- Discuss childcare issues.

FOOD TECHNOLOGY – 200 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

Who will become the next Master Chef? The career paths available in the Hospitality Industry, particularly in the Port Stephens area are ever expanding. This subject is a great choice if your interests lie in creating and cooking fabulous and delicious food just for yourself or for your family and friends.

Career paths are plentiful in the food industry with both part time and full-time opportunities in many areas of Hospitality. Studying this subject also allows you to develop lifelong skills in food preparation for the benefit of yourself and your family.

Food Technology gives a good basis for the valuable senior Food Technology and Hospitality course in Years 11 and 12.

WHAT STUDENTS LEARN

Some of the activities that are included in this interesting course are:

- taste testing bush tucker;
- an excursion to a restaurant;
- multicultural cookery;
- the 'master chef cook off' challenge;
- creating menus for catering purposes;
- use of digital camera for food photography;
- creating sensational food for specific occasions; and
- celebrity chef analysis.

INDUSTRIAL TECHNOLOGY METAL – 200 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

The aim of the Industrial Technology course with the metal focus area is to provide opportunities for students to develop knowledge, understanding, skills and values related to metal and its associated industries. This is achieved through safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects.

The study of this subject will help to lay a good foundation for any student hoping to pursue a career in any of the metal trades such as:

- Engineering;
- Fitter machinist;
- Sheet metal worker;
- Boilermaker;
- Aeronautical mechanic;
- Panel beater;
- Plumber;
- Roofer; and
- Automotive mechanic.

WHAT STUDENTS LEARN

The course enables students to:

- Broaden their career options;
- Develop an understanding of Work, Health & Safety;
- Build confidence and competence in the correct use of tools and equipment; and
- Facilitate self-sufficiency, resourcefulness, mature judgement and the capacity to work co-operatively and responsibly.

INDUSTRIAL TECHNOLOGY TIMBER – 200 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

The aim of the Industrial Technology course with the timber focus area is to provide opportunities for students to develop knowledge, understanding, skills and values related to timber and its associated industries. This is achieved through safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects

The study of this subject will help to lay a good foundation for any student hoping to pursue a career in any of the timber or building trades including:

- Builder;
- Carpenter/joiner;
- Cabinet maker;
- Wood machinist;
- Formwork Construction Carpenter; and
- Pattern maker.

WHAT STUDENTS LEARN

The course enables students to:

- Broaden their career options;
- Develop an understanding of Work, Health & Safety;
- Build confidence and competence in the correct use of tools and equipment; and
- Facilitate self-sufficiency, resourcefulness, mature judgement and the capacity to work co-operatively and responsibly.

MARINE AQUACULTURE TECHNOLOGY – 200 hours

FACULTY: SCIENCE

HEAD TEACHER: MATHEW ROBSON

COURSE DESCRIPTION

This elective allows students to study marine and freshwater environments. The living things from the sea and lakes form a wide range of fascinating and exciting research. We will see how many people make a living from the sea in a sustainable way and others who are trying to save endangered creatures such as whales. Basic water safety and first aid are included in this interesting course.

WHAT STUDENTS LEARN

The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Work Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study.

Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment.

MUSIC – 200 hours

FACULTY: CAPA

HEAD TEACHER: TAMARA AUBREY

COURSE DESCRIPTION

The aim of the Stage 5 Music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening. Students should envisage that their skills in all these areas will develop gradually over the 200-hour course.

WHAT STUDENTS LEARN

Students will learn about and experience Music through three components.

1. Performance

This is the main component in the Stage 5 course - encouraging students to perform as a soloist and in an ensemble situation.

2. Aural / Musicology

Aural / Musicology is about the appreciation, experience and analysis of all musical genres further developing and deepening a students' understanding of Musical Concepts.

3. Composition

Composition looks at incorporating skills in performance and technology. Students can investigate and experiment with instrumental sounds – conventional and non-conventional. This may be done through various compositional techniques that will be studied and experienced. Students will also utilise recording and editing devices available, accompanied by specialist musical software.

> *"The evidence of neuroscience overwhelmingly demonstrates that children studying music have a considerable educational advantage over those who don't."* Richard Gill OAM, The Sydney Morning Herald.

PHYSICAL ACTIVITY & SPORTS STUDIES – 200 hours

FACULTY: PDHPE

HEAD TEACHER: ALEX THOMPSON/CARTER LOVELL

COURSE DESCRIPTION

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational and leisure pursuits, competitive and non-competitive games, individual and group fitness activities, and the use of physical activity for therapy and remediation.

WHAT STUDENTS LEARN

Area of study 1 - Foundations of Physical Activity

In this area students explore and develop the foundations for participation and performance in physical activity and sport. Students establish a base of knowledge and skills that will encourage and enhance current, future and lifelong physical activity patterns. Students develop a capacity to evaluate factors that contribute to efficient and rewarding participation and to plan strategies that further enhance participation and performance.

Area of study 2 – Physical Activity and Sport in Society

In this area of study students explore physical activity and sport form national, community and individual perspectives. Students develop a broad understanding of the roles and effects of physical activity and sport, and the benefits and opportunities they can provide.

Area of study 3 – Enhancing Participation and Performance

In this area students are provided with opportunities to enhance their participation and performance in physical activity and sport. Students explore strategies to promote active lifestyles and also develop skills in specific movement contexts.

VISUAL ARTS – 200 hours

FACULTY: CAPA

HEAD TEACHER: TAMARA AUBREY

COURSE DESCRIPTION

The Visual Arts course aims to enable students to develop and enjoy art making, art history and art criticism. Students are exposed to a wide variety of art making approaches, while also studying various artworks and artists' practices in art history and art criticism. Visual Arts is a project-based subject where you will explore a variety of topics and create artworks that focus on building your artistic style and technical skills.

WHAT STUDENTS LEARN

Students will create:

- Paintings
- Ceramic art
- Lino prints
- Drawings
- Textile art
- Digital drawings
- Photographs
- Sculptures

100 HOUR COURSES

ABORIGINAL STUDIES – 100 hours

FACULTY: HSIE

HEAD TEACHER: JESSICA BURG (Rel.)

COURSE DESCRIPTION

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal Peoples, histories, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

WHAT STUDENTS LEARN

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression and the maintenance of Aboriginal identities and cultures. Topics of study could include (dependent on student interest):

- Aboriginal Enterprises and Organisations
- Aboriginal Peoples and Oral and Written Expression
- Aboriginal Peoples and the Visual Arts
- Aboriginal Peoples and Technologies
- Aboriginal Peoples and the Performing Arts
- Aboriginal Peoples and Film and Television
- Aboriginal Peoples and the Media
- Aboriginal Peoples and Sport

BUILDING & CONSTRUCTION TECHNOLOGY – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to building and associated industries. The Building and Construction module develops knowledge and skills in the use of tools, materials and techniques related to building and construction.

WHAT STUDENTS LEARN

This subject focuses on developing knowledge and skills in the areas of Building and Construction.

This includes:

- The properties and applications of materials used in residential construction
- Use of correct equipment, tools and machines
- Measuring and marking out techniques
- Industry links
- Design
- Workplace and Communication skills

Theoretical aspects of the course are directly related to Practical Projects undertaken.

Students contemplating a career in the Construction Industry will find this subject beneficial. It is a useful subject for those enjoying working outdoors. The skills and knowledge gained through this subject are useful assets for Construction Pathways in Year 11.

CAFÉ/ FOOD TECHNOLOGY – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

The Australian Food Industry is growing in importance, providing numerous employment opportunities and increasing the relevance of CAFÉ FUNDAMENTALS for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods and the environmental impact of food production processes. Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

This elective is focussed on providing students with the best opportunity to gain authentic skills and experience in Food Technology, combined with Café fundamentals, by implementing the stage 5 Food Technology 100-hour course, focussing on the units that are aligned with food product development, food service and catering, food for special occasion and food trends.

By implementing these focus areas, this allows us to incorporate the running the school café in term 2 and term 4. Students will have an opportunity to gain firsthand work experience working in the school café. They will get to use a variety of specific equipment used within the café including the coffee machine, making non-alcoholic beverages, manage and operate a real café, including cleaning, general maintenance, food costing, ordering, cash handling and customer service. These skills can be utilised to gain employment.

WHAT STUDENTS LEARN

- Food product development
- Food service and catering
- Food for special occasions

COMMERCE – 100 hours

FACULTY: HSIE

HEAD TEACHER: JESSICA BURG (Rel.)

COURSE DESCRIPTION

This is the subject for students interested in looking at Business Studies and Legal Studies in the Senior School.

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

WHAT STUDENTS LEARN

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students will develop their problem solving and communication skills. Students could learn about (dependent on interest):

- How businesses operate
- The legal system
- Travel

DRAMA– 100 hours

FACULTY: CAPA

HEAD TEACHER: TAMARA AUBREY

COURSE DESCRIPTION

Drama is an excellent opportunity for students to build up confidence in their performance and public speaking skills. In Drama, students interact actively and creatively through improvised, spontaneous and structured responses. Drama is a dynamic learning experience that engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in co-operation with others.

In the study of Drama, students will experience improvisation and play building, mime and movement, scripted drama, performance techniques, aspects of theatre, dramatic style and elements in real life and the place of drama in society, past and present.

WHAT STUDENTS LEARN

Students will learn to:

- make drama that explores a range of imagined and created situations in a collaborative drama and theatre environment;
- performing devised and scripted drama to engage an audience; and
- appreciate how drama and theatre reflects the human experience.

INDUSTRIAL TECHNOLOGY ELECTRONICS – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

This course offers an opportunity for students to gain an understanding of the technology that affects all our lives: the circuits and components that control our computers, TVs, Home automation systems and the family car. Electronics is taught in a specially equipped workshop by an experienced teacher.

The Electronics course has been designed to make learning fun. Students learn electronic principles and gain practical skills through building interesting and functional projects. The components used and methods of construction employed, are those used in today's electronics industry. Students use state-of- the-art equipment and techniques to manufacture and test their projects.

The study of this subject will help to lay a good foundation for any student hoping to pursue a career in any electrical/electronic trades such as:

- Electrical Fitter
- Electrical Engineering technician
- Electrotechnology & Telecommunication Trade Worker
- Electrical Instrument Tradesperson
- Electrical Engineer

WHAT STUDENTS LEARN

Students will study digital circuits, audio circuits, control circuits and gaming devices through the completion of 10 to 15 projects. Students will learn how to design and create electronic circuit boards and learn basic trade skills in soldering and circuit board construction.

This course is a great lead into the P-Tech program in Stage 6 if you're interested in an Electrical/ Mechanical Engineering/aero skills career pathway.

INDUSTRIAL TECHNOLOGY METAL – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

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- Fitter machinist;
- Sheet metal worker;
- Boilermaker;
- Aeronautical mechanic;
- Panel beater;
- Plumber;
- Roofer; and
- Automotive mechanic.

WHAT STUDENTS LEARN

The course enables students to:

- Broaden their career options;
- Develop an understanding of Work, Health & Safety;
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INDUSTRIAL TECHNOLOGY TIMBER – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

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- Build confidence and competence in the correct use of tools and equipment; and
- Facilitate self-sufficiency, resourcefulness, mature judgement and the capacity to work co-operatively and responsibly.

ISTEM – 100 hours

FACULTY: SCIENCE

HEAD TEACHER: MATHEW ROBSON

COURSE DESCRIPTION

Integrated SCIENCE, TECHNOLOGY, ENGINEERING and MATH education is an innovative approach to learning knowledge and skills in each of these related disciplines. Post-school success for these students is enhanced as these fields are deeply intertwined in the real world. Students are required to participate in learning activities that model current best practice in industry. STEM careers are highly lucrative and rewarding.

Aspire to drive a truck in the Pilbara and earn big money? This and many other jobs are becoming extinct due to the rapid growth of technology. For example, Rio Tinto already has driverless trucks that are controlled from Perth and self-driving cars for personal use will be available for purchase in the near future.

Are you interested in studying Physics, Chemistry, Biology, Mathematics, Metal and Engineering, Software Design and Development or other STEM related subjects for your HSC? Then iSTEM is the course for you.

WHAT STUDENTS LEARN

Areas of study may include:

- Engineering fundamentals;
- Mechatronics / Robotics;
- 3D CAD/CAM;
- Motion;
- Aerodynamics; and
- Personal interest STEM Project.

iSTEM offers great opportunities to work with our Industry Partners; Jetstar, BAE Systems, AmpControl and Varley are most evident in this subject. In addition, iSTEM at HRHS is supported by Regional Development Australia – Hunter and the ME Program. It is through this support our school participates in many STEM related competitions like the Bottle Rocket Challenge and RoboCup. The iSTEM class often has the first option to participate in such events.

OUTDOOR EDUCATION – 100 hours

(appear on Record of School Achievement)

FACULTY: PDHPE

HEAD TEACHER: ALEX THOMPSON/CARTER LOVELL

COURSE DESCRIPTION

Outdoor education is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Students learn through planning and participating in outdoor experiences where they will develop and apply their knowledge and skills to work together to be active and safe in a variety of outdoor environments. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important. Career pathways include outdoor leadership and guiding, environmental planning, ecotourism and outdoor education.

WHAT STUDENTS LEARN

The 100-hour course comprises the core and a minimum of 3 options (which will be selected by the facilitating teacher)

Core: Indicative time – 25 hours - Experiencing the outdoors.

Options

Indicative time – 15-30 hours for each option.

Option 1 – Bushcraft and navigation in the outdoors	**Option 2** – First aid in outdoor environments
Option 3 – Survival in outdoor environments	**Option 4** – Environment and conservation
Option 5 – Building connection	**Option 6** – Mental and physical preparation for the outdoors
Option 7 – Expedition preparation	**Option 8** – Climbing and rope activities
Option 9 – Bushwalking, orienteering and mountain biking	**Option 10** – Snorkelling, surfing and beach activities
Option 11 – Kayaking, canoeing, sailing and sailboarding	**Option 12** – Snow sports

TEXTILES TECHNOLOGY – 100 hours

FACULTY: TAS

HEAD TEACHER: BRENT SCRIVENER

COURSE DESCRIPTION

This course is about the Australian Fashion Industry and famous fashion designers around the world, think 'Project Runway', and you will be on the right track. Have you ever wanted to design and create your own clothes and fashion accessories? Well, here is your chance! Textiles Technology is a practical, fun course where students complete a variety of projects involving fabrics and related materials.

Each unit of work has a theme and focuses on a particular area of fashion and textile use. The units may include:

- Making a fascinator;
- Design for fun;
- Working with beading.
- Fashion Designers; and/or
- Creating a personal design;

WHAT STUDENTS LEARN

Each unit is designed around a practical project including activities such as:

- Learning to create fashion drawings;
- Illustrations and sketches;
- Batik and tie dyeing;
- Silk painting, Applique
- Wool dyeing, knitting
- Embroidery and beadwork;
- Patchwork;
- Redesigning interiors;
- Making children's clothes and toys; and
- Redesigning a garment.

VISUAL DESIGN – 100 hours

FACULTY: CAPA

HEAD TEACHER: TAMARA AUBREY

COURSE DESCRIPTION

Visual Design is primarily a practical subject in which students design and create objects and environments. The course provides students with opportunities to explore the links between art and design by making products with aesthetic qualities. Students learn to make visual design artworks using a range of materials and techniques. You will learn to represent your ideas and interests with reference to contemporary trends and how designers make artworks.

WHAT STUDENTS LEARN

Students will have the opportunity to create a broad range of design products and artworks. This may include:

- Sticker designs
- Skateboard Decks
- Print and distribution media
- Digital graphics
- Functional Ceramics

2026- Contributions

1. Voluntary School Contributions
These contributions are used to improve the overall school environment and provide valuable resources that benefit all students. In the past, these funds have helped us purchase items such as a school bus, sporting and play equipment, and supported upgrades to our facilities. While voluntary, these contributions make a meaningful difference in what we can provide for our students.

2. Subject-Specific Contributions
These contributions are directly linked to specific subjects and are used to purchase materials that enhance learning experiences in those courses. This might include items like art supplies, ingredients for food technology, science experiment materials, or specialist equipment in practical subjects. These contributions help us ensure students have access to rich, hands-on learning that deepens their understanding and engagement.

This year, we have introduced a flat rate subject contribution, which replaces the individual payments previously requested for each subject. Please note that while this flat rate covers the majority of subject needs, additional contributions may still be requested for subjects that involve major works (such as Visual Arts or Industrial Technology), or for excursions and other significant learning experiences.

The table below outlines the contributions.

Year	Voluntary	Subject
7	$95	$70
8	$95	$70
9	$95	$80
10	$95	$80
11	$95	$85
12	$95	$85

We greatly appreciate the support of families who are able to contribute. Every contribution, big or small, helps us continue to provide high-quality opportunities for all students. We also understand that managing school expenses can be challenging at times, so all contributions can be made through part payments spread across the year.

If you have any questions or would like to discuss contributions further, please don’t hesitate to contact the school.