

# Years 7-12 Course Guide 2026

Clarence High School



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# Welcome To Clarence High School

## Principal's welcome

It is my pleasure to welcome you to Clarence High School, a co-educational school on Hobart's eastern shore.

Clarence High School has a long and rich tradition of educational excellence within Tasmania. This enables us to blend tradition with contemporary educational practice to establish a culture of excellence. I am supported by a strong and stable leadership team and dedicated teachers who are continually learning and working together to ensure the best outcomes for your child in a rapidly changing world. We have an active and supportive School Association, and I am extremely grateful to our parents who continually support our learning programs and our school. Providing opportunities for academic achievement as well as social and emotional wellbeing are a priority. We are inclusive of all students from diverse backgrounds and provide a nurturing learning environment. Throughout the year we run a number of extension and engagement programs, participate in a variety of sporting events and provide a range of musical options with our bands. We are active members within our community and student voice is imperative in how we operate. As a Year 11/12 extension school we are part of the Teggana Collective. Being part of the Teggana Collective ensures that we are able to address the learning needs of all students irrespective of which school they are at and their future pathway.

**Nick Dodd**

**Principal**



## Introduction

Welcome to the 2026 Clarence High School Curriculum Guide. This guide has been put together to help students make informed decisions around their course selections. We encourage families to use this guide to work together to choose courses that help pave the way for all students to have bright lives and positive futures. We have designed a curriculum structure that will support each student to fulfil their potential while maintaining a balanced curriculum over their years at Clarence High. Please note that some courses may not operate each year due to numbers required and staffing.

Our key school values of Building Relationships, Inspiring Learning and Achieving Potential underpin our approach to teaching and learning as well as our relationships and interactions with each other. At Clarence High School we aspire to reach our full potential and contribute in a respectful and purposeful way when working within our community. Staff, parents/carers, and students demonstrate courage and respect as we work together to grow and improve the learning outcomes of our students. We care about all people in our community and encourage all students to try their best as they access and participate in the opportunities available both in and outside of the classroom.

Clarence High School's programs will continue to be reviewed and remodelled over coming years to ensure we are meeting student interest and Australian Curriculum requirements. There will continue to be a focus on building positive relationships, inspiring learning, and high expectations for all students to achieve their potential. Authentic learning and assessment tasks and positive behaviour supports underpin our work in encouraging the best from all our students, and to prepare them for the 21st Century and lifelong learner. The curriculum at Clarence aims to positively engage all students with relevant and challenging programs of study, by offering an extensive education program in a caring and supportive environment.

## Assessment

The main purpose of assessment is to improve student learning by providing timely feedback. Assessment is an ongoing process of gathering and using evidence of student progress towards the curriculum achievement standards.

Effective assessment enables:

- Students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning.
- Teachers to make more informed judgements about student progress and design more effective teaching programs.
- Parents and carers to better understand and support students' learning and achievement.

All subjects are assessed against the Australian Curriculum Achievement Standards unless otherwise stated, these subjects are assessed against school-based criteria with a few being assessed against TASC (The Office of Tasmanian Assessment Standards and Certification).

## Extension and Enrichment Opportunities

At Clarence we value diversity and excellence and so we provide a curriculum that caters for students of all abilities and learning styles. Gifted and highly able children in our school require and enjoy extension and enrichment in their programs. This is provided in the following ways:

- Integrated and differentiated quality teaching within the classroom curriculum which provides appropriate support and challenge for all students.
- Opportunity to participate in competitions (examples include Tournament of the Minds, National History Challenge and Debating).
- Enrolment in DECYP Gifted Online courses.
- Encouraging and supporting students to enter extension activities listed in the Extension and Enrichment booklet published early in the school year.
- Participation in lunch time activities such as Language Club, Chess Club, the bands program, and lunchtime sports roster.
- After school enrichment opportunities of Drama Club, Dungeons and Dragons and Art Club.

Additional information for all extension and enrichment programs will be made available to students and their families closer to the enrolment time. These will be advertised through student Daily News and relevant subject classes. If you would like any further information about any of these options, please contact the school office on 6244 2544.

## Learning Support

At Clarence High School, we provide a high level of support within classrooms to help all students succeed. For those who require additional learning support, we offer two specialised spaces: the Learning Support Room (LSR) and the Clarence Connect Program (CCP – Tier 3). The LSR is a safe and welcoming environment designed for students who need extra help navigating high school. Whether they are experiencing difficulties with classroom engagement or personal challenges, the LSR provides holistic care through access to food, emotional support, and dedicated time to reset and refocus. CCP is a targeted learning support program that helps students re-engage with their education. It offers small group support in Literacy, Numeracy, and mainstream subjects, with a strong focus on individual needs. With only a limited number of students at a time, CCP ensures each young person receives personalised attention and the opportunity to thrive during their teenage years. Access to both the LSR and CCP is available through referral to our support team.

## Canvas

As a school we use the online learning platform, Canvas, to enhance student learning. This platform allows students to see when assignments are due, submit work and get feedback. Parents can be a part of your child's school learning and view submitted assignments and feedback by accessing Canvas through the Canvas Parent webpage or App. To access Canvas Parent, you must have a Microsoft or Gmail associated with your child. More information can be found by contacting your child's Home Group Teacher or through the DECYP Site: [www.decyp.tas.gov.au/for-families/technology-support/canvas-parent/](http://www.decyp.tas.gov.au/for-families/technology-support/canvas-parent/)



# Year 7

Year 7 Students study the core subjects of English, Mathematics, Humanities and Social Science (HASS), Science and Health and Physical Education for three periods a week and are for the full year. Students get a taster of a selection of option courses that are run for a semester (half a year). ICT skills are consistently taught throughout many different subjects. To support building connections Year 7 students, study all subjects with their home group class.

Core Subjects	Taster Subjects
English	Music
Maths	LOTE (French or German)
HASS (Humanities and Social Sciences)	Art
Science	Foods
Health and Physical Education	Design
	ICT

The transition from Primary to High School can be daunting for students and they are supported by Year 10 Peer Supporters starting in term 4 when students are in Year 6 and continue throughout their first year of High School. Families are invited to our welcome BBQ at the beginning of the year. During Term 1, Year 7 students will participate in the Creating Connections Day. This includes teamwork and problem-solving challenges, beach activities and kayaking.



# Year 8

Year 8 students will study the core subjects of English, Humanities and Social Science (HASS), Science, Mathematics and Health and Physical Education in their Home Groups three time per week each. Home Group runs for 25 minutes at the start of each day and is dedicated to the school wide focuses of literacy and wellbeing. All students have one lesson of ICT each week to build their skills in communication and technology. Students can choose from a range of option subjects for the remaining periods. Students are encouraged to select courses that will meet their current and future needs and interests. Option subjects run for one semester (half a year) with students undertaking four courses each year to allow them to experience a wide range of subjects. Please note that courses on offer are subject to numbers and staff availability. Students can plan out their option subjects using the course planning section of this guide.

Core Subjects	Option Subjects	
<ul style="list-style-type: none"> <li>English</li> <li>Maths</li> <li>HASS (Humanities and Social Sciences)</li> <li>Science</li> <li>Health and Physical Education</li> </ul>	<b>Humanities and Languages</b> <ul style="list-style-type: none"> <li>Ancient Footprints</li> <li>Introduction to Creative Writing</li> <li>Journalism</li> <li>Introduction to Film Studies</li> <li>French</li> <li>German</li> <li>Introduction to Social Justice and Sustainability*</li> </ul> <b>Maths and Science</b> <ul style="list-style-type: none"> <li>Financial Literacy</li> <li>STEM</li> </ul> <b>HPE</b> <ul style="list-style-type: none"> <li>Team Sports</li> <li>Sport and Rec</li> </ul>	<b>Arts and Technology</b> <ul style="list-style-type: none"> <li>Design Materials and Technologies</li> <li>Food Technology</li> <li>Robotics</li> <li>Game Development</li> <li>Photography</li> <li>Art</li> <li>Sculpture</li> <li>Drama</li> <li>Music**</li> <li>Contemporary Music**</li> </ul>

\*Can only be studied for a full year

\*\*Can be studied for a full year



# Humanities and Languages

## Ancient Footprints (Semester)

In this course, students explore the world of dinosaurs and cavemen through a blend of guided teaching and independent research. Students will investigate features of the Mesozoic and Palaeolithic Eras to guide inquiry and extend on their historical and geographical skills. This course combines the disciplines of History and Geography.

**Assessment:** School based criteria

## Introduction to Creative Writing (Semester)

In Creative Writing students have the opportunity to create their own original pieces. Students will explore a range of text types such as short story narratives, drama and poetry and give scope to explore and develop their personal writing style. All work that students create will go towards a final portfolio that will be evidence of their learning throughout the semester.

**Assessment:** School based criteria

## Journalism (Semester)

In Journalism students will explore how media and information is presented to audiences. They will learn about journalistic ethics and apply this to their own writing. Throughout the course students will develop writing styles targeted towards different audiences. Students will be able to write about topics of their interest, and these will be used for assessment of the overall course.

**Assessment:** School based criteria

## Introduction to Film Studies (Semester)

In this course, students will be introduced to the fundamentals of filmmaking, exploring the art and craft behind the creation of films. They will view and discuss a range of film types, gaining insight into different genres and styles of film. Through

guided discussions, they will learn how to effectively communicate their own thoughts and interpretations of films. Additionally, the course will encourage students to express their own creative ideas, fostering a deeper appreciation for the storytelling power of film.

**Assessment:** School based criteria

## French (Semester)

French is a course that enables students to learn one of the official languages of the United Nations while fostering intercultural understanding. Students will be able to use and understand basic vocabulary and structures to read, write, listen to and speak French. Students will be able to utilise these skills to discuss their daily lives, family and friends, school, travel and ask questions to gain information. This course is accessible to students with little to no background in the French language, as well as competent French learners who require extension.

**Assessment:** Australian Curriculum Languages Years 7 and 8

## German (Semester)

German is a course that enables students to learn one of the most widely spoken languages in Europe while fostering intercultural understanding. Students will be able to use and understand basic vocabulary and structures to read, write, listen to and speak German. Students will be able to utilise these skills to discuss their daily lives, family and friends, school, travel and ask questions to gain information. This course is accessible to students with little to no background in the German language, as well as competent German learners who require extension.

**Assessment:** Australian Curriculum Languages Years 7 and 8



## Introduction to Social Justice and Sustainability (Year Long)

Introduction to Social Justice and Sustainability explores local issues that impact our lives. It unpacks how civil unrest, poverty and natural disasters impact vulnerable communities. This course incorporates a mix of course work, inquiry-based learning, fundraising opportunities, and excursions to local community organisations.

**Assessment:** School based criteria



## Mathematics and Science

### Financial Literacy (Semester)

This course equips students with essential financial knowledge to make informed decisions. Topics include introductions to budgeting, saving, and understanding different income types. Students will explore banking, credit, debt, and investment basic. Ethical investing, and entrepreneurship are also covered, alongside consumer rights and financial fraud prevention. Students will gain insights into the impact of financial decisions and how markets influence resource allocation.

**Assessment:** School based criteria



### STEM (Semester)

In this course students explore the engineering design process, through an emphasis on open-minded problem solving. Students will have the opportunity to create innovative solutions to challenges and will be encouraged to learn from experimentation. Students will cover a range of content that combines the disciplines of science technology engineering and mathematics.

**Assessment:** School based criteria.



# Health, Physical and Outdoor Education

## Team Sports (Semester)

In Year 8 Team Sports, students participate in a sports roster, where they take ownership of competitive team sports through self-directed roles such as captains, coaches, umpires, scorers, and players. This model encourages leadership, teamwork, and responsibility while promoting an inclusive and engaging sporting environment.

**Assessment:** School based criteria

## Sport and Rec (Semester)

Recreational Activities offers students the chance to engage in a variety of outdoor experiences that go beyond the typical Physical Education curriculum. From bike riding and indoor climbing to walking, this course provides a unique opportunity to explore and enjoy physical activities in a diverse and engaging way.

**Assessment:** School based criteria





# Technologies

## Design Materials and Technologies (Semester)

This course focuses on developing students' design and workshop skills. Students will learn to create and adapt design ideas, apply project management skills, and safely produce projects with increased independence, using wood, plastic, and metal. They will use technical terms, graphical representation techniques, and both hand and power tools.

**Assessment:** Australian Curriculum Design and Technologies Years 7 and 8

## Food Technology (Semester)

In this course students will participate in practical activities designed to develop their skills and knowledge in food preparation. Students will also have the opportunity to learn about food safety and the importance of healthy eating. Design briefs will be used to teach important skills allowing students to design, produce and evaluate solutions to situations involving food.

**Assessment:** Australian Curriculum Design and Technologies (Food Specialisations) Years 7 and 8

## Robotics (Semester)

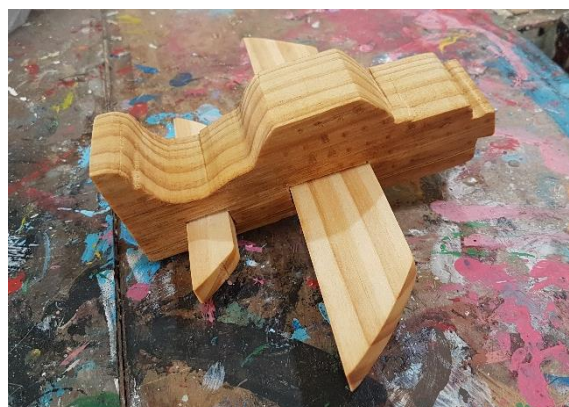
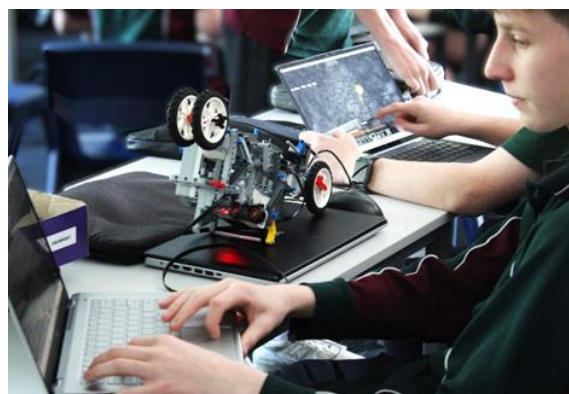
In this course, students will build and program robots using LEGO EV3 kits to meet a variety of design challenges. Utilising the Pybricks library, students will code in Python to bring their robotic creations to life. This hands-on course emphasises problem-solving, creativity, and the practical application of programming and engineering concepts. Additional challenges may include navigating obstacle courses, using sensors, and solving real-world problems through innovative robotic solutions.

**Assessment:** Australian Curriculum Digital Technologies Years 7 and 8

## Game Development (Semester)

This course introduces students to the fundamentals of 2D game development using platforms such as GameMaker, Scratch, or Unity. Students will also explore the role of microchips in modern technology and learn to program using Python on BBC micro-bit chipsets. They will gain practical experience with creating code, fixing syntax errors, and utilising various programming constructs such as loops, lists, and conditional logic. Students will learn to design, plan, and create their own interactive games while developing essential skills in programming, problem-solving, and project management.

**Assessment:** Australian Curriculum Digital Technologies Years 7 and 8



## Art - Visual

### Photography (Semester)

In Photography, students explore various cameras and digital manipulation techniques to express personal meanings through images. They analyse diverse photography styles and influences while crafting their own portfolio of images. Learning includes DSLR camera use, software editing, compositional techniques, and critical appraisal, culminating in an exhibition-ready body of work assessed against the Australian Curriculum Arts standards.

**Assessment:** Australian Curriculum Visual Arts Years 7 and 8

### Art (Semester)

In this course students will focus on and explore a range of different materials and techniques to create art works that reflect their personal artistic intentions. Students will explore how artists use different visual conventions to convey meaning in their work. They will use their visual diaries to reflect on their own work and plan for future projects. Students will create artworks with a range of materials including painting, drawing and printmaking.

**Assessment:** Australian Curriculum Visual Arts Years 7 and 8



### Sculpture (Semester)

During this course students will focus on and explore ceramic techniques including, pinching, coiling, and glazing. Students will respond to broad design prompts in their visual diary to record and develop design options that reflect their personal artistic intentions. Students will explore how sculptors have used different visual conventions to convey meaning in their work.

**Assessment:** Australian Curriculum Visual Arts Years 7 and 8



## Arts - Music

### Music (Semester or Full Year)

This course focuses on developing students playing skills on at least one instrument. Students will be regularly required to perform and play in class including individually and in small groups. They will develop their knowledge in music theory and listen and analyse different types of music.

This course can be undertaken as a semester based or year-long subject.

**Assessment:** Australian Curriculum Arts Music Years 7 and 8



### Contemporary Music (Semester or Full Year)

In Contemporary Music Studies students will learn to play guitar, bass, drums, keyboards or how to sing, by playing and listening to current musical styles like rock, pop, RnB and hip hop. Students are encouraged to form bands and explore their own musical interests as well as learning from each other. Students can try instruments that they may not have played before, and they are welcome to if they never played at all but are keen to learn.

This course can be undertaken as a semester based or year-long subject.

**Assessment:** Australian Curriculum Arts Music Years 7 and 8



## Art - Drama

### Drama (Semester)

In Year 8 Drama, students explore voice, movement, improvisation, and scripted drama. Lessons focus on vocal techniques, physical expression, characterisation, and ensemble work, aligned with the Australian Curriculum's strands of Making and Responding. Students participate in a variety of activities including warm-ups, improvisation games, script writing, monologue and scene work, devising original performances,

and analysing live or recorded theatre. These experiences help students build skills in collaboration, creative risk-taking, and reflective evaluation across diverse dramatic styles and contexts.

**Assessment:** Australian Curriculum Arts Drama Years 7 and 8



# Years 9 and 10

Students study the core subjects of English, Maths, History, Science and Health and Physical Education for a full year for five lessons over a 10-day timetable in their year level. Students choose three yearlong option subjects (5 lessons per fortnight). Home Group runs for 25 minutes at the start of each day and is dedicated to the school wide focuses of literacy, wellbeing and the development of future pathways, exploring different career options and the transition to post year 10 education.

Students are encouraged to select a balanced program that will meet their current and future needs. Students should give some consideration to which subjects they might want to study in future years and therefore, ensuring they have completed any necessary prerequisites. Please note that courses on offer are subject to numbers and staff availability. Students can plan out their option subjects using the course planning section of this guide.

Core Subjects	Option Subjects	
English Maths History Science Health and Physical Education (HPE)	<b>Humanities and Language</b> Creative Writing LOTE (French and German) Human Interactions Big History Social Justice and Sustainability Journalism and Media Ancient Civilisations Child Studies <b>Mathematics and Science</b> Science Extended STEM Financial Literacy Accelerated Maths (year 9 only) Mathematics Methods- Foundations 3 (TASC)* <b>Health and Physical Education</b> ADP Football Codes ADP Striking Skills Girls Only Sport and Active Team Sports Introductory Fitness Experiences Athlete Development (TASC)* Outdoor Education Sport Science	<b>Technologies</b> Design: Metal and Timber Design Technology Computing Café and Hospitality Food Technology <b>Arts</b> Photography and Digital Media Drawing and Printmaking Art Sculpture Fashion Music Contemporary Music

The following resources are used during our Transition program to help students choose their potential future pathway. Families may benefit from using these during conversations about course selection:

- My Future website: <https://myfuture.edu.au>
- Anything Can Happen website: <https://anything.tas.gov.au>
- Careerify website: <https://careeify.tas.gov.au>
- TASC (Tasmanian Assessment, Standards and Certification) <https://www.tasc.tas.gov.au/>

## KEY NOTES:

- Option subjects for Years 9 and 10 are combined.
- Subjects on offer are subject to numbers and staff availability.
- Subjects that are assessed against TASC criteria are only available to Year 10 students due to the TASC requirements. See page 27 for more information on TASC and TCE requirements.
- Each subject has future pathways beyond Year 10 listed. This section allows students to see what courses are on offer in Years 11/12 and allows for future planning.
- Programs denoted by 3\* or 4\* in the 'Future Pathways' section refer to pre-tertiary subjects offered in Years 11/12. Students looking to enrol in these subjects in the future must attain a High Achieving rating (Above or Well Above) in English or Maths or the pre-requisite course.

Our senior year groups have a strong focus on building their skills for the future. The transition into post Year 10 education is studied during Home. Both year 9 and 10 students will be offered experiences to build upon their understanding of career options through information sessions, training (white card), and workplace learning (work experience and placements). Year 10 students will be involved in experiences that expose them to beyond year 10 opportunities such as taster days at college and driver training awareness. Students may opt into completing Applied Capability Qualifications during Home Group and their own time to get additional points towards their Tasmanian Certificate of Education (TCE).

Alongside this, students are given the opportunity to be part of the leadership roles of Peer Supporter, Prefect Board member and House Captain. All Year 9 students are encouraged to apply for these roles during Terms 3 and 4. In the role of Peer Supporter, students undertake two days of training to help Year 6 students experience a successful transition to Year 7. They are involved in the orientation program for Year 6, Year 7 activity days and continue to work throughout the year with a Year 7 home group. Students who become Prefect Board members or House Captains will undertake training giving them an opportunity to learn skills such as time management, event management and marketing to enable a successful year's work. These roles will require an extra time commitment to participate outside of regular school hours.



# Humanities and Languages

## LOTE French and German

Language Other Than English (LOTE) is a course that enables students to learn one of the two most widely spoken languages in Europe, French or German, while fostering intercultural understanding. Students will be able to use and understand basic vocabulary and structures to read, write, listen to and speak in the target language. Students will be able to utilise these skills to discuss their daily lives, family and friends, travel and ask questions to gain information. This course is accessible to students with some prior knowledge of French or German, as well as competent learners who require extension.

**Assessment:** Australian Curriculum Languages Years 9 and 10

**Future Pathways:** Level 2 and 3\* German; Level 2 and 3\* French

## Creative Writing

In Creative Writing, students will learn the skills and techniques of effective and engaging writing. They will read and learn to appreciate a range of text types, using these for inspiration and reference. By the end of the course, students will have practiced writing in a variety of styles. This course provides plenty of time and scope for students to explore and create texts that interest them, personally.

**Assessment:** School Based Criteria

**Future Pathways:** English Foundations 2, English Inquiry 2, English Studio 2, English 3, English Studio 3\*, English Literature 3\*

## Ancient Civilisations

In this course, you will have the opportunity to explore the major civilisation of the Ancient World. This course will cover major empires such as Rome, Macedonia, Persia, China. As well as looking at the significant individuals who shaped this period of history. This course will focus on research skills and considering different perspectives of history.

**Assessment:** School Based Criteria

**Future Pathways:** History 2, Ancient History 3, Modern History 3.

## Big History

In Big History students will be investigating the history of our universe. We will analyse the increasing complexity of the universe and our place within it by identifying and investigating several key thresholds. Students will explore the big bang, formation of stars, occurrence of life, the concept of collective learning, and human societal. Students will complete small assessments throughout the first term and will complete a major assessment exploring at least one of the major thresholds covered in this course.

**Assessment:** School Based Criteria

**Future Pathways:** History 2, Geography 3\*, Modern History 3\*





## Journalism and Media

Journalism and Media will explore the major modes of reporting on current news and events. Semester One will cover print media, including newspaper/website-style article writing covering local news, sports, opinion pieces, and reviews. Semester Two will explore audio and visual journalism via radio, podcasting, television reporting, and documentary. Students will also gain experience in pitching stories, editing, and production. Each semester will culminate in the creation of a news publication with contributions showcasing the students' achievements.

**Assessment:** School Based Criteria

**Future Pathways:** Media Production 3 (Print and Digital Media), Media Production 3 (Screen and Media)

## Human Interactions

The Human Interactions course reflects the introductory elements of high school psychology, sociology and neuroscience. Students will learn about human motivation, childhood learning and behaviour modification, effective parenting, psychology basics, general brain physiology/functioning and trauma awareness. Human Interactions is a useful foundation course for students who wish to continue to study Sociology and Psychology in college.

**Assessment:** School Based Criteria

**Future Pathways:** Introduction to Sociology and Psychology 2, Sociology 3\* and Psychology 3\*

## Social Justice and Sustainability

Social Justice and Sustainability explores local and global issues facing our world, with a focus on the importance of ethical humanitarianism and civic duty. It unpacks how civil unrest, poverty and natural disasters impact vulnerable communities. This course incorporates a mix of course work, inquiry-based learning, fundraising opportunities

and excursions to local community organisations. This course will facilitate an international humanitarian trip in Semester 2.

**Assessment:** School Based Criteria

**Future Pathways:** Legal Studies Foundations 2, History 2, Geography 3\*

## Child Studies

This course introduces students to the key stages of child development, with a focus on the first 1,000 days of life and their impact on early literacy, language, and social skills. Students explore the vital role of play in early learning and discover how to create safe, engaging, and nurturing environments for young children. Through practical activities, group discussions, and structured observations, students gain hands-on experience in early childhood settings. Regular excursions to local childcare centres and early years classrooms provide opportunities to interact with children and apply learning in real-world contexts.

To participate in these placements, students must obtain a *Working With Vulnerable People Card*, in accordance with Tasmanian Government safety regulations for individuals aged 16 and over working or volunteering with children.

**Assessments:** School Based Criteria

**Future Pathways:** Focus on Children 1, Working with Children 2, Certificate II in Community Services (focus on Children's Services).



# Mathematics and Science

## Financial Literacy

This course provides students with practical financial skills to make informed decisions. Topics include budgeting, saving, understanding income types, credit, debt management, and the basics of investing, entrepreneurship, and real estate. Students explore banking, the stock market, and retirement planning, along with ethical investing and financial fraud prevention. The course also covers how economic indicators influence government decisions, the role of government in economic performance, and Australia's superannuation system. Students will understand the processes businesses use to manage productivity and the short- and long-term impacts of financial decisions.

**Assessment:** School Based Criteria

**Future Pathways:** Essential Mathematics (Workplace) 2, Essential Mathematics (Personal) 2, General Mathematics – Foundation 2

## Accelerated Maths (Year 9 Only)

This course is designed for students who show a strong ability and enthusiasm for Mathematics and a desire to study Mathematics Methods – Foundations 3 in Year 10. It combines the content of both Year 9 and Year 10 Australian Curriculum Mathematics into a single, fast-paced year of study. It will offer an enriched learning experience that promotes advanced problem-solving, critical thinking, and mathematical reasoning. Students will be challenged to extend their understanding and apply concepts in more complex and abstract ways. Those interested in enrolling are encouraged to speak with their Year 8 Mathematics teacher to ensure the course suits their skills, interests, and future learning goals.

**Assessment:** Australian Curriculum Mathematics and School Based Criteria

**Future Pathways:** Mathematics Methods-Foundation 3\*, General Mathematics 3\*,

Mathematics Methods 4\*, Mathematics Specialised 4\*

## Mathematics Methods – Foundations 3\*

In this course, students will learn how mathematics can be used as a framework to solve and communicate mathematical problems. Students will study algebra techniques, graphing of polynomial and non-polynomial functions, calculus and probability. Students will be expected to complete problems regularly for homework. Students need strong algebra skills to access this course and attendance at weekly tutorials is strongly advisable. A Casio Classpad is available for use in class; if students wish to use one at home, we strongly advise purchasing one.

**This is a Year 10 Only Course.** Students must have achieved an Above or Well Above Standard rating in Year 9 Maths, with high scores in PAT-Maths and NAPLAN. It is studied alongside Core Year 10 Maths plus additional outside of classroom time undertaking tutorials and extra study.

**Assessment:** TASC criteria

**Future Pathways:** General Mathematics 3\*, Mathematics Methods 4\*, Mathematics Specialised 4\*





## STEM

In this course students explore the engineering design process, through an emphasis on open-minded problem solving. Students will have the opportunity to create innovative solutions to challenges and will be encouraged to learn from experimentation. Students will cover a range of content that combines the disciplines of science, technology, engineering, and mathematics.

**Assessment:** School Based Criteria

**Future Pathways:** Physical Sciences – Foundation 2, Electronics and Advanced Technologies 2, Data Science and Digital Solutions 3\*



## Science Extended

Explore the science behind how things move, react, and change. In this hands-on course, students investigate the physical and chemical properties of matter and the forces that shape our world. Topics include materials and their structures, nuclear and chemical reactions, motion and energy, and real-world applications of science. This course will offer extension in the areas of Chemistry, Physics and Biology. With a strong focus on practical learning and real-life connections, this course builds skills in observation, analysis, and scientific thinking. It's an excellent foundation for senior science subjects like *Physical Sciences 3*, *Environmental Science 3*, and *Biology 3*, and supports pathways into science-related career fields.

**Assessment:** School Based criteria

**Future Pathways:** Physical Science 2, Physical Sciences 3\*, Biology 2, Biology 3\*



# Health, Physical and Outdoor Education

## Team Sports

In Team Sports, students participate in a sports roster, where they take ownership of competitive team sports through self-directed roles such as captains, coaches, umpires, scorers, and players. This model encourages leadership, teamwork, and responsibility while promoting an inclusive and engaging sporting environment.

**Assessment:** School Based Criteria

**Future Pathways:** Sport and Recreation Experiences and Fitness Experiences, Personal Health and Wellbeing 2, Personal Health and Wellbeing (Body and Soul) 2, Athlete Development 2, Certificate II in Sport and Recreation

## Fitness Experiences

This course provides the opportunity for motivated students to engage in training aimed at enhancing students' overall strength and conditioning. Students in this course do not undertake sports but rather are focussed on activities and exercise that will allow them to increase their aerobic capacity, muscular endurance, strength, power and flexibility.

**Assessment:** School Based Criteria

**Future Pathways:** Sport and Recreation Experiences and Fitness Experiences, Personal Health and Wellbeing 2, Personal Health and Wellbeing (Body and Soul) 2, Athlete Development 2, Certificate II in Sport and Recreation

## Female Only Sport and Active

This course provides the opportunity for female students to participate in a unique practical setting. During this course we will work on developing self-confidence, independence, teamwork and leadership as well as physical and practical skills

within a comfortable and less competitive environment.

**Assessment:** School Based Criteria

**Future Pathways:** Sport and Recreation Experiences and Fitness Experiences, Personal Health and Wellbeing 2, Personal Health and Wellbeing (Body and Soul) 2, Athlete Development 2, Certificate II in Sport and Recreation

## Outdoor Education

Students undertaking this course will learn about, discover and experience the Tasmanian wilderness. Students will develop leadership, decision making and problem-solving skills. They will challenge themselves both mentally and physically to achieve individual and team goals. Students will have the opportunity to participate in activities such as camping, kayaking, bike riding, indoor climbing and orienteering. This course has both a theory and practical components both at school and off campus.

*Students must be prepared to undertake a number of walks and camps ranging from half day to three-day camps in a variety of outdoor environments.*

**This course can only be studied in either year 9 or 10 and cannot be repeated due to the high popularity of the course.**

**Assessment:** School Based Criteria

**Future Pathways:** Sport and Recreation Experiences and Outdoor Experiences 1, Outdoor Education (Adventure Recreation or Expedition) 2, Outdoor Leadership 3\*, Certificate II in Outdoor Recreation



## Sport Science

Sport Science is for students who have an interest in the science of how sporting performance may be improved. It provides a comprehensive study of body systems, how they work and how they relate to sport. This is an academic, theory-based course with some practical laboratories. Sport Science may be studied in Year 9 and/or 10, with different topics addressed each year.

**Assessment:** School Based Criteria

**Future Pathways:** Sport Science 2 Foundation, Sport Science 3\*, Personal Health and Wellbeing 2, Health Studies 3\*, Athlete Development 2

## Athlete Development Program: Football Codes

This course introduces students to four major football codes: AFL (Australian Football League), Soccer, Touch Football, and NFL (American Football). Through practical skill development, game-play experience, and tactical understanding, students will explore the unique rules, strategies, and physical demands of each sport. The course emphasises teamwork, spatial awareness, fitness, and respectful competition while fostering an appreciation for the diversity of football codes played globally.

**Assessment:** School Based Criteria

**Future Pathways:** Athlete Development 2



## Athlete Development Program: Striking Skills

This course focuses on developing and refining striking and hitting skills across a variety of sports. Students will participate in cricket, tennis, table tennis, pickleball, golf, and volleyball learning key techniques, tactics, and rules for each game. Emphasis will be placed on hand-eye coordination, timing, spatial awareness, and teamwork. Through game-based activities and skill drills, students will improve both their individual performance and their understanding of strategic play in striking sports.

**Assessment:** School Based Criteria

**Future Pathways:** Athlete Development 2

## Athlete Development 2\* TASC

Athlete Development focuses on developing high-level skills in sports performance, covering topics such as strength and conditioning, skill acquisition, and sports psychology. Students will gain practical experience through training, coaching, and performance analysis, which can prepare them for careers in sports coaching or as professional athletes. To undertake this course, you must be competing in a local sports roster or under the supervision of a coach. Throughout the year your coach will be required to provide feedback on your performance.

This is a Year 10 Only Course. Students must be competing in a local sports roster or under the supervision of a coach.

**Assessment:** TASC criteria

**Future Pathways:** Athlete Development 2, Sport Science 2 Foundation, Sport Science 3\*, Certificate II in Sport and Recreation



# Technologies

## Design Metal and Timber

This hands-on course develops practical design skills through creative projects in metal (Semester 1) and timber (Semester 2). Students learn to plan, document, and safely use tools and materials to produce functional, high-quality items. With a focus on real-world applications in the metal and construction industries, students build confidence in managing projects, solving problems, and working independently. The course emphasises safe tool use, time management, and thoughtful design, preparing students for further study or vocational pathways in design and technology.

**Assessment:** Australian Curriculum Design and Technologies Years 9 and 10

**Future Pathways:** Workshop Techniques 1 (Composite Materials), Design and Production 2, Design and Production 2 (Composite Materials), Design and Production 2 (Wood), Design and Production 2 (Metals), Housing and Design 3\*, Object Design 3\*, Engineering 3\*, Certificate II Construction Pathways, Certificate II in Engineering Pathways

## Design Technology

This course focuses on applying design thinking and technologies to solve real-world problems. Students explore a range of tools, materials, and systems to plan, prototype, and evaluate innovative solutions. Emphasis is placed on creativity, critical thinking, and safe, responsible use of technology.

**Assessment:** Australian Curriculum Design and Technologies Years 9 and 10

**Future Pathways:** Design and Production 2, Housing and Design 3\*, Object Design 3\*, Engineering 3\*, Certificate II in Construction or Engineering Pathways

## Computing/Digital Technology

This course introduces students to key areas of computing, including 3D graphic design, coding, programming and hardware. Students will get the opportunity to learn the processes behind 3D graphic design and use Fusion360. They will also build websites using HTML and CSS and develop coding skills through Python programming challenges. Students will explore embedded systems by programming microcontrollers and gain hands-on experience assembling computer hardware. This course is ideal for students interested in technology, design, and innovation, and builds a strong foundation for future study in computing and engineering.

**Assessment:** Australian Curriculum Design and Technologies Years 9 and 10

**Future Pathways:** Game Making and Design 2, Computer Graphics and Design – Foundation 2, Electronics and Advanced Technologies 2, Computer Science 3\*, Computer Graphics and Design 3\*



## Café and Hospitality

Students will have the opportunity to solve problems and challenges associated with running a cafe. They will work both independently and as a part of a team. They will learn practical skills and participate in a range of different cafe style work experiences. Students will create and serve different food and beverage options on a weekly basis.

**Assessment:** Australian Curriculum Design and Technologies Years 9 and 10

**Future Pathways:** Health Studies 3\*, Food and Nutrition 3\*; Food, Cooking and Nutrition 2, Certificate I in Hospitality, Certificate II in Hospitality

## Food Technology

This course provides students with the opportunity to develop their knowledge and understanding of nutrition, food properties, hygiene, and safe work practices. Students will be able to learn about processing techniques and prepare a variety of recipes. They will also have the opportunity to apply their learning to design tasks allowing them to design, produce and evaluate solutions to situations involving food.

**Assessment:** Australian Curriculum Design and Technologies (Food Specialisations) Years 9 and 10.

**Future Pathways:** Food and Nutrition 3\*; Food, Cooking and Nutrition 2, Working with Children 2, Certificate I in Hospitality, Certificate II in Hospitality, Certificate II in Cookery





# Art - Visual

## Photography and Digital Media

In Photography and Digital Media, you'll learn to take photos and videos with DSLR cameras, edit using industry-standard software, and experiment with cinematic techniques. You'll explore how global artists shape visual culture while developing your own unique style and produce a body of work that reflects your ideas, identity, and creative voice. Assessment tasks will be based on completed artworks, planning and art analysis tasks.

**Assessment:** Australian Curriculum Visual Arts Years 9 and 10

**Future Pathways:** Visual Art 2, Contemporary Art Practice 2, Visual Art 3\*, Art Studio Practice 3\*, Contemporary Art Practice 3\*, Media Production Foundations 2 (Print and Digital Media), Media Production Foundations 3\* (Print and Digital Media), Media Production Foundations 2 (Screen and Media), Media Production 3\* (Screen and Media), Visual Art 2, Visual Art 3\*, Certificate III in Screen and Media

## Drawing and Printmaking

In this course students will develop drawing techniques through both skill based and self-directed projects. They will explore a range of drawing materials and mediums. Students will also create art pieces using different print making techniques including lino, silkscreen and etching. They will look at a range of contemporary artists as inspiration for projects and will complete research and theory tasks to help inform their work. Assessment tasks will be based on completed artworks, visual diary planning and art analysis tasks.

**Assessment:** Australian Curriculum Visual Art Years 9 and 10

**Future Pathways:** Visual Art 2, Contemporary Art Practice 2, Visual Art 3\*, Art Studio Practice 3\*, Contemporary Art Practice 3\*

## Art

In this course students with the opportunity to further develop art making skills and communicate personal artistic intentions. Students will use their visual diary to record and explore artistic ideas and respond to set projects. Students will analyse historical and contemporary artworks to help them develop their own artist statements. Students can enter a range of art competitions and present their work for display. Continuing students will have the choice to create a self-directed personal portfolio of work in their chosen medium. This course should be selected for students intending to study Visual Art in year 11/ 12 and grade 10 students wanting to be considered for the art acquisition prize.

**Assessment:** Australian Curriculum Visual Art Years 9 and 10

**Future Pathways:** Visual Art 2, Contemporary Art Practice 2, Visual Art 3\*, Art Studio Practice 3\*, Contemporary Art Practice 3



## Sculpture

This course will focus on hand ceramic building skills. We will complete a number of open-ended sculptural projects such as animals on 4 legs inspired by the natural world, a wall hung sculpture inspired by pop culture. We will look at functional ceramic arts and will create a themed service set such as a breakfast set. We will use a range of techniques including using pinch pots, coil building and slab construction. Students will be encouraged to develop a personal style throughout the year and will be expected to complete research and theory tasks. All work will be decorated with under and over glazes to create highly finished works. Assessment tasks will be based on completed artworks, visual diary planning and art analysis tasks.

**Assessment:** Australian Curriculum Visual Art Years 9 and 10

**Future Pathways:** Visual Art 2, Contemporary Art Practice 2, Visual Art 3\*, Art Studio Practice 3\*, Contemporary Art Practice 3

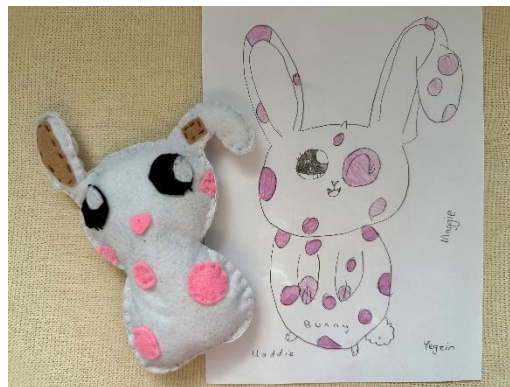


## Fashion

Students will have the opportunity to develop skills working with a range of different craft materials. They will develop a self-directed folio of work that will include exploring on-trend craft processes. Machine and hand sewing techniques such as embroidery, knitting and clothing alteration will be taught. This course will include at least one excursion to a primary school to work with younger children in developing a toy, which will be constructed within this subject. Assessment tasks will be based on completed artworks, visual diary planning and art analysis tasks.

**Assessment:** Australian Curriculum Visual Art Years 9 and 10

**Future Pathways:** Visual Art 2, Contemporary Art Practice 2, Visual Art 3\*, Art Studio Practice 3\*, Contemporary Art Practice 3, Workshop Techniques 1 (Textiles), Design and Production 2 (Textiles), Workshop Techniques – Introduction 1 Costume Design



## Art – Music

### Music - General Studies

This course focuses on developing students playing skills on at least one instrument. Students will be regularly required to perform and play in class including individually and in small groups. You will develop your knowledge in music theory and listen and analyse different types of music. You will learn to compose music in a variety of styles and use music notation software to compose and arrange.

**Assessment:** Australian Curriculum Arts (Music) Years 9 and 10

**Future Pathways:** Music Studies 2, Contemporary Music and Songwriting 2, Music 3\*, Music Technology Projects – Foundation 2, Music Theatre 2



### Contemporary Music

This full-year course explores songwriting, music production, and performance through modern styles like rock, pop, RnB, and hip hop. Students learn to write songs, create beats and rhymes, and use music technology—including setting up sound systems and using digital tools. No prior musical experience is required. Students can learn to play instruments such as guitar, bass, drums, keyboards, horns, or vocals, or focus on songwriting and production instead. Band work is encouraged, with opportunities to collaborate, experiment with new instruments, and learn from peers in a supportive, creative environment.

**Assessment:** Australian Curriculum Arts (Music) Years 9 and 10

**Future Pathways:** Music Studies 2, Contemporary Music and Songwriting 2, Music 3\*, Music Technology Projects – Foundation 2





# Years 11 and 12

Clarence High School offers a comprehensive education for students from Year 7 to Year 12, with a focus on personalised teaching and learning and a strong focus on pastoral care. Year 11/12 students can expect a small and inclusive learning environment that will support students to meet the requirements and obtain their TCE or TCEA (Tasmanian Certificate of Education) and Adult Standard Checks for Literacy, Numeracy and ICT.

Students are also able to access a range TASC courses from preliminary to Level 3 onsite. Strong relationships with other teggana schools (further explanation on page 30) allow students the option of a shared enrolment between teggana sites. Shared enrolments are the perfect option for students who would like a more personalised approach to achieving their literacy and numeracy adult standard checks. Students also have the option of accessing courses through Virtual Learning Tasmania (VLT). Students undertaking Australian School based Apprenticeships (ASbA) will also be supported through part time enrolments, personalised support and access to our Workplace Learning Coordinator. All year 11/12 students are welcome to participate in all CHS extracurricular actives including the bands program and sports carnivals.

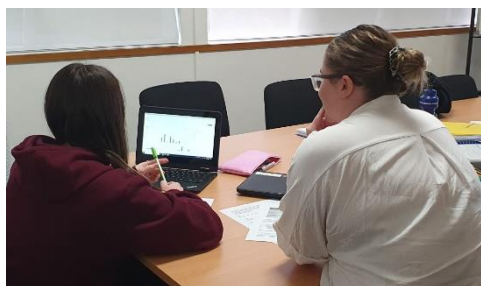
The Tasmanian Certificate of Education (TCE) is a qualification which demonstrated that students have achieved a specific standard of education. Students need to achieve the TCE to receive an ATAR (Australian Tertiary Admission Ranking) for university entrance. Completing a least two years of study in Years 11 and 12 provides you with the opportunity to achieve the Tasmanian Certificate of Education (TCE), or an equivalent qualification which will help your future employment, training and study opportunities. This can include TASC (The Office of Tasmanian Assessment Standards and Certification) courses, Vocational Education and Training (VET) courses and School Based Apprenticeships.

To attain the TCE students must:

- Complete two years of study post Year 10.
- Study at least 600 hours per year, this equates to 120 Credit Points, 80 of which must be from Level 2 or above courses.
- Show that they meet the Everyday Adult Standards for Literacy, Numeracy and ICT by achieving a Satisfactory Achievement (SA) or higher in the identified TASC accredited senior secondary courses.

The transition to post year 10 education can be scary and challenging for both parents and students. To help support your child through transition to education post year 10, parents may find the following resources useful:

- My Future website: <https://myfuture.edu.au>
- Anything Can Happen website: <https://anything.tas.gov.au>
- Careerify website: <https://careeify.tas.gov.au>
- TASC website: <https://www.tasc.tas.gov.au/>



# Clarence High Year 11 and 12 Courses 2026

Please note courses being offered in 2026 are subject to student interest and enrolments, if enrolling in 2026 please check with the school to see what subjects are being offered. Clarence High School will do it's best to support shared enrolments across 2 different teggana sites.

We also encourage students who wish to remain or commence enrolment at CHS to complete their year 11 and 12 education and are interested in studying a subject not listed above to speak to their HG teacher, Head of Year and/or Year 11/12 AST.

Check that your Year 11/12 plan will meet the TCE requirements by using the TCE planner:

<https://www.tasc.tas.gov.au/students/course-planner/>

**Contact details:** clarence.high@decyp.tas.gov.au

**Phone:** 6244 2544

Course	Level	Hours	CP	Lit	Num	ICT
Mathematics Methods	4	150	15		✓	
Mathematics Methods Foundation	3	150	15		✓	
English	3	150	15	✓		
Essential Mathematics Workplace	2	150	15		✓	
English Inquiry	2	150	15	✓		
Food, Cooking and Nutrition	2	150	15			
Sport Science Foundation	2	150	15			
Introduction to Sociology and Psychology	2	150	15	✓		
Athlete Development	2	150	15			
Contemporary Art Practice	2	150	15			
Essential Skills Using Computers and the Internet	2	50	5			✓
Project Implementation	2	50	5			
Basic Road Safety	1	5	50			
Sport and Recreation Experiences	1	10	100			
Fitness Experiences	1	50	5			

This column indicates the level of the course. Only Level 3 or 4 courses count towards your ATAR (University entrance rating)

Number of hours in the course. Full time study is a total of 600 hours per year.

Number of credit points gained by successful completion of the course.

These columns indicate whether the course enables you to meet the requirements for the TCE Literacy, Numeracy, and ICT everyday Adult Standard.



# Year 11/12 Course Descriptions

## Mathematics

### **Mathematics Methods 4 - MTM415117**

Mathematics Methods Level 4 expands on basic functions to include algebra, calculus, probability, and statistics, applied in various contexts. Students will master these concepts, solve problems, interpret results, and effectively communicate their solutions. They will also develop skills in planning, organizing activities, and using appropriate tools and technology for mathematical problem-solving. It is highly recommended that learners attempting this course will have successfully completed Mathematics Methods – Foundation Level 3.

### **Mathematics Methods Foundation 3 - MTM315117**

Mathematics Methods Foundation 3 covers essential mathematical concepts including algebra, trigonometry, and calculus. The course is suitable for students seeking to improve their mathematical skills and knowledge. Successful completion of this course can help prepare students for further study in fields such as engineering, science or mathematics.

### **General Mathematics - MTG215123**

General Mathematics is a course designed to provide students with a foundation in mathematical concepts and skills applicable to real-world contexts. It covers topics such as algebra, trigonometry, and probability, and aims to develop students' problem-solving and critical thinking abilities. The course also emphasises the use of technology in mathematics and provides opportunities for practical application through projects and investigations.

### **Essential Mathematics Workplace - MEW215123**

Essential Mathematics Workplace is a course that enhances students' mathematical skills for use in the workplace, covering topics such as measurement, financial mathematics, and statistical analysis. The course is ideal for students seeking to improve their employability and who may not have experience success in mathematics before.

## English

### **English 3 - ENG315117**

English covers various literary texts and genres, including novels, plays, and poetry. The course equips students with the skills to analyse and interpret these works by examining aspects such as characterisation, themes, and literary techniques. Students will also develop their language skills, including grammar, vocabulary, and syntax. By studying literary texts, students will gain an appreciation of how language is used to create meaning and connect with readers.

### **English Inquiry 2 - ENT215123**

English Inquiry 2 covers a range of texts and genres, including non-fiction, poetry, and film. Students will learn to critically analyse and respond to texts, while also developing their own writing and communication skills. The course also covers important aspects of language use, such as grammar, vocabulary, and syntax. Through close reading and discussion, students will develop a deeper understanding of the ways in which different texts engage with their audiences and convey meaning.

## Other Subjects

### **Food, Cooking and Nutrition 2 - FDN215118**

focuses on the principles of nutrition, food preparation, and the development of culinary techniques, as well as the use of equipment and the safe handling of food. Students will engage in practical cooking exercises, develop their knowledge of food hygiene, and learn how to make informed food choices.

**Sport Science - SPT315118** builds on knowledge learnt in Sport Science Foundation and explores the scientific principles and concepts that underpin athletic performance, as well as the social and cultural influences on sport. It covers topics such as anatomy and physiology, biomechanics, nutrition, and psychology, and includes practical components that allow students to apply their knowledge in a hands-on setting. The course also examines the role of technology in sport science, including the use of data analysis and sport-specific equipment.

### **Sport Science Foundation - SPT215118**

introduces students to the scientific principles that underpin athletic performance. It covers topics such as anatomy and physiology, biomechanics, and nutrition, as well as the social and cultural influences on sport. Students will develop their understanding of how these factors impact athletic performance and gain practical experience in applying this knowledge to real-world situations.

**Athlete Development 2 - ATH215118** focuses on developing high-level skills in sports performance, covering topics such as strength and conditioning, skill acquisition, and sports psychology. Students will gain practical experience through training, coaching, and performance analysis, which can prepare them for careers in sports coaching or as professional athletes. To undertake this course,

you must be competing in a local sports roster or under the supervision of a coach. Throughout the year your coach will be required to provide feedback on your performance.

**Fitness Experiences - HPE105118** focuses on developing students' fitness knowledge and skills through a variety of physical activities, including strength training, aerobic exercise, and flexibility training. The course emphasizes the principles of exercise science and the importance of proper nutrition and rest in achieving optimal fitness, while encouraging students to set and work towards personal fitness goals. Through practical experience and active learning, students can improve their physical fitness and overall well-being.

**Road Safety - RSE105120** teaches students about safe driving practices including the road rules and regulations, the effects of drugs and alcohol on driving, and defensive driving techniques. The subject equips students with practical skills such as hazard perception and risk assessment that are necessary for safe driving. It is ideal for students approaching driving age or those interested in a career in the road transport industry.

**Essential Skill Digital Literacy - ESC205114** focuses on teaching students to effectively use digital technologies for routine tasks in various settings, including the workplace, and adhere to safe practices and guidelines. They will also improve their digital skills, review their performance, and follow principles for using information, images, and ideas responsibly.



## teggana Collective Courses

The teggana Collective is a collection of eight schools on the Eastern Shore of Hobart working together to provide opportunities for all students to successfully complete the requirements of Senior Secondary Education. teggana is a local Aboriginal word for 'heart'. The teggana schools are:

- Bayview Secondary College
- Campania District School
- Clarence High School
- Rose Bay High School
- Rosny College
- Sorell School
- Tasman District School
- Triabunna District School

Each site offers a unique learning experience and, as such, teggana caters for a wide variety of student needs and interests through VET qualifications and TASC courses. Students can enrol at any of the teggana sites or explore a shared enrolment between two of these sites.

More information on the course offerings over the teggana Collective can be found in the Rosny College Course Guide or by contacting any of the schools through the following channels.

### **Bayview Secondary College**

Course Information: [Curriculum 11-12 - Bayview Secondary College \(education.tas.edu.au\)](https://education.tas.edu.au/curriculum/11-12/bayview-secondary-college)

Email: [Bayview.Secondary.College@decyp.tas.gov.au](mailto:Bayview.Secondary.College@decyp.tas.gov.au)

Ph: 6247 7800

### **Campania District School**

Course Information: [Home - Campania District School](https://education.tas.edu.au/home/campania-district-school)

Email: [Campania.district@decyp.tas.gov.au](mailto:Campania.district@decyp.tas.gov.au)

Ph: 6260 4133

### **Rose Bay High School**

Course Information: [Years 11 and 12 - Rose Bay High School \(education.tas.edu.au\)](https://education.tas.edu.au/years/11-and-12/rose-bay-high-school)

Email: [Rose.Bay.High@decyp.tas.gov.au](mailto:Rose.Bay.High@decyp.tas.gov.au)

Ph: 6242 9299



**Rosny College**

Course Information: [Home - Rosny College \(education.tas.edu.au\)](http://education.tas.edu.au)

Email: [rosny.college@decyp.tas.gov.au](mailto:rosny.college@decyp.tas.gov.au)

Ph: 6244 9200

**Sorell School**

Course Information: [Years 11 – 12 - Sorell School \(education.tas.edu.au\)](http://education.tas.edu.au)

Email: [Sorell.School@decyp.tas.gov.au](mailto:Sorell.School@decyp.tas.gov.au)

Ph: 6269 1100

**Tasman District School**

Course Information: [Tasman District School - Tasman District School \(education.tas.edu.au\)](http://education.tas.edu.au)

Email: [Tasman.District.School@decyp.tas.gov.au](mailto:Tasman.District.School@decyp.tas.gov.au)

Ph: 6250 2126

**Triabunna District School**

Course Information: [Triabunna District School – Department of Education, Children and Young People](http://education.tas.edu.au)

Email: [Triabunna.district@decyp.tas.gov.au](mailto:Triabunna.district@decyp.tas.gov.au)

Ph 6257 3199

Further information about all year 11/12 courses can also be found at the following sites:

- The Department for Education, Children and Young People Year 11 and 12 Course Guide: [Year 11 and 12 Course Guide - Department for Education, Children and Young People \(decyp.tas.gov.au\)](http://decyp.tas.gov.au)
- Tasmanian Assessment, Standards and Certification (TASC): <https://www.tasc.tas.gov.au/>



## Course Planning Guide

When selecting option subjects, consider your personal and career goals. We recommend thinking ahead to what you might like to do in Years 11 and 12 and beyond and backwards plan. Use Years 8, 9 and 10 as the foundation to try new things or hone your skills and interests.

If you are feeling stuck about what subjects to choose, you can:

- Attend the Curriculum Evening with your family. This will be held on **Monday 8th of September in the Green Gallery Café Space between 3.45 and 5.30pm.**
- Approach teachers, including your home group teacher, and discuss the subjects on offer with them.
- Speak to students who have already completed the subject about what went well and what were the challenges.
- Consider your future pathway and what you would like to do in Years 11/12 or as a career.
- Do the VIA Character strength survey to determine your strengths (<https://www.viacharacter.org>)
- Complete the interest and skills surveys in the My Future website (<https://myfuture.edu.au>)
- Use the questions below as a guide to help you decide.

My interests are: \_\_\_\_\_

Things I like doing are: \_\_\_\_\_

What subjects do I enjoy at school? \_\_\_\_\_

What subjects do I do well in? \_\_\_\_\_

What subjects have I not tried yet? \_\_\_\_\_

What subjects do I not like? \_\_\_\_\_

Activities I participated in outside of school: \_\_\_\_\_

My future career goal is: \_\_\_\_\_

In Year 11 and 12 I would like to: \_\_\_\_\_

My post Year 11 and 12 plan is to: \_\_\_\_\_

# Course Selection

Use the boxes below to plan out what your year might look like for option courses. You could plan out subjects for 2026 and beyond or just 2026. These plans are only a guide to your future course selection.

Year 8

--	--



Year 9

--	--	--



Year 10

--	--	--



Year 11

--	--	--	--	--



Year 12

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## Course Preferences and Making Selections

You can use the following tables to write down your list of subject preferences for the online course selection. Remember, preference 1 is your most preferred subject while 6 is your least preferred subject. If there are subjects you would never do, do not select them as you may end up with it! We shall do our best to accommodate students where we can. However, remember that some courses may not operate each year due to numbers required and staffing.

If you require additional information, please contact the school on 6244 2544.

### Year 8, 9 and 10

Preference	Course
1	
2	
3	
4	
5	
6	
Reserve 1	
Reserve 2	

### Year 11/12

	Course	Level	Hours	CP	Lit	Num	ICT
1							
2							
3							
4							
5							
6							
	Total						

# How to make course selections online

Entering course selection preferences is to be completed electronically. Students will receive an email with an access code and password to the *Web Preferences Student Portal*. There will be a link to follow to find this space online. This is what you can expect to see after entering the link in the address bar:

Web Preferences Log In

Student Access Code

Password

Log In

Web Preferences - Home Page

1 Click Add New Preferences

2 Select Your Preferences

3 Submit Valid Preferences

4 View/Print Receipt

Example Student

View Instructions

Welcome to Clarence High School Subject Selection for 2019.  
Please be aware that a sport subject must be chosen at least once in Year 9 and 10  
  
To ensure the subjects are submitted, make sure the following steps are taken.  
1. You have selected 12 subjects you want to do next year and submitted them.  
2. You print the receipt and sign your name. (Print two if you want to keep a copy)  
3. Your parent/carer then signs their name.  
4. The receipt is handed to the school office.  
  
The process is not finalised until all of these steps are completed. If you do not complete this, you will not get your first choice in subjects for next year.

Add New Preferences

View Subject Details

Log Out

Students are then required to rank their preference from 1 (most) to 8 (least) preferred subject. We shall do our best to accommodate students where we can. Please be aware that popularity of a subject may result in students not having their first choice.

Web Preferences - Preference Selection

1 Click Add New Preferences

2 Select Your Preferences

3 Submit Valid Preferences

4 View/Print Receipt

Example Student

Subject/Unit Details: Minimum: 0 Maximum: 8 Total Selections: 0 Time Remaining: 00:29:52

All Preference boxes with the "!" icon must have a valid subject selected

1. If a subject is important for you, then select it before any less important subjects.  
2. The number of classes to be run in a subject will depend upon the number of students who select that subject in their preferences.

Proceed

Cancel

Log Out

Preference boxes that have a "!" icon located to the right must have a valid subject selected from that box before you can submit your preferences

Options

Preference 1

Preference 2

Preference 3

Preference 4

Preference 5

Preference 6

Preference 7

-----UNSELECTED-----

-----UNSELECTED-----

-----UNSELECTED-----

-----UNSELECTED-----

-----UNSELECTED-----

-----UNSELECTED-----

-----UNSELECTED-----

!

All courses outlined in this course guide have the potential to run, however, they will be greatly influenced by the number of students selecting the course and the availability of staff. It is unlikely for a course to run with 25 or less students. Please be aware that all option subject selections should be made and entered into this portal by the date indicated in the email.

DECYP

Clarence High School Course Guide 2026

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**My Notes:**



## Clarence High School

25 Wentworth Street, Bellerive, Tasmania, 7018

P 03 6244 2544

E [clarence.high@decyp.tas.gov.au](mailto:clarence.high@decyp.tas.gov.au)

<https://clarencehigh.education.tas.edu.au>

