



# TEST TRIAL EXPAND EXPERIMENT

**INABURRA SCHOOL**  
**SUBJECT SELECTIONS - YEAR 9 2027**



**INABURRA SCHOOL**



# YEAR 9 2027

## Stage 5 Elective Selection

### **This booklet is:**

- for students and their parents to develop an understanding of how learning is structured in Year 9 and Year 10 at Inaburra
- for students and their parents to gather more information about the electives being offered
- to give parents the opportunity to ask questions of teachers in relation to electives and learning in Year 9 and Year 10.

Should parents or students have questions that are not addressed in this booklet, they should speak directly with the teachers listed on page 21.

The application form will be made active from: Friday 24 July 2026

The application form will be closed on: Thursday 30 July 2026 at 3:00pm

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# SECTION 1

*The due date for online subject selection forms to be completed is Thursday 30 July 2026.*

## 1. HOW STUDENT LEARNING IS STRUCTURED IN YEAR 9

In Year 9 students commence their studies for Stage 5 of schooling which includes Years 9 and 10. One key feature of this is that students will study some mandatory subjects and some elective subjects. At Inaburra we give students the opportunity to study three electives. From Year 10 to Year 12 they accrue a Record of School Achievement (RoSA) from the New South Wales Educational Standards Authority (NESA). This record includes the mandatory and elective subjects completed during Years 9 and 10 with a Grade for each subject.

### 1.1 Mandatory Subjects in Years 9 and 10

- English
- Mathematics
- Science
- Australian History
- Australian Geography
- PD/H/PE

All of these subjects are internally assessed. These assessments will provide information to teachers so that RoSA grades can be generated for each student. The elective subjects that students complete from the list below will also appear on the student's RoSA.

### 1.2 Elective Subjects (each student will be allocated 3 subjects)

- Chinese (Mandarin)
- Commerce
- Computing Technology
- Dance
- Drama
- Food Technology
- Environments, People and Power (Elective Geography)
- History Elective
- Indonesian
- Industrial Technology
  - Engineering/Design Technology
  - Timber
- Literature
- Music
- PASS (Physical Activity and Sports Studies)
- Photography and Digital Media (Media)
- Textiles Technology
- Visual Arts
- Work Education

### 1.3 Other compulsory areas of learning which are not formally part of the RoSA

- Biblical Studies
- Home Group

### 1.4 Choosing Elective Subjects

- Students need to choose 6 subjects IN ORDER OF PREFERENCE. i.e.: the subject the student wants to do most is their preference 1.
- We aim to provide students with their first 3 choices; however, this is not always possible. Some courses may be oversubscribed. Equally, some courses may not run if an insufficient number of students selects that course. Some combinations of courses may not be able to be accommodated.
- Once preferences have been submitted, elective subject lines will be developed. There will be 3 lines of subjects with approximately 9 subjects per line. Each student will be allocated 1 subject from each line.
- Students should select their subjects by completing the online application that they will be given access to from Friday 24 July. The deadline for the completion of this form is 3:00pm Thursday 30 July. Students will be sent an email from Web Preferences through their School account.
- Subject offers are scheduled for the end of Term 3. The offer email will include instructions about how to request a change of subject.
- NOTE: Accelerating Mathematics students will drop one of their electives to allow time for Mathematics Extension 1 in Year 10. Where possible, the dropped elective will be the one that was their lowest preference among those in which they are enrolled.
- Literature is a new subject designed by experienced Inaburra English Extension teachers to foster student passion for English. As a school-developed course, it will not appear on a NESA Record of School Achievements.

### 1.5 Changing your mind

Timeline for requesting changes to subject preferences after submission.

TIME PERIOD	HOW	FINAL DATE
<b>After submitting preferences electronically until the morning Web Preferences closes.</b>	Collect a paper form from the Curriculum Office. Complete and return to the Curriculum Office by the deadline.	3:00pm, Thursday 30 July 2026
<b>Between Web Preferences closing and subject offer emails.</b>	No requests for change can be made during this period.	NA
<b>During Term 4 2026.</b>	Use the Google Form that will be linked to your subject offer email. This is the only way to request a subject change.	12:00pm, Thursday 10 December 2026
<b>First four weeks of Year 9.</b>	Collect a purple paper form from the Curriculum Office. Complete and return to the Curriculum Office.	3:00pm, Friday of Week 4, Term 1, 2027
<b>From the end of Week 4 of Year 9</b>	No requests for change can be made to subjects.	NA

## 2. SUBJECT COURSE DETAILS

### Chinese (Mandarin)

#### What is this subject about?

##### Using Language

Students will develop a knowledge and understanding of the listening, reading, speaking, and writing skills necessary for effective interaction in Chinese.

##### Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between Chinese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

##### Moving Between Cultures

Students will develop knowledge of the culture of Chinese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

#### Why study this subject?

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. A high-quality education in languages enables students to respond positively to the opportunities and challenges of our rapidly changing world. Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Chinese is recognised as one of the fastest growing languages in New South Wales. It provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Students may also have opportunity to travel to China on a study tour during the course.

#### Learning experiences

Students are offered a wide range of experiences in speaking and listening activities, along with opportunities to engage in cultural activities. These are all provided to support the development of language skills.

## Commerce

### What is this subject about?

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It helps develop an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce, students develop financial literacy which enables them to participate in the financial system in an informed way.

### Why study this subject?

Commerce enables young people to make informed and responsible decisions as individuals and as part of the community through the development of knowledge, understanding and skills. To help our students become active citizens in our democratic and pluralistic society, this subject will develop their ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework. Through acquiring necessary skills, the aim is to develop self-directed lifelong learners. Consequently, one of the benefits in having this experience is students may wish to undertake further study in one or several of these areas in Years 11 and 12. Subjects on offer in the senior years include Business Studies, Economics, Geography and Legal Studies.

### Learning experiences

The course is organised into four 'Core Units' and further 'Optional Units' of study over the duration of Years 9 and 10.

The four Core Units of Study are:

1. Consumer and Financial Decisions
2. The Economics and Business Future
3. Employment and Work Futures
4. Law, Society and Political Involvement

## Computing Technology

### What is this subject about?

Computing provides the opportunity for students to explore their digital world. It focuses on computational design and systems thinking and develops data analysis and programming (coding) skills.

### Why study this subject?

Technology has become an integral part of our society with almost all forms of employment using computers. Computing will continue to impact the way that people work in the future. Many industries use 3D printing as standard practice for in-house tasks, to confirm the look and feel of all aspects before it is produced off-site. App and website design, robotics and the use of databases are being used more widely in numerous industries, and seen as beneficial skills for your CV.

Students who undertake this course could be better prepared for the study of technology courses in the Higher School Certificate such as Software Engineering. This subject is intensely practical. Students who enjoy creating something and practical work will find this course very satisfying.

### Learning Experiences

During this class students have the opportunity to use coding software (Game Lab, Python), Lego Spike Prime (Mechatronics), Cloud based software and 3D Printers.

Topics studied across the two years include:

- Developing apps and web software
- Building mechatronic and automated systems
- Designing for user experience
- Creating games and simulations
- Analysing Data

Excursions include going to the Big Day In at UTS to meet companies within the industry. Previous companies include Adobe, Animal Logic (animators for Peter Rabbit 2, The LEGO Movie 2, Captain Marvel), Wisetech Global (Software Engineering), Westpac Group (Robotics).

## Dance

### What is this subject about?

Stage 5 Dance students can explore, understand, value, and enjoy dance as an art form. Dance will develop students' skills through Performance, Composition, and Appreciation. Students extend their technical and expressive abilities across a range of dance styles, engage in creative problem-solving to generate and refine movement, and explore how dance communicates meaning within cultural, historical and social contexts.

### Why study this subject?

The study of Dance promotes the physical, creative and intellectual development of each student and encourages participation and enjoyment of dance. Dance education develops skills in self-expression, the communication of ideas, collaboration, creativity, problem solving, risk taking and higher-order thinking. It is a diverse course providing students with a range of universal skills that can be applied to a variety of industries and professions as well as fostering the specific skill set required by a student heading into a career in the dance industry. The Dance course caters for students with a high level of prior knowledge, skills and experience in dance as well as those with little or no experience.

### Learning experiences

#### Performance

The Performance component is based on contemporary dance technique through which students will acquire appropriate strength, flexibility, coordination, endurance, and skill. The students will also study a variety of other dance styles such as Contemporary Jazz, Modern Dance and Musical Theatre.

#### Composition

Students will develop skills in Composition, learning to choreograph their own dance work to express ideas, emotions, and moods through movement. They will learn the different methods and techniques used to create movement and how to structure a dance work to communicate an idea.

#### Appreciation

Students will learn to deconstruct and analyse various components of a dance through the Appreciation component. They will learn to interpret body language, spatial awareness, and theatrical elements such as music, lighting, staging and costume design. Students will communicate their personal responses to dance in oral, written and physical forms.

## Drama

### What is this subject about?

The Stage 5 syllabus in Drama draws on the contemporary practices of making, performing, and appreciating drama. In their appreciation of drama and theatre, students experience the collaborative contribution of actors, directors, playwrights, designers, and technicians to productions. An investigation into a range of technologies including traditional, electronic, and digital applications may be used to achieve particular artistic intentions.

### Why study this subject?

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in their society taking account of moral, ethical and spiritual considerations. The study of Drama engages and challenges students to maximise their individual talents through imaginative experiences created in cooperation with others. It assists students to develop positive self-concepts and to be self-motivated.

### Learning experiences

Year 9 and 10 students create meaning in Drama by interacting physically, creatively, and imaginatively through improvised, spontaneous, and structured responses. They create meaning through their relationship with the audience. Experience of this engagement is essential in dramatic presentations. Both Years 9 and 10 Drama students produce evening showcases of scenes from contemporary Australian plays for an invited audience of family and friends.

## Environments, People and Power (Elective Geography)

### What is this subject about?

Geography is the study of places and relationships between people and their environments. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world, and propose actions designed to shape a socially just and sustainable future. Through an inquiry-based approach, students explain patterns, evaluate consequences, and contribute to the management of places and environments in an increasingly complex world.

### Why study this subject?

The study of Environments, People and Power enables students to become active, responsible, and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work, and everyday life. This elective allows students to have a continuous study of Geography through Years 9 and 10. The mandatory Stage 5 Geography course runs in Year 9 only.

### Learning experiences

In this course, students explore some of the world's biggest and most fascinating questions. They investigate powerful natural processes that shape the planet, from oceans and coastlines to landforms and environments, and examine real-world issues such as global citizenship, political tensions and conflicts, and how people can create positive change. Students also look beyond Australia, exploring the countries of the Asia-Pacific region and the connections between people, places and environments. Through case studies and hands-on learning, they develop a deeper understanding of how the world works and their place within it.

## Food Technology

### What is this subject about?

Food Technology develops students' skills in using a range of equipment to create nutritious meals, understanding how to select and prepare food safely, and building knowledge of basic nutrition and the nutrients required at different life stages. Students also investigate aspects of the hospitality industry, explore food product design, examine global food issues and study contemporary food trends.

### Why study this subject?

The study of Food Technology provides students with broad knowledge of food properties, processing, preparation and nutritional interrelationships. Emphasis on hygiene and safe working practices helps students appreciate food quality. The course is practical and relevant, offering strong preparation for further study or future work in areas such as the food industry, nutrition, food technology or dietetics.

### Learning experiences

In Year 9, students explore Food in Australia, beginning with bush foods and tracing their development into present-day cuisine. They examine Food Selection and Health, considering the foods we eat to maintain good health, and study Food for Special Needs, looking at the dietary requirements of groups such as athletes and vegetarians. They also investigate Food for Special Occasions, creating festive foods from around the world. Weekly practical lessons support the theory being studied, and the excursion to the Botanic Gardens provides a real-life context for learning about bush foods.

In Year 10, students begin with Food Service and Catering, gaining first-hand experience of the hospitality industry through an excursion to the North Beach Novotel and practical activities such as mocktail making. They then move into Food Product Development, designing their own individual food product, followed by the Food Equity unit, which examines factors affecting food supply in poorer countries. The year concludes with a study of Food Trends, including contemporary movements such as becoming a locavore, and the development of food presentation skills. Practical work across the year may include dishes such as Chocolate Wattleseed Mousse, Spinach Fettuccini with Tomato, Basil and Prosciutto, Bacon and Cheese Chili Hot Dogs, Japanese Ramen, Berry Meringue Cupcakes and German Pretzels.

***Please Note: The Food Technology practical work can accommodate dietary requirements.***

## History Elective

### What is this subject about?

History Elective is an interesting and engaging subject for students who enjoy history. Students will have the opportunity to learn in a variety of ways. Their research and writing skills will be developed and there will be a substantial amount of class discussion and debate, which gives students the opportunity to voice their opinions on historical issues. Students will also learn through the study of historical sources and research skills.

### Why study this subject?

This course is ideal for students with a particular interest in History. It is designed to challenge students and encourage their enjoyment of History. Students who are curious, analytical and who like a challenge will be well suited for this course. The mandatory Stage 5 History course runs in Year 10 only.

### Learning experiences

Students can look at a range of interesting and popular topics that are not covered in the compulsory Australian History course. Some of the topics could include:

- Ancient Greece
- Genocide in the modern world
- Conspiracy theories
- Vikings
- The French Revolution
- Alexander the Great
- Film and History
- JFK and his assassination
- The Terrible Tudors - Henry VIII and his six wives
- Contested characters
- The Russian Revolution

## Indonesian

### What is this subject about?

#### Using Language

Students will develop a knowledge and understanding of the listening, reading, speaking, and writing skills necessary for effective interaction in Indonesian.

#### Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between Indonesian and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

#### Moving Between Cultures

Students will develop knowledge of the culture of Indonesian-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

### Why study this subject?

Moving between countries, cultures and languages is now commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. A high-quality education in languages enables students to respond positively to the opportunities and challenges of our rapidly changing world.

Indonesian is a non-tonal language with a Romanized script and regular phonetic pronunciation. The consistency between sound and written forms makes it easy for speakers of English to predict how to say, read or write Indonesian words. The ability to communicate in Indonesian provides incentives for travel and for more meaningful interactions with speakers of Indonesian.

### Learning experiences

Students are offered a wide range of experiences in speaking and listening activities, along with opportunities to engage in cultural activities. These are all provided to support the development of language skills.

## Industrial Technology – Engineering/Design and Technology

### What is this subject about?

Engineering and Design is a practical course in which students work individually and in groups on projects and experimental tasks. They explore the purpose and behaviour of structures and mechanisms, including gears, pulleys and levers, and investigate how simple machines influence the strength and performance of engineered systems. The design component encourages creativity and problem solving, with students using technologies such as 3D printing, laser cutting and CNC routing to bring their concepts to life.

### Why study this subject?

Engineering and Design provides students with a broad understanding of basic engineering principles while immersing them in hands-on design experiences. The course develops skills in materials, tools, techniques and drawing, making it well suited to students who enjoy Science and other practical subjects. It supports a range of learning styles through active, project-based work. The knowledge and skills gained form a strong foundation for senior Engineering Studies and Design and Technology, and align well with the growing demand for engineering and design-related university pathways.

### Learning experiences

In the first part of the course, students investigate engineered structures and mechanisms, applying their learning through practical experimentation and construction tasks that deepen their understanding of how systems function and fail. They then move into design-focused work, creating products for specific target markets and developing skills in CAD programs such as Fusion 360 and Adobe Illustrator. Across Years 9 and 10, students engage in a wide range of practical projects that may include structural challenges, mechanical devices, jewellery pieces, rockets or clock designs, all of which allow them to apply engineering principles using both traditional and high-tech manufacturing processes.

## Industrial Technology – Timber

### What is this subject about?

The Timber Technology course is for all students who enjoy working with their hands. Elective Timber Technology will provide students with many new skills that will form the basis for the creation of projects that will give great satisfaction and pleasure. The Timber Technology subject is workshop-based giving a “hands on” experience in a variety of traditional and contemporary technologies. The course is approximately 70% practical and 30% theoretical and aims to develop basic skills necessary for future vocation or recreation.

### Why study this subject?

This hands-on, practical based course is one that will allow students to be creative in the design and manufacture of timber products. Students study this course to gain valuable skills in problem solving, reading, and interpreting plans, using cutting lists, following instructions, designing products, and developing plans for the construction of various items. These skills will benefit students in building, construction, design, and manufacturing type industries; as well as making them very handy around the home! Students who have an eye for design and enjoy working with their hands will find this course very satisfying.

### Learning experiences

Students will learn by doing. Under the guidance of a teacher, students will use a range of tools to build timber products. Students will also learn about career paths in the timber industry, read and interpret material lists and prepare reports using appropriate software and hardware. Some of the practical projects undertaken in this course include small ornate boxes, serving platters and design projects. The final task is a furniture project. Students choose from a selection of designs, which they modify to suit their various needs and styles. Some of the skills students will develop include using handheld and portable power tools, learning how to measure, prepare and join timber, draw (in both free hand and on the computer using CAD software), reading and interpreting plans and instructions, researching, designing, and evaluating.

## Literature

### What is this subject about?

This Literature course is a course designed by experienced Inaburra English Extension teachers as an exciting opportunity for students who have an interest and desire to pursue a specialised study of English in addition to their core study. Those with a passion for literature and a desire to be enriched and extended as learners and as active participants in the worlds of literary discourse and composition will find this course a valuable preparation for English Extension.

***As a school-developed course, it will not appear on a NESA Record of School Achievement.***

This course offers students an opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with complex ideas in literature (such as through novel, poetry, drama and film) they refine their appreciation of texts and challenge their understanding of different ways of seeing the world. This rich textual immersion will afford students unique opportunities to understand the mechanics of literature and the creation of literary worlds in new and meaningful ways, with far-reaching benefits for their core studies in English.

### Why study this subject?

This course is designed for students with a passionate interest in literature. It will challenge and extend students' thinking and encourage their appreciation and enjoyment of English. Students will study a range of well-regarded and challenging texts, learn about critical perspectives and philosophical constructs as they apply to literature and grow their capacity to express meaning within both critical and creative arenas.

### Learning experiences

Students will have the opportunity to pursue areas of interest with increased independence and to develop a sophisticated appreciation of the ways we can respond to and compose texts. Through this process, they will learn to think deeply as they engage with complex, immersive texts that intellectually challenge them to think creatively and critically about the ways that literature serves as a powerful, transcendent vessel that shapes and reflects the complexities and nuances of the world and the self.

## Music

### What is this subject about?

Stage 5 Music offers students experiences in the areas of performance, composition and listening within a range of contexts. Music is a performing art, and the course is skills based. Consequently, students are expected to practice regularly and develop their skills on instrument and voice.

All students who select Music in Stage 5 must participate in a core ensemble: Concert Band, Chamber Strings, Senior A Capella Choir, or another ensemble catering to their instrument on offer at Inaburra. Singing is the best for ear and aural development, and students can be expected to sing throughout their time. It is also expected that students take private tuition on their chosen instrument. This can be done at school.

### Why study this subject?

Music allows students to explore their chosen instrument while developing an understanding of musical genres, styles and composers. The course supports creativity through composition and provides regular opportunities for both ensemble and solo performance. Students gain confidence, develop social and collaborative skills and build a strong work ethic through rehearsals, practice and performance events. These skills transfer across all areas of learning and support future pathways in music and the creative arts.

### Learning experiences

Students compose using software such as Sibelius and develop their performance and listening skills through a wide variety of repertoire and singing. Regular practice, ensemble participation and private tuition support their technical and musical growth. Excursions, workshops and performance opportunities form an integral part of the elective course, inspiring students and fostering a deeper appreciation of music as both an art form and a means of expression.

## PASS (Physical Activity and Sports Studies)

### What is this subject about?

Physical Activity and Sports Studies (PASS) aims to enhance students' participation in physical activity and sport to improve quality of life for themselves and others. Students explore body systems, movement skill development, physical fitness, nutrition, safety, coaching, technology in sport, event management and Australia's sporting identity. These areas provide a broad understanding of how physical activity contributes to personal health, community wellbeing and sporting performance.

### Why study this subject?

PASS appeals to students who enjoy participating in and organising sporting activities and events. It allows students to deepen their understanding of physical activity, the functioning of the body and the social role of sport, while learning in an active and engaging environment. Students develop confidence, teamwork and leadership skills through practical and theory-based learning. Many students value the opportunity to set goals, challenge themselves and see measurable improvements in their fitness and performance.

*"PASS is a great subject for those who are keen and interested in sport and active lifestyles and is a great way to go deeper into content with people who think similarly." Joel*

*"PASS is great because you get to learn about physical activity and how the body functions, and you learn in an enjoyable, interactive environment" Chelsea*

*"The fitness challenge PBL in PASS was excellent as I was able to set goals, challenge myself and see my fitness improve." Kaitlyn*

### Learning experiences

Throughout the course, students work collaboratively to enhance participation, enjoyment and performance in physical activity and sport. They develop planning and management skills as they work towards personal and group goals. Project-based learning forms a key part of the course, including an Individual Fitness Challenge and the design of an engaging physical activity event for junior students. These experiences allow students to apply their knowledge in meaningful, practical contexts while developing lifelong skills for active living.

## Photography and Digital Media (Media)

### What is this subject about?

Photography and Digital Media is designed to introduce students to the theory and practice of photography and digital media with particular emphasis on digital video production. In addition, the students will study different worldviews from which to view these media, including being introduced to a Christian worldview of media.

### Why study this subject?

The media is persuasive in so many forms and an integral part of our lives. It informs, entertains, and educates. Students who would like to contemplate an aspect of media as a career have an excellent opportunity to start pursuing this goal in Year 9 at Inaburra.

### Learning experiences

Students will examine different areas of the media such as video, animation, sound, graphic design, and photography. Students will also analyse the different media using the Visual Arts frameworks. In addition, students will investigate key questions around communication and art. These will be firstly from the perspective of the media producer/artist and secondly from the perspective of the audience/viewer. These media will be investigated from both historical and contemporary perspectives. Practical tasks involve the use of professional equipment and include digital video production, video editing, digital sound and live studio camera productions. Students explore the values expressed in the media and come to an understanding of, and respect for, the power, influence and impact of it.

## Textiles Technology

### What is this subject about?

Textiles Technology explores the clothes we wear, the interiors around us and the role of textiles in theatre, art and everyday life. Students investigate fibres, fabrics and design elements, compare contemporary and historical fashions, and examine how technology influences the textile industry. The course is hands-on, with students designing, producing and evaluating textile items across areas such as apparel, costume, furnishings, non-apparel and textile arts. Creativity, problem solving and independent decision-making are central, and students work from flexible design briefs that build on their skills and interests.

### Why study this subject

This course suits students interested in fashion, costume, interior design or textile arts, as well as those who enjoy creative, practical work. Students develop an understanding of textile properties, design processes and the role of textiles in society. They learn to design, produce and evaluate their own projects, use both traditional and emerging technologies such as laser cutting and digital printing, and apply critical and creative thinking to textile applications. Documentation of processes forms an important part of project development.

### Learning Experiences

Students complete a range of practical tasks that integrate design and theory. They research cultural and historical influences, develop illustration and communication skills, and experiment with construction and decoration techniques, recording their processes in a design folio. They explore textile performance, colouration, yarns and fibres, and apply this knowledge to their own projects. Students also investigate textile designers and consumer issues, using their findings to inform new design solutions.

## Visual Arts

### What is this subject about?

Visual Arts in Stage 5 allows students to express their creativity through a range of expressive forms while developing their understanding of how artists, artworks, audiences and the world interact. Students explore art history to understand how ideas, styles and movements have shaped artistic practice over time. They build skills in both traditional and contemporary artmaking, supported by a Visual Arts Process Diary that documents experimentation, idea development and reflection throughout the course.

### Why study this subject

Visual Arts encourages resourceful thinking, creative problem-solving and confident risk-taking. Students develop the technical and conceptual skills needed to make artworks while gaining a deeper awareness of their world and the art world. The course strengthens visual communication, critical thinking and personal expression, providing a strong foundation for future study in Visual Arts and related creative fields.

### Learning Experiences

Students explore a wide range of artistic disciplines through practical and theoretical learning. In Year 9, they work with traditional and contemporary practices, such as animal portraiture and artmaking on a skateboard deck, while developing descriptive and analytical writing skills. In Year 10, they create a Marine-Inspired portfolio and a Body of Work based on the theme "Ordinary/Extraordinary," choosing expressive forms that suit their interests. Collaborative projects, including Guerrilla Art, extend their understanding of how art functions in public and social contexts.

## Work Education

### What is this subject about?

Work Education is designed to help students understand the world of work and prepare them for life after school. This includes looking at opportunities for vocational education in years 11 and 12 and pathways through apprenticeships and traineeships. The course requirements can be completed in approximately half the time provided to elective subjects, so the Work Education program includes planned support for students across their other subjects.

### Why study this subject?

There are many post-school opportunities that do not require a university qualification. This subject is particularly relevant to students who might select an HSC that is not focused on attaining an ATAR. Other students can benefit from this course's perspective of business from a human relations point of view, and its preparation for part time work alongside future study.

### Learning experiences

Students will examine different areas of the world of work. They will meet real employers, visit real workplaces, and talk to group training organisations and colleges about career pathways.

The students will practice key competencies such as planning, analysis, creative problem solving, communication, and teamwork. Knowledge and understanding of work, employment, and enterprise are developed through research, analysis, and community and work-based learning. Students examine diverse organisations, the roles of training and education, workplace issues, workplace legislation, and the changing nature of work.

Practical tasks involve career taster days, industry visits, transferable employability skill development, and preparing applications for work/traineeships and apprenticeships.

## WHAT NEXT?

Return to Page 1 and 2 of this booklet and re-read the information on choosing elective subjects.

Should you have questions that are not addressed in this booklet, they can be directed to one of the subject experts listed below within the enquiry window. Please note that the normal reply time that Inaburra School teachers aim to achieve may be affected if a large number of enquiries is received. Teachers will respond before subject selection opens. Use 'Yr9 2027 Electives question' as your email's subject.

SUBJECT	CONTACT TEACHER FOR INFORMATION SPECIFIC TO YEAR 9 2027 SUBJECT SELECTION	
Chinese	Jaqueline Wang	wangj@inaburra.nsw.edu.au
Computing Technology	Rachel Jones	jonesr@inaburra.nsw.edu.au
Commerce	Jodie Morrison* Jade de Lange	morrisonj@inaburra.nsw.edu.au delangej@inaburra.nsw.edu.au
Dance	Kylie Croucher	croucherk@inaburra.nsw.edu.au
Drama	Abi Jones	jonesa@inaburra.nsw.edu.au
Food Technology	Helen Bull* Amy Maclean	bullh@inaburra.nsw.edu.au macleana@inaburra.nsw.edu.au
Geography Elective	Tim Lukins	lukinst@inaburra.nsw.edu.au
History Elective	Hugh Deck	deckh@inaburra.nsw.edu.au
Indonesian	Sarah Hansen	hansens@inaburra.nsw.edu.au
Industrial Technology – Engineering/ Design and Technology	Ryan Naoum Josephine Wilandouw	naoumr@inaburra.nsw.edu.au wilandouwj@inaburra.nsw.edu.au
Industrial Technology – Timber	Ryan Naoum	naoumr@inaburra.nsw.edu.au
Literature	Kate Flower*	flowerk@inaburra.nsw.edu.au
Photography and Digital Media	Emma Third	thirde@inaburra.nsw.edu.au
Music	Jennifer Geering*	geeringj@inaburra.nsw.edu.au
PASS	Simon Wadds*	waddss@inaburra.nsw.edu.au
Textiles Technology	Brigette Dawson Narelle Sanchez	dawsonb@inaburra.nsw.edu.au sanchezn@inaburra.nsw.edu.au
Visual Arts	Emily Gardner*	gardnere@inaburra.nsw.edu.au
Work Education	Kim Wilson	wilsonk@inaburra.nsw.edu.au

\*This teacher is also the Learning Leader for this faculty.

### Additional contacts

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Learning Leader Curriculum	Lynda Anvieh	anviehl@inaburra.nsw.edu.au

# SECTION 4

## STUDENT RECORD OF SELECTIONS

This form is for your own records and should be kept in a safe place.

Please number 1 to 6 in order of priority (1 is the highest priority choice).

Note: Subject selection aims to give the maximum number of students the maximum number of their preferences. A course being offered does not guarantee that it will run – this depends on student interest.

The due date for online subject selection forms to be completed is 3:00pm Thursday 30 July 2026.

<input type="checkbox"/>	Chinese (Mandarin)	<input type="checkbox"/>	Industrial Technology – Engineering/Design and Technology
<input type="checkbox"/>	Commerce	<input type="checkbox"/>	Industrial Technology – Timber
<input type="checkbox"/>	Computing Technology	<input type="checkbox"/>	Literature
<input type="checkbox"/>	Dance	<input type="checkbox"/>	Music
<input type="checkbox"/>	Drama	<input type="checkbox"/>	PASS (Sport Studies)
<input type="checkbox"/>	Food Technology	<input type="checkbox"/>	Photography & Digital Media (Media)
<input type="checkbox"/>	Geography Elective	<input type="checkbox"/>	Textiles Technology
<input type="checkbox"/>	History Elective	<input type="checkbox"/>	Visual Arts
<input type="checkbox"/>	Indonesian	<input type="checkbox"/>	Work Education



**Inaburra exists to be a Christ-centred learning community  
pursuing excellence in education where every individual  
is known and loved.**

### **FAITH**

We commend belief in God who makes  
himself known to us in and through his Son, Jesus.

### **KNOWLEDGE**

We pursue wisdom, delighting in the  
gift of learning for the common good.

### **LOVE**

We show humility, integrity, kindness and  
generosity for the good of others.



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