# NURIOOTPA HIGH SCHOOL

PER ASPERA AD ASTRA

**2025**

# Curriculum Guide
# IEC Senior

## Inclusive Education—Senior School

The content taught in each subject at each year level is based upon the student's individual ability and One Plan Goals.
Students benefit from this program for both social and academic reasons.
By negotiation, students are integrated into appropriate mainstream classes.

| Year 10 | Years 11 & 12 |
|---|---|
| | **Modified SACE**<br>**Stage 1 & 2** |
| • English<br>• Mathematics<br>• HASS<br>• Life Skills<br>• Scientific Studies<br>• Exploring Identities and Futures<br>•<br>**2 Subject choices from**<br>•⠀⠀⠀The Arts<br>•⠀⠀⠀Technology<br>•⠀⠀⠀Health/PE<br>•⠀⠀⠀Agriculture<br><br>Total:<br>**6 Core subjects**<br>**2 subject choices; 1 each Semester** | • English<br>• Mathematics<br>• Activating Identities and Futures<br>• Cross-Disciplinary Studies<br>• Society and Culture<br>• Scientific Studies<br>• Business Innovation<br><br>**2 Subject choices from**<br>•⠀⠀⠀Health and Wellbeing<br>•⠀⠀⠀Technologies<br>•⠀⠀⠀Creative Arts<br>•⠀⠀⠀Physical Education<br>•⠀⠀⠀Language and Culture<br>•⠀⠀⠀Community Studies<br>Total:<br>**7 Core subjects over 2 years plus**<br>**2 subject choices** |

## IEC contacts



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# Senior School—SACE

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE-Modified). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

Senior students enrolled in the IEC will be working towards SACE Modified. Students engage in subject areas of interest but negotiate individual learning goals aligned with their One Plan Goals. These goals accommodate individual students' learning needs and interests and allows them to develop knowledge and skills connected to their aspirations and pathway beyond school.

SACE requirements

To gain the SACE, students complete the equivalent of two years of full-time study, which most students spread over three years. Students will be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken and recorded.

The SACE is based on two stages of achievement:
• Stage 1
• Stage 2

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

Exploring Identities and Futures (EIF)

English

Mathematics

Activating Identities and Futures (AIF)

# Cross-Disciplinary Studies

- In Cross-Disciplinary Studies: Modified, students undertake a focused study that is developed by drawing on key areas from two or more modified subjects or SACE Board recognised courses. Teachers prepare a program that helps students to achieve their personal learning goals and to develop their capabilities.
- The content of Cross-Disciplinary Studies: Modified is based on:
- the learning interest
- personal learning goals and the development of relevant capabilities
- a combination of aspects of the contributing subjects or courses.
- The learning interest is the topic, issue, or practical challenge that forms the basis of the program.
- The learning interest can be expressed through, for example:
- a set of ideas or questions
- a practical task
- a problem
- In developing the learning interest, the following three steps may provide a useful structure for a teaching and learning program:
- defining the learning interest
- applying knowledge and skills to develop the learning interest
- analysing and reflecting on learning

# English

The six key areas of learning in English: Modified are designed to provide a learning program that can be adapted to meet individual student needs in the areas of effective communication and literacy.
In this subject, students focus on the development of literacy skills, strategies, knowledge and understanding which may be used for a variety of purposes. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies in appropriate ways for different purposes.
and communication technologies in appropriate ways for different purposes.

# Mathematics

Mathematics is a way of understanding the world through the use of number and space. Students develop their skills to solve mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They build their mathematical skills and understandings that they need in all areas of their lives. Students will explore and analyse data and numerical and spatial patterns, learn about measurement and number, and develop spatial understanding and geometric reasoning. Students develop critical and creative thinking to solve unfamiliar and complex problems with aspects underpinned by Big Ideas in Number.

# Exploring Identities and Futures - EIF

Exploring Identities and Futures will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.
**Stage 1** Exploring Identities and Futures represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with their peers, culture, community and work.
The subject is foundational in initiating and preparing students to and for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.

# Activating Identities and Futures - AIF

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.
Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

# Community Studies

Students may be involved in community activities or services outside of school. The learning gained from being part of these activities or services can be recognised and provide SACE credits.
Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

## Society and Culture

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies which may include: History, Geography, Economics, Legal Studies, First Nation Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education.
Through these studies students will develop their knowledge and understanding of:
• the society they live in
• other societies in the world
• the relationships between people and their society
• the relationship between society and the environment

## Agriculture

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle beekeeping and aquaculture/aquaponics.
Senior School topics may include;

### Livestock and Aquaculture

Students will study topics including animal management, reproduction, nutrition, diseases and pest management. Students will have the opportunity to handle animals (sheep and cattle). Management of the aquaculture program will also be taught in this course.

### Vines and Wines

Topics to be covered include:
Viticulture - training young vines, disease prevention and control, soil management, stages of growth, vine management, harvesting, pruning.
Oenology - steps in winemaking, fruit characteristics, chemistry of winemaking, quality control and hygiene, principles of winemaking.
Students will be involved with the making of the Nurihannam Shiraz, Riesling and fortified wine.

## Scientific Studies

- The key areas of learning in Scientific Studies: Modified provide a learning program that can be adapted to meet individual student needs in a range of science-related issues. It enables students to better understand, engage with, and describe their everyday experiences. Through a range of tasks, students develop their knowledge, skills and understanding about Science.
- The following key areas are offered as examples.
- Horticulture
- How Things Work
- Kitchen Chemistry
- The Environment
- Animal Care

## Health and Wellbeing

Health and Wellbeing exposes students to their own and others' health and safety and wellbeing. Students develop the knowledge, understanding and skills to enhance their sense of self, and build and manage positive relationships. Students will explore a variety of health topics to enhance awareness and understanding of relationships and sexual health. Topics such as puberty, relationships, types of touch, public and private behaviours, use of technology, consent and people and place to go for help are examples of some of the topic that may be explored. These topics will follow the Shine SA Inclusive Education Program which is a comprehensive curriculum program aimed at students with additional needs. Students will also be exposed to an interception program which aims to develop student knowledge around self-regulation and body awareness.

## Physical Education

Learning in Physical Education involves students exploring their participation in and performance in physical activities. These may include sports, theme-based games, fitness, and/or recreational activities. Students making meaning of personal movement experiences. They also explore barriers and enablers to physical activity, identifying how personal, social, and cultural factors affect participation. Students consider strategies that promote equity and inclusivity through a range of physical activities.

## Creative Arts

In this subject, students participate in development processes, and in the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and participation in vocal groups or ensembles. In Creative Arts: Modified, students:
- work individually and collaboratively across and within creative arts forms to develop, make, and present creative arts products
- develop practical skills through the exploration, application, and refinement of media, materials, techniques, processes, and technologies associated with the diversity of creative arts practice.

## Technologies

Teachers provide a safe environment, in which students use and develop practical skills and techniques. Students have opportunities to design and make products. Products include those that:
- are made from materials using manufacturing tools (e.g. building and construction, ceramics, clothing, foods, timber, metals, textiles, polymers)
- use electronics, and electrical, mechanical, and programmable devices (e.g. products that use computer systems or games, Lego Mindstorms, robotics)
- use information communication technologies (e.g. products that use computer-aided design, graphics, multimedia, photography, sound, web design).

Teachers may use the design and realisation process which provides a flexible framework and useful structure for the subject. Designing should be seen as a cyclical process with many possible solutions, rather than a simple step-by-step process. This is essentially made up of the following components: investigating, planning, producing, and evaluating.

## Language and Culture

The key areas of learning in Language and Culture are designed to meet individual student needs in the development of skills in interacting and communicating in a language other than English such as AAC/PODD, Auslan, or an Australian language (First, Additional or Revival). However, a combination of the other language and English may be appropriate in some contexts.
• the society they live in
• other societies in the world
• the relationships between people and their society
• the relationship between society and the environment
• the relationship between society and the environment

## Additional support Program - Sensory

Students can participate in a range of activities to help them regulate themselves. The activities can also help de-escalate behaviours when they are stressed or not coping in class. Activities may include using simple fidget toys, drawing/craft, building with Lego, going for a walk, using a wobble stool or exercise ball; some students also benefit from using a rocking chair or swing that provide the movement that settles them. Music can also help when needed.

**\*\*\*  Sensory activities will be integrated across year levels to suit the needs of individual students  \*\*\***