HAWKER COLLEGE

Engage | Inspire | Achieve

2025 PROSPECTUS

VISION

As a community of learning we **engage** and **inspire** each other to **achieve** our potential.

MISSION

To ensure learning progress and wellbeing for all students and enable them to realise their potential.

VALUES

HONESTY

EXCELLENCE

FAIRNESS

RESPECT

GOALS FOR GRADUATES

- Hawker College Graduates will be creative and critical thinkers.
- They will be collaborative and respectful communicators.
- They will apply deep knowledge, skills and understanding in their learning domains.
- They will be ethical and responsible citizens, able to research, analyse and solve problems.
- Our Graduates will be resilient, equipped to manage themselves and their learning for life.

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ACT Government Education

PRINCIPAL'S MESSAGE

Welcome to our community of learning

Our vision is that we will engage and inspire our students to achieve. We are dedicated to developing caring, resilient and skilled young adults who are prepared for life in the 21st Century.

As a well-established senior secondary college with excellent facilities and highly skilled staff, we offer a diverse curriculum allowing students to structure their learning program with choices to suit individual needs.

A strong record of excellence

Our school has a long and consistent record of supporting students to succeed in attaining their personal goals and transitioning to a diverse range of pathways including university, vocational training or employment.

Leadership, creativity, critical thinking, communication and collaboration are prioritised through many opportunities to connect knowledge and skills in the curriculum with the world, and for students to be active agents in their own learning.

Support for success

Hawker College is a student centred college that places student learning and wellbeing at the centre of everything, where student voice is valued and promoted. We have high expectations for engagement and participation, academic performance, attendance and behaviour.

To ensure that students reach their full potential, we provide extensive services that support wellbeing, study skills, employment capabilities and career planning.

Our students are encouraged to make the most of their college experience; to participate in extra-curricular opportunities, make new friends and to develop and broaden their interests and experience.

Community links

Our partnerships with a range of employers and industry groups, universities and training providers, community groups and associations, enable and enhance opportunities available to our students.

We have a committed and engaged School Board, and we maintain regular communication with parents via our e-newsletter, email, SMS notifications, our website, social media and the Parent Portal. Successful partnerships with our parents are vital and valued.

A great place to learn

Our school is well situated in the quiet and beautiful environment of Hawker and our staff and students consider Hawker College a safe, happy and productive place to learn and work.

You are welcome to visit us in person, or via our website at **www.hawkerc.act.edu.au**, and our **Facebook** and **Instagram** pages. We look forward to meeting you as you join our learning community.

Lyndall Henman

PRINCIPAL

As a community of learning we engage and inspire each other to achieve our potential.

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HAWKER HIGHLIGHTS: STUDENT SUCCESS

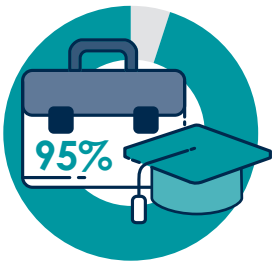
Hawker College aims to support all students to achieve their potential so that they can thrive in further academic studies, in the workforce, and in life. There is enormous scope for students to excel in academically focussed and/or vocationally oriented studies; and to pursue their passions and interests, making and discovering new connections along the way.

Recent Achievements

2023 Statistics

92.1% of Year 12 students received an **ACT Senior Secondary Certificate** in 2023.

In 2023 more than **22%** of students undertaking a Tertiary package received an **ATAR above 90** with the highest ATAR in the cohort being 99.85.



Approximately **95%** of the 2023 graduating class were **employed or studying** after leaving Hawker College.

Other recent notable achievements

In 2023, **142 students** received a **nationally recognised vocational qualification** to complement their learning program.

Typically, around **72%** of our students participated in **work experience, Australian School Based Apprenticeships, Vocational Learning Options** and **structured workplace learning.**

Hawker College is the first ACT College to achieve **5-star ACTSMART Sustainability Accreditation**.

Every Student Can Succeed

At Hawker College we focus on enabling learning progress for every student. Through evidence based clinical teaching practice we work for optimal personalised teaching and learning impact. School resources are targeted so that all educators in the school, including the principal, deputy principal and executive teachers regularly investigate students' results and progress, adapting and adopting best practice teaching methodology to suit.

In recent years Hawker College students have excelled in many fields. They succeed in sporting competitions locally, nationally and internationally; they succeed in design and the arts, as designers, builders, performers and exhibitors; in academic endeavours, winning competitions and awards; and as participants in extracurricular activities such as debating, engineering challenges, mock trials, and bush regeneration. Students can achieve the top ATAR at Hawker College or obtain their dream apprenticeship; they might also succeed in ways not yet imagined!

SUPPORT FOR LEARNING & WELLBEING

Hawker College is known for its warm, friendly and welcoming atmosphere. The college prioritises wellbeing for all, and strong professional support structures and programs are provided to enable students to realise their potential.

Student Services

Our Student Services team provides advice, assistance, support and administrative services in the following areas:

- Academic advice
- Wellbeing advice, counselling & support
- Inclusion support
- Study support
- Careers advice
- Student wellbeing & pastoral care programs
- Year level coordination
- Student administration (lockers, ID Cards, timetables, excursion payments etc.)

We are here to help; no problem is too big or too small!

Study Support Program

All Year 11 students are required to undertake this program. It supports the transition from High School, with staff coaching students to acquire the study skills and habits required for college and beyond.

Wellbeing advice and counselling

Every adult has responsibility for the wellbeing of students in our school. We also have a school psychologist, a student wellbeing support officer, a school based lawyer and several key educators focused on enabling personal wellbeing for students.

Careers & Vocational Education

Hawker College offers experienced and award-winning professional advice and support for:

- Australian School Based Apprenticeships (ASBAs)
- Careers Advice
- Vocational Education and Training (VET) Programs
- Work Experience and Structured Workplace Learning Placements
- Vocational Learning Programs (VLPs)

Inclusive Education

The Learning Support Team provides students with identified disabilities and/or learning difficulties with support and advocacy for their learning and/or social-emotional needs.

Home Group

The Home Group teacher is the first point of contact within the college for pastoral care and monitoring of student engagement, progress, attendance and wellbeing. Every student attends Home Group once per week. Each week students check in via the Pulse application so wellbeing can be monitored and support provided as needed.

EXTENSION OPPORTUNITIES

To help all students pursue their passions and interests, make new connections and gain valuable skills and experiences for their futures, Hawker College offers a wide range of opportunities beyond the classroom.

Hawker College students achieve outstanding results in:

- Act-Up Student Fringe Festival
- ACT inter-schools Parliamentary Debating
- ANU Maths Day
- Australian Informatics Competition
- Australian Maths Competition
- Canberra Short Film Festival
- Chemistry, Physics and Biology Olympiads
- CIT Solutions
- ICAS Science Competition
- Litlinks Writing competition
- LoACT/ANU Mock Trial Competition
- National Chinese Scholarship
- National History Challenge
- National Youth Science Forum
- RACI National Chemistry Quiz
- ReelACT
- Rostrum
- Senior Crime Prevention Debates
- Snedden Hall and Gallop Scholarship
- Writing Competitions e.g. Hatchett Prize

Curriculum Extensions:

- ABC Internship
- ACT Canberra Area Theatre Awards
- ACT Legislative Debates
- ACT VET/ASBA Student of the Year Training Awards
- ANU Music Programs
- Bush Regen program
- CIT Bridge Challenge
- Dance Festival
- Events Management team
- Honours
- Hospitality industry opportunities
- Limelight
- Media and Film Competitions
- Mock Trial and Debating
- Mock United Nations Assembly
- Musical & Drama productions
- School of Art and Design College Program
- School Band
- Various writing competitions, e.g. Dorothea Mackellar Poetry prize, What Matters? Writing competition
- WINGS - Women in STEM
- Youth Week Design IT Industry Award

Vocational Education courses:

- Automotive Technology
- Business Services
- Horticulture
- Hospitality

EXCELLENCE IN STUDENT LEADERSHIP

Hawker College has a reputation for prioritising student voice and developing outstanding future leaders. To support our high achieving and civic minded students we offer a unique suite of programs for student leadership, academic excellence, citizenship and personal development.

Student Leadership Group

Student voice has always been highly valued at Hawker College. The Student Leadership Group (SLG) comprises elected members from each year group and other student representatives.

The SLG leads and represents the school at functions and events, and directly influences school policy and decisions through regular meetings with the Principal and Deputy Principal, and through two of their members appointed to the School Board. They play a significant role in student led activities representing the interests of the student population.

Elections are held annually, supported by Elections ACT in an authentic process designed to prepare students for their future as active, informed and responsible citizens. The SLG has a constitution and runs meetings according to corporate governance protocols.

Honours Academic Program

Students who demonstrate excellence and interest in a specific curriculum area are encouraged to consider undertaking an Honours Program at Hawker College.

The Hawker College Honours Program enriches and extends students and fosters intellectual independence. Honours students are required to maintain a consistently high level of academic achievement and complete a minimum of six approved extra-curricular extension activities across four key areas encompassing Academic, Community, Cultural and Leadership opportunities.

Honours extension activities are designed to refine skills that are necessary for twenty-first century learners. Students will build a diverse portfolio that provides supporting documentation increasingly required by tertiary institutions and future employment pathways. The attainment of Honours Graduate status from Hawker College has considerable prestige for graduating students when seeking further study and work opportunities.

SCHOOL CULTURE AND CONNECTIONS

Hawker College is located in a tranquil native environment that is reflected in the safe, respectful and welcoming learning culture within, and through the productive relationships and partnerships we maintain with parents and the community. We are fortunate to have a comprehensive range of quality equipment and facilities that help connect us and make Hawker College a great place to learn.

Partnerships

Hawker College, as an ACT Public College, maintains a range of connections with parents, community, local schools and industry.

Such partnerships support improved student learning and employment outcomes. Some of these include:

- ABC
- Australian Signals Directorate
- Australian Training Company
- Belconnen Training
- Belconnen RSL
- Canberra City Band
- Canberra Institute of Technology
- CSIRO
- Elections ACT
- Ginninderry
- Mathematician in Schools Program
- RSPCA
- School Sport ACT

Facilities

- Commercial Kitchen, Restaurant & Cafe
- Engineering, Robotics, IT, Graphics and Industrial Design labs & Maker Space
- Radio, Film & Photography studios
- Media editing suite
- Music, Dance & Drama studios
- Maths Commons Learning Space
- 300 seat professional theatre
- Gymnasium
- Science lecture theatre and labs
- Fitness Studio
- Automotive, Wood and Metal Engineering workshops
- Library & Learning Hub
- Visual Arts studios
- Photography Darkroom
- Urban farm and greenhouse
- High speed wireless network across the college
- Horticulture Plots
- Industrial Composter
- Comfortable spaces for socialising
- Learning hubs for collaborative work

CAREER PATHWAYS

Hawker College has an award-winning Careers and Transitions program. Recognised as the best program in the ACT in 2018 by the Australian Centre for Career Education, our professionally qualified team are attuned to the changing needs of industry and further education, and students are well supported to start on their chosen pathways.

Careers and Transitions

The Hawker College Transitions & Careers team is led by an award-winning professional Careers Advisor, and our Work Experience and ASBA Coordinators. This team will:

- Assist students with course and unit selections when they enrol and in subsequent semesters
- Counsel students about possible career paths and their study package including ATAR estimates
- Show students where to find information about jobs, apprenticeships and tertiary courses
- Assist with job applications, resume preparation, scholarships, H course applications and enrolment for further study.
- Facilitate guest speakers from industry, apprenticeship centres, gap year organisations, defence and tertiary institutions
- Facilitate excursions to the Canberra Careers Expo, CIT, Tertiary Institutions and other careers events
- Encourage students to participate in the Work Experience Program (WEX) and coordinate this process
- Provide opportunities to participate in external training opportunities such as Vocational Learning Programs (VLP), First Aid, Responsible Service of Alcohol (RSA), White Card and Asbestos and Silica Awareness Training.

Work Experience (WEX)

Work Experience (WEX) is available to all students across the year and offers a diverse and extensive range of placements. Work Experience is an essential element to prepare for work opportunities beyond college.

Transitions

Our team also works to help students to successfully transition into Hawker College and beyond into tertiary study, an apprenticeship, a traineeship or employment.

Other Services

- Pathways planning - a personal development program for students to explore their interests and develop a pathway plan to assist them to achieve their goals
- University applications, scholarship applications, school recommendation scheme and other university pathways
- Flexible Learning Support (career focus sessions / transition into college and beyond)
- Resume Writing and Interview Techniques

Vocational Education and Training (VET)

Nationally recognised qualifications can be achieved through vocational courses of study offered at Hawker College.

Hawker College has joined with the colleges and high schools in the Belconnen network of schools to form 'Belconnen Training (88005), a Registered Training Organisation offering a wide range of VET courses to our students. Our principal Lyndall Henman is the CEO of Belconnen Training.

For more information about which courses are available on site at Hawker College in 2024, contact our Careers and Transitions team.

Structured Workplace Learning (SWL)

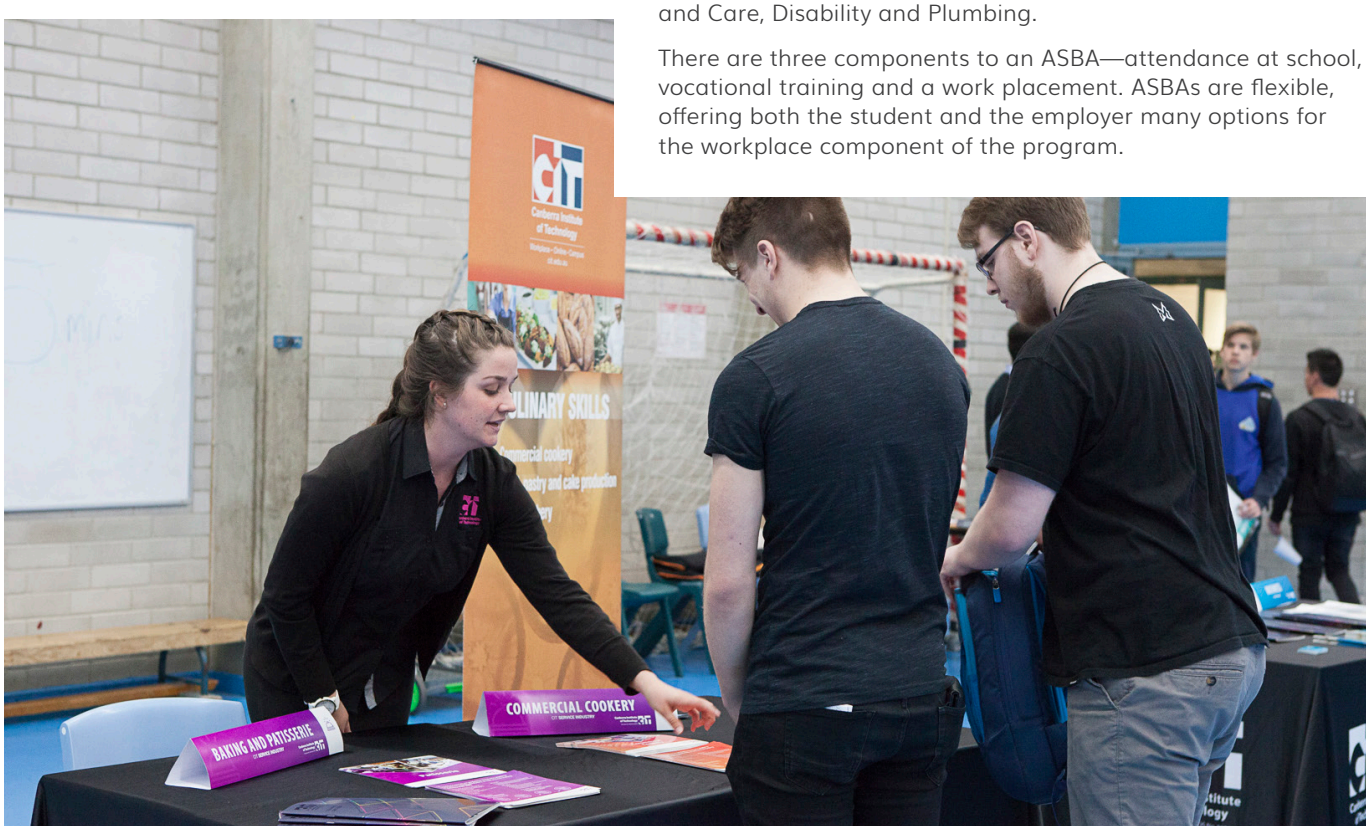
Structured Workplace Learning is a one or two week placement in the industry area students are studying as a vocational course. Students will gain insight into many aspects of the world of work through an industry placement with specific reference to their vocational area of study. Structured Workplace Learning placements are highly desirable to complete if a student is studying toward a vocational qualification.

Australian School Based Apprenticeships (ASBA)

Students can start an apprenticeship in Year 11, spending 1-2 days per week in the workplace along with formal vocational training. Australian School Based Apprenticeships are recognised on the ACT Senior Secondary Certificate and students receive an income, and a nationally recognised qualification (Certificate II or III level).

Hawker College has a wide range of employer networks within the ACT and can help students access ASBAs in a variety of industry areas such as Hospitality, Sport and Recreation, Horticulture, Hairdressing, Automotive Servicing, Information Technology, Business Services, Panel Beating, Electrical, Carpentry, Construction, Aged Care, Early Childhood Education and Care, Disability and Plumbing.

There are three components to an ASBA—attendance at school, vocational training and a work placement. ASBAs are flexible, offering both the student and the employer many options for the workplace component of the program.



BALANCE IN COLLEGE PROGRAMS

We encourage students to explore their personal interests and expand their knowledge and skills in many different areas. There are many activities for students to get involved in for fun, and for life!

Registered units(R)

Students can attain points toward their ACT Senior Secondary Certificate through the following activities recorded as 'R Units':

Sport and Recreation

Includes interschool sports such as Futsal, Netball, Beach Volleyball, Rugby League and AFL. Other sports and recreation units include: Badminton, Golf, Sports Coaching and Weight Training.

Leadership & Personal Development

Includes Student Leadership, Youth leadership, AST Preparation, Study Support, writing extension for bilingual students and public speaking.

Performing and Visual Arts

Includes School Band, Dance Performance, Stage Production, Theatre Sound & Lighting, Drama Production, Song Writing, Music Technology and Art Club.

Work Exploration

Includes working in the school cafe, White Card & Asbestos ans Silica Awareness training, Barista training, RSA, First Aid.

Extension programs & community activities

These include Debating, Young Achievers, Sustainability, mentoring for at-risk youth, youth forums and Science Olympiads.

Community Service

Students have the opportunity to develop the values, skills and understandings needed to contribute to civic wellbeing through a variety of activities.

Student wellbeing, interest and action groups

These groups are voluntary co-curricular programs driven by student action and interest. They help promote positive peer connections across the college community. In 2024 some of these include:

- Gaia - sustainability action group
- Rainbow Fusion - LGBTQI+ Advocacy group
- Board Games Club
- Sports Leadership Group

Other activities

- Performing Arts productions are staged throughout the year
- School Jazz Band
- Hawker Tree Day - everybody plants a tree!
- WINGS - Women in STEM Day
- Year 12 Formal
- Film nights & gaming days
- Charity work and fundraising
- Visiting speakers, concerts and other performances are held at lunchtimes
- Extended excursions including local, interstate and overseas
- Debating Teams, Mock Court and Moot teams also compete in ACT inter-school competition
- School Carnival

SPORTS DEVELOPMENT PROGRAM (TALENTED SPORTS)

Successful applicants of the Hawker College Sports Development Program will learn about principles of high performance, self-awareness and increase understanding of their prowess in their chosen sport. They will have their academic pursuits supported and monitored as well as be exposed to several health and wellbeing concepts such as nutrition, psychology and community expectations of athletes. With a major focus on strength and conditioning, injury prevention/ management, recovery techniques and game analysis, this program is designed to meet the needs of each and every individual regardless of their chosen sport.

Since inception in 2020, the program has forged highly successful and long standing community partnerships with several local businesses including Snap Fitness Charnwood, Embrace Pilates and Mobile Athletic Recovery to provide our students with relevant learning opportunities led by industry professionals. Some of the innovative ways these partnerships have benefited our program members include:

- Free access to local gym facilities
- Free individual and group fitness sessions led by qualified Personal Trainers
- Free educational sessions presented by leading industry professionals in the areas of recovery and rehabilitation
- Unique opportunities to experience a broad range of highly advanced strength and recovery techniques
- Free short courses focused on injury management strategies such as sports taping and remedial massage
- Guest speaking appearances from current and ex Olympic athletes.

The Hawker College Sports Development Program also prides itself on supporting aspiring athletes by providing pathways to further study in both tertiary and vocational areas due to it's successful partnerships with both CIT & the University of Canberra Health Hub. These partnerships mean that our athletes not only have the opportunity to experience parts of the courses they may study in the future, they also receive relevant information that will support them with their future participation in elite sport whether it be as a competitor, coach of official.

COLLEGE SPORT (R-UNIT)

At Hawker College we value the importance of physical activity and the positive effects it has on both the physical and mental health of young adults. We encourage students to participate in college sport by facilitating a wide variety of sporting opportunities to suit the needs of our students regardless of their sporting ability and activity preference.

Hawker College offers numerous competitive and social sporting activities each year including:

- Interschool social sport afternoons
- Intercollege Sport competitions
- Participation in ACT School Sport Gala Days
- Staff verse student social matches
- Group fitness sessions (located in the fitness studio)

Extra Curricula Sport Options

- Tennis
- Beach Volleyball
- Rugby League
- Lawn Bowls
- Rugby Union
- Touch Football
- Soccer
- Snowboarding & Skiing
- OzTag
- Badminton
- Netball
- Track & Field
- Squash
- Cricket
- Rugby League Girls
- Futsal
- Swimming
- AFL
- Golf
- Basketball
- Hockey
- Volleyball
- Mountain Biking
- Ultimate Frisbee
- Rock Climbing
- Ten Pin Bowling

INTERNATIONAL EXPERIENCES

To help develop our students as global citizens Hawker College is deeply connected to the international community through International students choosing to study with us from around the world. We also support our own students to participate in outreach programs such as International Exchange and excursions.

Student Exchange Programs

Hawker College encourages and supports students who wish to undertake international exchanges via established exchange organisations such as GAP, AFTS, STS, Southern Cross-Cultural exchanges, YFU, EF and Rotary.

We also host exchange students on a regular basis, so that guest students from Japan, USA, France, Germany, Italy, Scandinavia and other countries are often in the college.

Research students from overseas also visit Hawker College to explore different aspects of education.

International Excursions

Hawker College students also can travel and take part in projects overseas through research and youth organisations.

Overseas excursions are occasionally offered in various courses.

霍克中学欢迎您

Welcome to Hawker College

参与 | 启发 | 实现

Engage | Inspire | Achieve

International Private Students

Students from overseas can enrol at Hawker College and undertake a course of study leading to an ACT Senior Secondary Certificate and/or an ATAR.

International private students (IPS), are supported in their studies by an IPS Coordinator.

IPS students' language needs are supported through enrolment in English or EAL (English as an Additional Language). IPS students make a significant contribution to the life and culture of our College.

THE COLLEGE SYSTEM

The ACT operates a system of school-based curriculum and assessment within the policy and procedures of the ACT Board of Senior Secondary Studies (BSSS). Certification is based on continuous assessment over years 11 and 12, with students undertaking their first assessment tasks as early as week 5 in semester 1. The language of the BSSS can seem technical and confusing at first: we coach and guide families along the way!

The college system and certificate requirements

Units

A unit is a structured learning activity that is assessed and reported on. Each unit is attached to a course area.

Standard unit: At least 55 hours of study is required to produce one unit. This is usually undertaken at four hours per week for a full semester.

A Half Standard unit: At least 27.5 hours of study is required to produce a 0.5 unit. This is usually undertaken at two hours per week for a semester or four hours per week for a term.

Courses

Courses are groups of units in the same subject area.

Minor - At least 2 standard units. A typical minor is produced by taking one class in a subject area for one year.

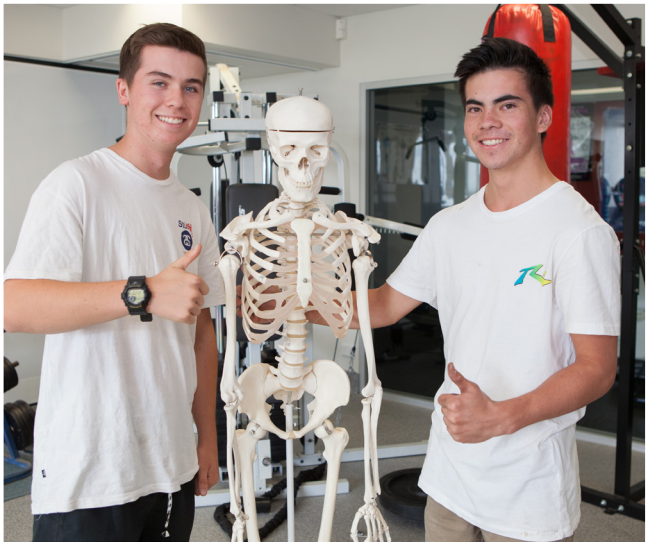
Major - 3.5 to 5 standard units. A typical major is produced by taking one class in a subject area for two years.

Major/Minor - 5.5 to 6.5 standard units. A typical major/minor is produced by completing 6 classes in a subject area over two years.

Double Major - 7 to 8 standard units. Typically, a double major is produced by completing 7 or 8 classes in a subject area over two years.

PLEASE NOTE

Not all courses have provision for Major/Minors or Double Majors. Students can do more than eight standard units in a course, however 8 is the maximum that will count toward the course score and academic package requirements.



Types of Courses

T Courses

T courses are approved courses which have been approved as preparation for higher education. T course scores are used in preparing the Australian Tertiary Admissions Rank (ATAR).

A Courses

A courses are approved courses that are suitable for a general education for students in Years 11 and 12.

V Courses

V courses are approved Year 11/12 vocational courses designed to provide knowledge and skills directly relevant to an area of employment and can lead to further vocational education and training. These courses have a workplace component, are recognised nationally and can provide new apprenticeship and traineeship opportunities both during and after college. Vocational programs may also be classified as A, T or M courses.

R Units/Courses

R units/courses are courses designed to further a student's social, artistic, sporting, cultural, personal development, leadership and academic progress.

W Units

W units are registered units that recognise time spent in required on the job placements as part of a VET program which has not led to the award of compentencies.

H Courses

H courses are targeted extension programs or first year university programs delivered in partnership with higher education providers. Hawker College students have access to all H courses.

M Courses

M courses are typically T and A courses that have been modified to allow students who satisfy specific disability criteria to engage in classes at an appropriate level.

E Courses

E classification is given to a vocational course that is delivered by an external Registered Training Organisation. Students can undertake any kind of vocational training course as part of their package in this way.

GRADUATING

Graduation from college is a significant milestone marking the end of formal schooling before adulthood. It is important to undertake a broad educational experience, and students should make the most of every opportunity Hawker College offers.

ACT Senior Secondary Certificate

This is generally completed in two years. However, students can negotiate to complete studies over a shorter or longer period.

To qualify for the ACT Senior Secondary Certificate students require a minimum of:

- at least 17 standard units and
- at least four minors and 12 standard units in T, A, H, M or E courses from at least three different course areas, including one English course.

Australian Tertiary Admission Rank (ATAR)

An ATAR is used to assess and compare the results of school-leaving applicants for entry to University. It is a number ranging between 99.95 and zero which reports your rank position relative to all other students.

Tertiary Entrance Statement (TES)

The TES is awarded if you meet the requirement of an ATAR. To qualify students must satisfy the following:

- At least 20 standard units completed.
- At least 18 of these units from T, A, H, or M courses.

These units must form a course package in one of the following patterns:

- Three majors and 3 minors or
- Four majors and 1 minor or
- Five majors.

A minimum of at least three majors and one minor must be T or H courses.

Students must sit all components of the ACT Scaling Test (AST), and at Hawker College are required to participate in all AST workshops, trials and forums.

Vocational Certificates

Students who successfully complete vocational courses are issued with nationally recognised industry certificates at level II or III, or a Statement of Attainment. These qualifications are recognised in all States and Territories within Australia, and can help to obtain entry into:

- a related higher-level course with advanced standing, at CIT or other institutions
- an apprenticeship or traineeship
- general employment
- an Australian School Based Apprenticeship (ASBA).

Unique Student Identifier (USI)

The Australian Government requires all students undertaking vocational training (VET) to have a Unique Student Identifier (USI). This 10 number and letter identifier will allow students to access their VET training records and results as a transcript from their online USI account. For more information, refer to **www.usi.gov.au.**

Choosing Courses

Students should choose courses that interest them and provide academic, vocational and employment skills suitable for their aptitudes.

All students are now required to study at least two consecutive units of English at T, A or M level. A course in Mathematics should also be chosen, as evidence of both literacy and numeracy is valued by employers and the continued study of these courses is assumed knowledge in higher education.

Consider a year 11-12 package as a two-year plan. Subject choices in any given semester should contribute to the goals identified for an A, T or M package and the pathways they may lead to after completing a college program.

We recommend visiting **www.bsss.act.edu.au/information_for_students** for excellent information.

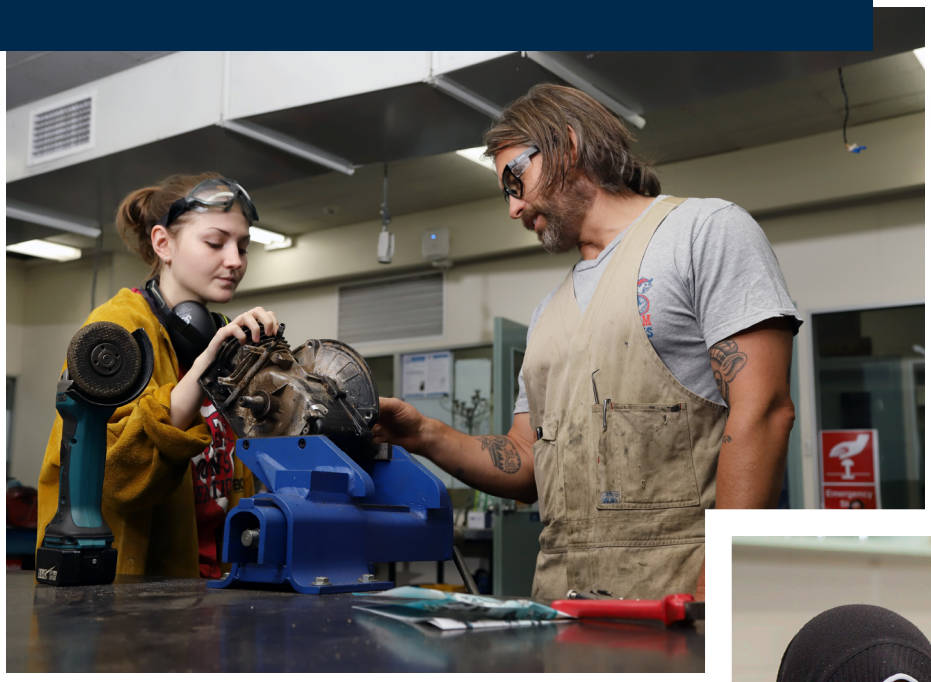
Board of Senior Secondary Studies (BSSS) Online Student Portal

Students are encouraged to monitor their Academic Package and progress in their BSSS Online Student Profile. Assessment item and semester unit results, VET qualification progress and ATARs are published here.

COURSE OPTIONS

Hawker College offers a broad curriculum designed to engage and inspire students to achieve their academic, vocational and personal potential. The following subject descriptions give an overview of course content and context to guide prospective students when deciding on a study package.

When choosing courses, students should consider their aptitudes, interest and future goals.



Biology

Biology (A/T)

Biology is the study of the diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Hawker College students will develop critical thinking and problem-solving skills. Students acquire an understanding of the scientific method, gain an understanding of modern techniques through hands-on activities, acquire experience in properly conducting controlled experiments, and develop skills in the reading of scientific literature.

Automotive Technology

Automotive Technology (A/M/V)

This course provides opportunities for students to develop relevant technical, vocational and interpersonal skills suitable for employment and further training in the Automotive Industry. It meets the needs of students who have a general interest in industrial technology trades as well as those intending to choose a career pathway into traditional trades and related service industries.

Students learn about the various operating systems in a car. This is a comprehensive course with a practical skills focus in an industry standard workshop. Students do not need prior automotive experience or understanding. The course covers the skills and knowledge required for Certficate II in Automotive Vocational Preparation (AUR20720) .

Business

Business (A/T/M)

Business students are immersed in the business environment, exploring contemporary business issues such as business structure, organisation, globalisation, communication, planning, finance, marketing and human resources. They investigate problems and challenges arising for businesses through case studies, investigations, and experiments. We use historical events to analyse relationships between theory and practice, the interconnection between stakeholders and other business influences, and to predict future trends.

Students practice their critical and creative thinking skills through developing evidence-based research and writing skills through the creation of their own theoretical business.

Business Services

Business Services (A/M/V)

Business Services is a practical course that prepares students for a career in office administration, customer relations and clerical work. Information management, relationship management, project management and workplace practices form the key areas of skills and knowledge for this course. Students can achieve the Certificate II in Workplace Skills (BSB20120) and the Certificate III in Business (BSB30120) in this Course.

Chemistry

Chemistry (T)

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet economic, environmental and social needs.

Hawker College students will develop analytical and problem-solving skills through examining and interpreting results and making evaluations based on limited information. Students learn to appreciate the world on the macro-scale, such as synthesis of medicine, plastics or biomolecules, while learning the underlying principles occurring on the molecular level.

Dance

Dance (A/T/M)

This course develops and improves skill in a range of dance styles both traditional and popular. The classes are appropriate for students with a classical ballet background, jazz, contemporary and other styles. Students with previous dance experience are challenged by this course and beginning students are supported in their development of dance skills.

Dance students participate in training workshops, learn to develop choreographic skills and develop dances to performance standard. Each year the dancers participate in Dance Festival and other arts events at the school, along with excursions to popular shows and dance productions. Students demonstrating particular interest and aptitude may be offered units from the specialised course. These units offer students further agency to explore innovation, interdisciplinary experimentation and entrepreneurship within the Arts.

Design and Emerging Technologies

Design and Emerging Technologies (A/T/M)

The Design and Emerging Technologies course will allow students to use the design process to explore and develop a range of solutions in the forms of wearable art, jewellery, conceptual artforms, costumes etc. This allows students to engage in a range of mediums and develop skills across a broad selection of materials such as timber, metal, ceramics and textiles and will include opportunities to explore 3D printing and laser printing technologies and associated programs.

This multi-disciplinary design course will allow students the opportunity to develop their critical and creative skills alongside their personal design aesthetic creating a portfolio of work over four semesters, giving students the capability to expand into many creative areas in their future pathways. The course will investigate the following units across the two years Design Process, Product Design, Design for Manufacturing and Innovation and Design.

Design and Graphics

Design and Graphics (A/T/M)

This course equips students to use technologies and creative processes to produce graphic design solutions. Students will learn how to use graphic design software, design to a brief for clients, and apply industry standards and practices through the development of their design projects.

This course provides pathways in a range of related fields such as architecture, industrial design, interior design, web design, user interface design, and fashion design.

Design and Textiles

Design and Textiles (A/T/M)

Design and Textiles focuses on design thinking and the application of the design process to create and develop practical solutions using textiles as a medium. Students learn about the textiles and fashion industry by exploring; fundamentals of design, emerging technologies, textile and fashion futures, history and culture, sustainability and ethics. Students apply problem solving skills in making appropriate design solutions.

A course of study in Design and Textiles can establish a basis for further education and employment in the design fields such as interior personal styling, fashion design, industrial design, costume design, production manufacture and textile technologies.

Designed Environments

Designed Environments (A/T/M)

The Designed Environments course focuses on the fields of architecture, interior design, urban design, landscape and sustainable building design. Students learn about 3D spatial design and apply problem solving skills in making appropriate design solutions to create attractive and functional spaces such as playgrounds, buildings and galleries. This course considers sustainability, aesthetics, human interaction, ergonomics, the ethical use of space and functionality.

Designed Environments forms a pathway for further study in areas such as building design, civil engineering, architecture, interior design, set design, landscape design, concepts design and furniture design.

PLEASE NOTE

Units from Design and Emerging Technologies, Design and Graphics, Design and Textiles, Designed Environments and Engineering can be combined to make a Design and Technology minor, major, major minor or double major.

Drama

Drama (A/T/M)

Drama is integral to our lives and is fundamental to how we communicate, express and explore ideas. This course involves making and responding to various theatrical works and stimuli, as well as developing individual creativity while enhancing students' ability to critically analyse dramatic works. In addition to developing enhanced communication skills applicable to all pathways, the Hawker College Drama program provides challenging and effective pedagogy to prepare students for exciting careers in the Arts and associated industries.

Students demonstrating particular interest and aptitude may be invited to undertake units from the specialised course. These units encourage agency and innovation, providing scope for interdisciplinary experimentation and entrepreneurship within the Arts. Students can participate in a range of major theatrical productions, enrichment programs, events and projects within the school and broader community and are encouraged to display and exhibit their work in these forums.

Earth and Environmental Science

Earth and Environmental Science (A/T)

Students investigate Earth systems and processes by exploring the physical nature of our planet, and the interactions between the Earth, our water, air, and living organisms. We integrate knowledge, concepts, models, and methods drawn from geology, biology, physics, and chemistry to develop an in-depth understanding of the world we live in and the changing Earth.

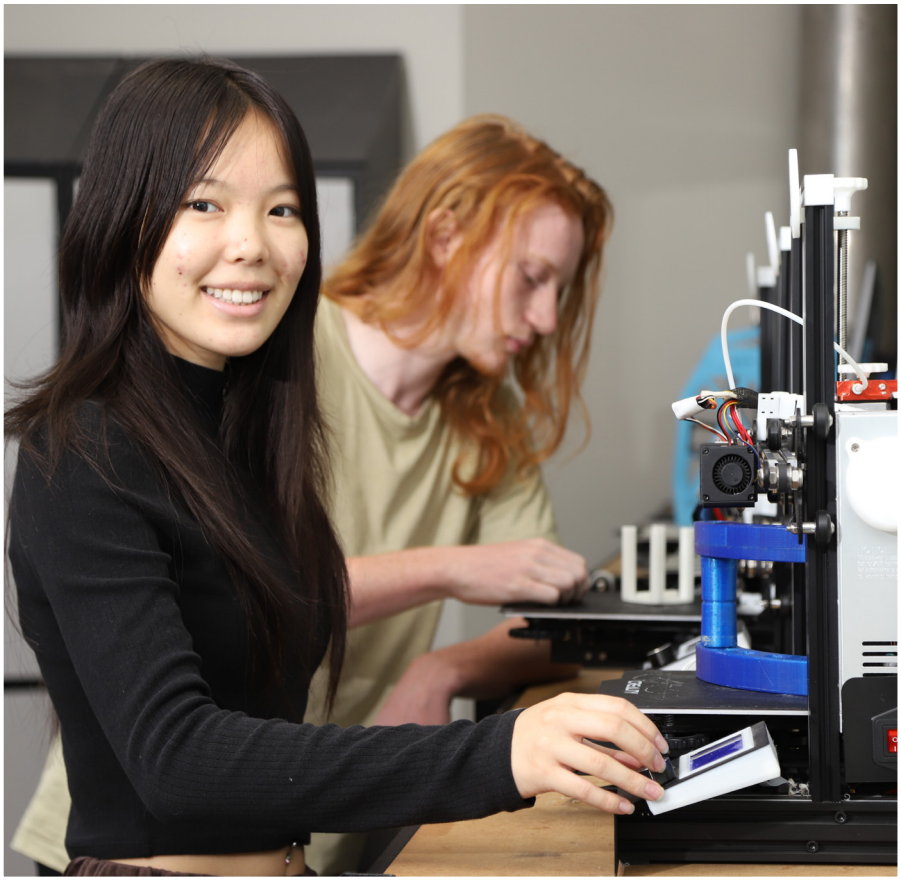
As well as our conceptual work, Earth and Environmental Science students undertake field work to position their understanding in the real world, emphasising how the systems and processes they've investigated affect the Canberra region and surrounding areas. Our field work includes investigating evidence of our local geology, ecosystems, our extraction and use of natural resources, and hazards from a changing environment.

Economics

Economics (A/T/M)

Economics is a study of the actions of individuals and societies, particularly as they relate to choices about satisfying needs and wants, and the utilisation of scarce resources. It uses theories and models to attempt to explain these behaviours. Students develop their knowledge and understanding of the structure and operation of Economic models.

Students develop the skills to create innovative solutions to Economic problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing commercial environment. Skills implicit in the study of Economics empower students to communicate in a variety of contexts.



Engineering Studies

Engineering Studies (A/T)

Engineering Studies introduces students to engineering principles and systems and is based on finding solutions to real-world problems. Students apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The course focuses on understanding the engineering design process, to develop products and to devise systems, components or processes that meet human needs. Students are required to undertake a variety of engineering design challenges which include activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping.

English

It is a BSSS requirement that all students complete a course in English (English T, Essential English A/M, Literature T or EAL A/T).

English (T)

English T is for students who wish to continue their studies at university level. To study at this level, students should have demonstrated strengths and a record of achievement in English at High School. Assessment tasks ask students to respond, create and investigate, commonly but not exclusively in the form of essays, short stories, poetry, oral presentations and podcasts.

The study of English develops students' ability to become effective users of language and producers of texts. English T focuses on developing evaluative, analytical, and creative thinking skills through a study of a diverse range of texts.

Literature (T)

Literature is best suited to strong students who are keen readers, with a genuine interest in the examination of complex, challenging literary texts. It is suitable for those students interested in pursuing literary studies beyond college. Literature can be combined with English T in a major, or to achieve a major minor or double major.

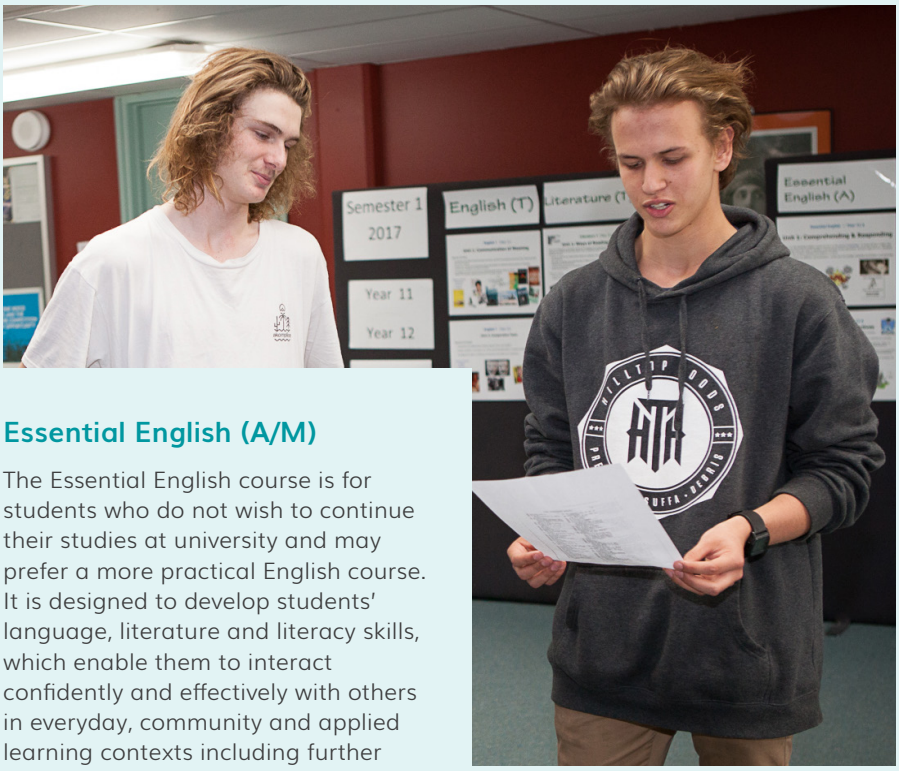
Literature fosters an appreciation for the power of language through study of literary texts, and develops students as independent, innovative and creative learners and thinkers. Students explore how literary texts from the past and present, from Australia and other cultures, shape our perceptions of the world.

They actively participate in detailed evidence-based literary analysis and in the creation of imaginative texts, inquiring into the relationships between authors, audiences, contexts, attitudes and values.

English/Literature (T)

The English/Literature course allows students to combine units from the English T and Literature T courses to achieve an English/Literature minor, major, major minor or double major. English and Literature units are cognitively similar. The key difference is in the range and type of texts studied. Literature units focus predominantly on literary texts; English units cover a wider range of text types.

Students may move between English and Literature or study both courses concurrently. English/Literature T gives students a broad experience of English and suits students who intend to continue their studies at university level.



Essential English (A/M)

The Essential English course is for students who do not wish to continue their studies at university and may prefer a more practical English course. It is designed to develop students' language, literature and literacy skills, which enable them to interact confidently and effectively with others in everyday, community and applied learning contexts including further education, training and the workplace.

Assessment tasks ask students to respond, create and investigate in a variety of forms including short responses, essays, creative responses such as short stories, visual or multimodal responses, and speaking activities such as interviews, oral presentations and podcasts. The course aims to build students' confidence and skills to empower them to succeed in a wide range of post-secondary pathways.

EAL- English as an Additional Language (A/T)

The EAL course is designed for students whose understanding and effective use of Standard Australian English is still developing. EAL is of equal value and rigour to other English courses, with an emphasis on developing academic and social English skills.

An explicit teaching of structure, language and social/cultural aspects of Standard Australian English benefits EAL students in their studies across all curriculum areas and for future study and work. It also assists students to engage effectively with the college and wider Australian community.

EAL students explore how learning in and through English language and literature influences social and cultural identities and ways of thinking. They develop skills to use different registers of spoken and written English, so they can communicate effectively in a range of situations and for different purposes.

Please note one unit of English T can be included in an EAL T major and vice versa.

EAL- English as an Additional Language - Bridging (A)

The Bridging EAL course assists students who are new to Australia to build their knowledge, understanding and skills in using Standard Australian English. With a focus on language and literacy, Bridging EAL provides a foundation for work, training or further study.

The course is designed for students who are in the early stages of English language acquisition and need assistance to develop their skills in speaking, listening, reading and writing English. It has a focus on communication skills. Hawker College EAL students may study Bridging EAL A in addition to EAL T/A to maximise their English language development.

Exercise Science

Exercise Science (A/T/M)

Exercise Science examines the biological, physiological, biomechanical, psychological, interrelationship and influences on performance and participation in physical activity. This discipline will equip students with knowledge and skills, for further study at a tertiary level as well as other training settings and pathways. Students develop insights into the science underpinning sports performance and movement.

This course will be useful for students considering studying physiotherapy, nursing and associated medical/health areas or teaching. It is also useful if students are intending to do Fitness and Recreation at CIT, or even if interested in coaching, sport; or would like to understand more about personal performance and how to live a healthy lifestyle.

Geography

Geography (A/T/M)

Geography students complete a series of depth studies to investigate the biophysical and human phenomena across our region so that we gain a better understanding of the interconnections between people, place, and the environment. We use a range of inquiry methods that value imagination and creativity, and incorporate scientific skills to evaluate evidence about the human impact on our environment. We use data from a range of sources to achieve this, such as maps, statistics, experiments, case studies, and field work.

Field work is an important component of our studies, allowing us to relate our conceptual knowledge with the physical environment. Our fieldwork includes exploring areas affected by natural hazards, changes in population and land use, areas affected by climate change, and urban planning in and around the Canberra region. These skills are central to our ability to understand our world and make informed predictions about future outcomes.

Global Studies

Global Studies (A/T/M)

Global Studies is the study of political, economic, social and cultural relationships of the world, promoting intercultural understanding by respectfully addressing sensitive issues arising from diversity of viewpoints, and the rights and responsibilities of individuals.

The Global Studies course teaches students to think critically about key global issues and to develop an understanding of international politics, global economic forces, intercultural relationships, international cooperation, and global citizenship. By developing skills of critical evaluation and reflection, it builds an understanding of different perspectives and ways of life, enabling students to become better informed, reflective, critical global citizens, and change agents. Students will examine the use of multiple, and often contradictory, theories and/or perspectives to see and interpret world systems.

Health and Wellbeing

Health and Wellbeing (A/T/M)

Health and Wellbeing studies are the study of biological, physiological, psychological, social and cultural influences on health and broader wellbeing.

Health studies prepares students for career and employment pathways in a range of sectors including and beyond traditional health professions such as allied health fields, social work, physiotherapy, audiology, nutrition, counselling, and a range of therapies. The course lays a foundation for both tertiary and vocational studies.

History

Ancient History (A/T/M)

The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a focus on the ancient societies of Europe, the Near East and Asia.

Hawker College students reconstruct the past using evidence from a range of literary, documentary, architectural and archaeological sources, and develop skills associated with the analysis and evaluation of historical sources. Students enjoy opportunities to join excursions to the National Library, the ANU Classics Museum and Sydney University's Nicholson Museum. Students may specialise in a course or may 'mix and match' units to suit their interests. No previous study of History is required.

Modern History (A/T/M)

The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Hawker College students can deepen their knowledge about world-changing events in modern times, with a huge range of topics to choose from. For example, they can start with revolutions in France and America, move on to explore the women's movement in Britain and Australia, focusing next on modern Japan or Germany, before looking at conflict in the Middle East and the Cold War. All students are welcome, including those who have not previously specialised in History.

Pre-Modern History (A/T/M)

The Pre-Modern History curriculum enables students to study life in the pre-modern period based on the analysis and interpretation of physical and written remains. The pre-modern period, as defined in this curriculum, is global in scope and covers the period c. 400-1750 CE.

Hawker College students can choose from many diverse cultures from the end of ancient times to the beginnings of the modern world - including 'medieval' history on a global scale. This course allows for fascinating comparisons of societies undergoing historical change, such as transformations caused by Vikings, Golden Ages of Elizabethan England and Renaissance Florence, conflict in Japan and Peru, and power in France and Prussia. All students are welcome, including those who have not previously specialised in History.

PLEASE NOTE

Units from Ancient History, Modern History and Pre-Modern History can be combined to make a History minor, major, major minor or double major.

Hospitality and Food Studies

Food Science and Nutrition (A/T/M)

In Food Science and Nutrition, students integrate the scientific method, knowledge and skills, and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases. In practical scientific investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating data in order to describe trends and clarify theoretical concepts related to food and nutrition. Food Science and Nutrition delivers two units in each of the two domains of study: food science and human nutrition. Students examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues related to the study of food and nutrition. They investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies have evolved and influence the health of individuals and communities.

The Food Science and Nutrition course enables students to connect with further education and training, university and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food production, food processing and nutrition technological developments, community services, hospitality and retail.

Food Studies (A/M)

In Food Studies students experience the role of food across a range of contexts, cultures, and experiences. They learn to value the contributions of primary producers, manufacturers, retailers, and cooks to the experience of a healthy and sustainable life. They explore and respond to the factors that determine food choices locally, nationally and globally. Through a series of units, students navigate the relationships between food and health, food choices, food communities and contemporary food. Australian food culture and the influence of immigration provides a rich focus throughout the course.

More broadly this course aims to develop interpersonal and intrapersonal skills that will assist them in their transition to employment and further education as well as provide them with lifelong skills.

Hospitality Industry (A/V/M)

Hawker College students will progress towards competency-based qualifications focusing on technical food preparation skills for restaurants and catering. The hospitality industry contributes significantly to the Australian economy and employs many people incorporating a wide variety of related skills sets. Hawker College provides authentic hospitality learning experiences as students prepare food for sale in our own hospitality training facility, 51 Bake, cater for functions and complete service periods.

Students work toward achieving Certificate II in Cookery (SIT20421).

Competencies achieved in this course are nationally recognised and contribute to further training and employment opportunities.

This course provides underpinning knowledge and skills for students who are interested in pursuing a career in hospitality and related industries and provides direct pathways to further training.

Students may also have the opportunity to study a Café services unit focusing on coffee, barista skills and patisserie fundamentals. Using specialised hospitality and patisserie industry equipment in a commercial hospitality environment, this unit provides underpinning knowledge and skills for students who are interested in pursuing a career in a café environment and provides a direct pathway to further training in this field.

Horticulture

Horticulture (A/V/M)

The study of sustainable horticulture encourages and enables students to develop an in-depth understanding of plant production through observation, experimentation, discussion, analysis and hands on experience.

In this course students will explore nursery system, maintenance and management, sustainability, conservation and food production horticultural practices. It will assist students in preparing for further studies or employment in the agriculture, horticulture or conservation and land management fields. Students may also study identified competencies from Certificate II in Horticulture (AHC20422) and the Statement of Attainment Certificate III in Horticulture (AHC30722).

Indigenous Culture and Languages

Indigenous Cultures and Languages (A/T)

In studying Indigenous Culture and Languages, students will explore identity, social justice and human rights issues relevant in local, national and global contexts with particular reference to the world's oldest continuing culture, the Australian Aboriginal and Torres Strait Islander peoples. The course provides learning that allows students to examine and reflect on how indigenous culture impacts on their own learning, and on the development of their knowledge and attitudes.

This course makes provision for students to engage with Ngunnawal culture and language in their own community. In addition, students will engage more broadly with indigenous language and culture in a range of contexts. The course would suit students with an interest in humanities, social studies and linguistics.

Human Biology

Human Biology (A/T/M)

The Human Biology course covers a wide range of ideas using the human life cycle as a means to create a close link between personal experience and theoretical content for students. Health issues that relate to particular life cycle stages are explored in relation to the structure and function of the human body. A wide range of factors that affect the homeostatic balance of the human body are explored. These include pathogenic attack, immune responses, hormonal imbalances, environmental factors, mental health issues and chronic disease.

Human Biology introduces students to the complex technical language and key concepts of the discipline. This provides a valuable foundation and enables students to make informed decisions about pathways into the fields of medicine and allied subjects (nursing, nutritional health, occupational therapy, osteopathy, para-medicine and physiotherapy, for example).

Information Technology

Data Science (T)

Data science is the basis of recommendation algorithms, natural language processing, computer vision, artificial intelligence in games and embedded devices, and many other modern scientific applications. Students model and implement digital solutions, manipulating, visualising and presenting data to influence decision making and predict the consequences of the actions of individuals, groups and large-scale social change.

Understanding both the power of these analytical techniques and the risks, challenges and ethical dilemmas they present, provides students with a solid foundation for further study, research and employment in a broad range of industries.

Digital Products (A/T/M)

Digital Products provides students with the knowledge, skills and understanding of practices, procedures and concepts relevant to working in an Information Technology workplace. Students use desktop applications, manipulate digital media and manage data. Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skill suitable for employment and or further training.

Students develop practical and relevant skills suitable to commence work in an Information Technology workplace. This course focuses on the skills and knowledge that create a foundation for this career path at a level that is accessible without substantial prior experience.

Digital Technologies (A/T/M)

Digital Technologies transform the way we communicate, learn, collaborate and work within our world. Students create new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They learn about computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies.

Students develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving. This course serves as a basis for further education and employment in the IT industry in a range of fields including programming, web development, robotics and games development.

Networking and Security (T)

Networking and Security focuses on network technologies and architecture, and the devices, media and services and operations in different types of networks. Understanding networks and the security implications of data transmission through networks is a critical part of developing digital solutions for a wide audience. The security of data and the implications of networked systems for data privacy are considered from many perspectives, including the technical implementation of secure protocols and the ethical challenges associated with providing encrypted communications and storage for all users.

Roles in industry where knowledge of networking is valued vary from system and network administrators through to site reliability engineers and cloud infrastructure developers that maintain complicated, distributed software and networks.

Robotics and Mechatronics (A/T/M)

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems.

Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing. Robotics and Mechatronics aims to build theoretical and practical knowledge to prepare students for technical pathways such as engineering, IT, electronics and science.

Languages

Beginning, Continuing and Advanced Languages

Beginning courses are for students with minimum prior experience in the language. Continuing courses are suitable for students with a basic working knowledge of everyday usage in the language, building on prior language learning, such as completion of language studies in high school. Advanced courses are for students who are background speakers with significant prior use of the language.

CHINESE

Beginning (T), Continuing (T) or Advanced (T)

Chinese is the language of communication for approximately one quarter of the world's population. It is one of the official languages of the United Nations. China has a significant profile in economic, political and cultural developments, both globally and in the Asia-Pacific region.

FRENCH

Beginning (A/T), Continuing (A/T) or Advanced (A/T)

French is considered as a language of diplomacy and culture. It is spoken by more than 200 million people on the five continents and in the Pacific. It is the most widely learned foreign language in the world after English. Many French and English words share the same origins from Latin and Norman French, which speeds up the path to communicative competency in French for speakers of English.

Offered through CIT Solutions Centre for Modern Languages, see page over.

GERMAN

Beginning (A/T), Continuing (A/T) or Advanced (A/T)

German is an important language in philosophy, science, music and literature. Germany has one of the world's strongest economies and is the biggest economy in western Europe. It is a leader in fields such as engineering and software development. English is closely related to German, with the connection going back to the Anglo-Saxon era, so many everyday words and many turns of phrase are similar.

Offered through CIT Solutions Centre for Modern Languages, see page over.

JAPANESE

Beginning (A/T), Continuing (A/T) or Advanced (A/T)

Japanese is spoken by more than 120 million people. The written language uses three kinds of scripts – Hiragana, Katakana and Kanji. The third of these has much in common with Chinese character script. Japan has a rich cultural tradition. It has the third-largest economy in the world and is an important centre for business, industry, technology, pop culture (including Manga) and martial arts.

Offered through CIT Solutions Centre for Modern Languages, see page over.

KOREAN

Beginning (A/T), Continuing (A/T) or Advanced (A/T)

Korean is spoken as a first language by more than 80 million people, according to Ethnologue. It is one of the four key Asian languages for Australian languages education. As a language using the phonetic Hangual system, the Korean alphabet makes Korean easier to learn than ideographic systems used by some languages. South Korea is one of Australia's most important trading partners. It is a leading player in manufacturing and information technology, as illustrated by the high profiles of car manufacturers such as Hyundai and phone makers such as Samsung.

Offered through CIT Solutions Centre for Modern Languages, see page over.

SPANISH

Beginning (A/T), Continuing (A/T) or Advanced (A/T)

Spanish is spoken by more than 570 million people. It is a Romance language and shares its Latin origins with several other European languages, including French, Italian, Portuguese and Romanian. It is the official language in more than 20 countries and is spoken by a growing number of people in the United States. There is a large community of Spanish speakers in Australia and in Canberra, where more than 4,000 speak the language at home.

Offered through CIT Solutions Centre for Modern Languages, see below.

TAMIL

Beginning (A/T), Continuing (A/T) or Advanced (A/T)

Tamil is spoken by approximately 78 million people. Tamil language is a member of the Dravidian language family, spoken in India and is also an official language in Sri Lanka and Singapore. Tamil is also recognised as a classical language. There is a large community of Tamil speakers in Australia and in Canberra.

Offered through CIT Solutions Centre for Modern Languages, see below.

CIT Solutions Centre for Modern Languages

CIT Solutions Centre for Modern Languages delivers courses in languages for senior secondary students who wish to study languages that are not available in their day schools or through other registered providers. Students receive unit credits towards the ACT Senior Secondary Certificate and if their course scores in languages are among their best four, these contribute towards their ATAR. Classes are held out of school hours at Ainslie School.

Students may be school-sponsored or family-sponsored for the cost of enrolment. We suggest that students who are doing their language course with CIT Solutions as part of their core study program may be sponsored by their college; and that those doing a course with CIT Solutions in addition to a full study program with their college may be family-sponsored.

For interested families and schools, visit **www.citsolutions.edu.au/courses**

Legal Studies

Legal Studies (A/T/M)

Students will explore the law, its institutions and processes, in a social, economic and political context. They will seek to develop their knowledge of how legal processes impact the lives of citizens and to evaluate the effectiveness of laws and consider opportunities for reform.

Students choosing Legal Studies will be provided with opportunities to explore legal principles such as justice, fairness and equality. Learners will examine both criminal and civil law and become familiar with the nature of human rights. Students will have the opportunity to select current legal issues to study. They are encouraged to become active and informed citizens and there are many opportunities for further involvement such as participation in Mock Trial Competitions, visits to the ACT Courts, Debating and the Constitutional Convention.

Mathematics

Essential Mathematics (A/M)

This course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This subject provides the opportunity for students to prepare for post-school options of employment and further training.

Essential Mathematics will enable students to develop the skills to use maths confidently in their daily lives. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

Mathematical Applications (T)

This course is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or CIT.

Mathematical Applications focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

Live Production and Services

Live Production and Services (A/M)

Live Production and Services focuses on the technical and design choices, processes and skills required to support live and blended performances in an increasingly technological industry. Students develop knowledge and understanding of sound, light, audio visual elements, stage management, design, and construction. They develop the technical skills and knowledge for the creative application of traditional and emerging technologies of the live production industry across a broad range of contexts such as live music, theatre, events, artistic installations, and exhibitions. Students examine industry practices and processes for a variety of purposes. They investigate the purpose of live production, occupations, future directions, and trends. Students develop skills in communicating orally, and in written and graphical modes to develop and deliver technical and design specifications.

The course also provides for the development of employability skills such as communication, critical and creative thinking, problem solving, and teamwork, which are transferable to other industry areas. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study, and recreation, assisting them to make informed choices.

Mathematical Methods (T)

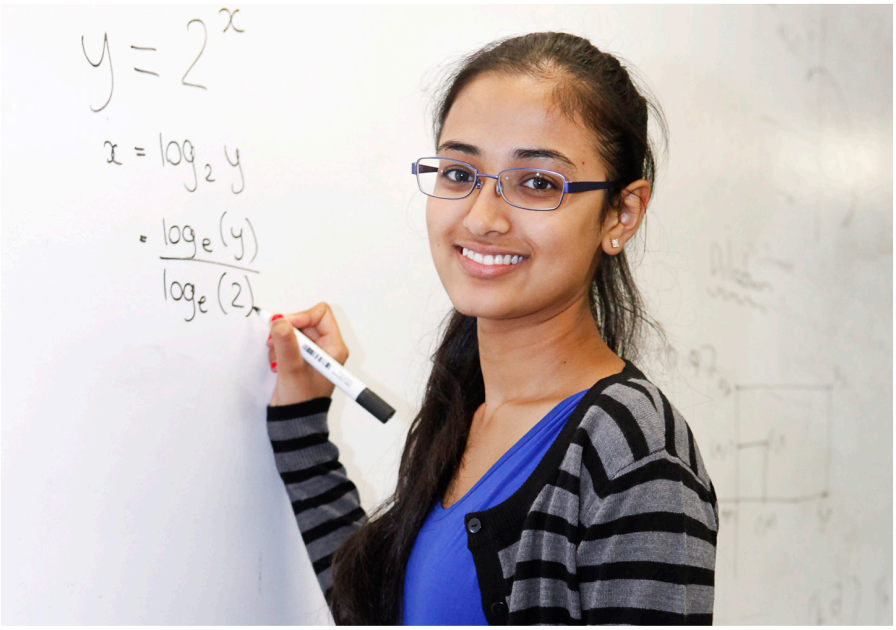
The major themes of this course are calculus and statistics. Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

This course provides a foundation for further studies in disciplines in which the mathematics of calculus and statistics have important roles.

Specialist Methods (T)

This course extends and develops the Mathematical Methods T course. The major themes of Specialist Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity.

Specialist Methods is designed for students whose future pathways involve mathematical and statistical applications in a range of disciplines at the tertiary level. In addition, this course is designed for students who wish to pursue the study of mathematics itself.



Specialist Mathematics (T)

This course should be taken in conjunction with Specialist Methods. It is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Students will be able to appreciate the true nature of mathematics, its beauty and its functionality. There is a sound logical basis to this course, and in mastering the subject students will develop logical reasoning skills to a high level.

Media

Media (A/T/M)

This course is the exploration of digital creativity. Students examine a range of digital mediums to develop their skills to become confident professional storytellers. Students will learn to instinctively adopt communication technologies in the production of media products, working across a range of different platforms. Digital creativity is highly sought after in sectors like the arts, advertising, game design, film making and more.

Media students develop skills in written and oral communication, as well as digital production skills in a range of programs. The course suits students who are interested in media, journalism, film making, photography, event management, advertising and public relations. Students demonstrating particular interest and aptitude may be offered units from the specialised course. These units offer students further agency to explore innovation, interdisciplinary experimentation and entrepreneurship within the Arts.

Metal Products

Metal Products (A/M)

Metal Products is for students with an interest in practical metalworking skills. The course has a large practical component with students developing relevant technical skills to design and make a range of metal products.

Students learn about industry practices, processes, procedures and concepts such as technical information, materials, sustainability, equipment and work health & safety (WHS). The course has scope to meet the needs of those who wish to pursue employment in industry or those who would like to learn to work with metal for creative interest.

Music

Music (A/T/M)

Students explore a diverse range of music styles through performance, composition and musicology. Students are provided with a variety of stimulating performance opportunities throughout the year. Hawker College has a school band and a focus on performing, song writing and audio production in contemporary styles.

The Music A/M course caters for all levels of musical ability, whereas the T course is for students with a background in music. Research has proven the many social, physical and intellectual benefits of a music education. Music has a wide range of real-life applications from performance and community involvement to audio technician skills for live and studio performance. Tertiary pathways may be vocational, and music overall adds to a well-rounded tertiary package for university entrance. Students demonstrating particular interest and aptitude may be offered units from the specialised course. These units offer students further agency to explore innovation, interdisciplinary experimentation and entrepreneurship within the Arts.

Outdoor and Environmental Education

Outdoor and Environmental Education (T)

Outdoor & Environmental Education provides students with skills and knowledge to understand the role of the environment in mental health and physical wellbeing. It allows students to safely and respectfully participate in physical activity in diverse outdoor environments via skiing, surfing, canyoning and other excursions, and to understand the concept of discriminating between risk and challenge and to develop social and leadership skills. Students develop insights into environmental sustainability, particularly in local contexts.

The study of Outdoor and Environmental Education provides pathways to further study in both tertiary and vocational areas as well as providing foundations for life-long enjoyment of the outdoors and respect for the environment.

Outdoor Recreation

Outdoor Recreation (A/M)

The course will be relevant to students who have an interest in outdoors activities and the natural environment, or who may be considering future careers in the outdoor recreation industry. The course is designed to provide a balance between practical activities and theoretical content. Students can participate in in a variety of outdoor experiences including rock climbing, mountain biking, skiing/ snowboarding, bushwalking, canoeing, surfing, kayaking, and other land and water-based activities.

Content includes theory about outdoors activities, specific skills (e.g. leadership and planning) as well as knowledge of the natural environment, personal and interpersonal motivations, and information about outdoor industry classifications and opportunities.

Philosophy (A/T)

Philosophy (A/T)

Philosophy empowers students to reflect on themselves and the world. They investigate the challenges faced by individuals and society and interrogate approaches used to address questions, and consider solutions to, those challenges. Students critically analyse and deploy philosophical ideas from a range of periods and cultures to understand enduring problems and critique accepted wisdoms and arguments about solutions. They refine analytical and critical thinking skills and learn to question and challenge assumptions about the world around them.

Students develop the skills of philosophical inquiry, such as logic, textual analysis, respectful dialogue, and the precise communication of ideas that allow them to evaluate, apply and communicate philosophical ideas and their conclusions about self, life, and the world logically and coherently. In doing so, students develop general capabilities in thinking, research, literacy, and skills applicable to all areas of study and life. Many students find that many parts of philosophy shed light on and underpin their studies in other subjects, such that Philosophy becomes a nexus for the acquisition of knowledge. Units studied include: Knowledge and Knowing, Existence and Reality, Judgement and Value and Philosophy in the World.

Photography

Photography (A/T/M)

Images are the language of photography, and are used to represent, question and communicate concepts and ideas. The study of photography enables students to experience photography as producers and as audience members. The course offers students the opportunity to work in black & white darkroom photography and digital photography. Students demonstrating particular interest and aptitude may be offered units from the specialised course. These units offer students further agency to explore innovation, interdisciplinary experimentation and entrepreneurship within the Arts.

Students who are considering further study in the Photography, Visual Arts, Design, Architecture, Web Design, Media and Education should consider this course. More broadly these courses can help students learn about their camera and how to take photos for travel, special events and general interest. The study of Photography equips students with life skills whilst also providing continuity with many tertiary and industry courses.

Physical Education Studies

Physical Education Studies (A/M)

This course is designed for students with an interest in physical activity, personal fitness, sport and recreation. A mainly practical course, it also caters for students who would like to gain coaching accreditation or learn how to organise and manage various competitions. It is a suitable foundation for students considering various fitness and recreation courses at CIT.

The course aims to build your self-confidence and develop skills and attitudes, which may lead to sustained interest in leisure activities in post college years.

Physics

Physics (T)

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large.

Hawker College students will develop skills in problem solving and analytical thinking as they explore the content of this course. Practical work will emphasise the application of theory to solve extended, open ended tasks. Well-developed skills in algebra are highly recommended for students considering this course.

Politics

Politics (A/T/M)

Politics is the study of power, influence, authority, legitimacy, conflict and political systems at both national and global level. Through this study, students explore concepts institutions, processes and practices in a political context to investigate, question, critically analyse and evaluate their personal view of national and global political issues, problems, movements, events and the forces that shape these and responses to them.

Politics provides students with the opportunity to develop their skills in research, analysis and evaluation of information. Using logical and coherent arguments, students will explore the implications and consequences of decisions made by individuals, organisations and governments.

Psychology

Psychology (A/T)

Psychology is the scientific study of how individuals and groups think, feel and behave. It gives students a better understanding of themselves and others. The study of psychology is useful for most career paths: medicine, human resources, academia, business, marketing, defence forces, social and community work. The study of Psychology at T level is helpful for further tertiary studies in the area.

Hawker College students will understand how individuals think, feel and act within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

Senior Science (A/M)

Senior Science (A/M)

Senior Science aims to capitalise on the innate human curiosity and desire to understand the universe. The study of Senior Science encourages and enables students to develop an understanding of the universe through observation, questioning, experimentation, discussion, critical analysis and creative thinking. Students explore key concepts and models through active enquiry into phenomena and through contexts that exemplify the role of Science in society. They learn how an understanding of Science is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. The subject explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of scientific knowledge. Scientific processes challenge current understanding and are continually re-evaluated. Students are constantly encouraged to examine and reconsider their understanding of scientific concepts, their inquiry methods and phenomena. The study of Science equips students with the skills to be independent thinkers and life-long learners who are confident to pursue a wide range of study pathways and careers.

This course takes students through a semester of each of: Biological Science, Environmental Science, Chemical Science and Physical Science. Each unit focuses on two topics ranging from Animal Science, to Disaster Management, to Astronomy. This course aims to deliver an accessible and broad development of the fundamental skills and knowledge that enables further success in understanding the world and universe around us.

Social and Community Work

Social and Community Work (A/T/M)

In Social and Community Work, students explore the ways in which communities are shaped and operate. Contemporary society is characterised by rapid change. This course is designed to equip students with the knowledge, understanding and skills to participate in, and make a contribution to, the field of social and community work. Consequently, Social and Community Work draws upon theories, concepts and ideas from the social sciences and science to understand society.

Developing understanding and empathy about society and the lived experiences of different members of a society provides insights for students interested in working with people and organisations to empower others. Students develop an understanding of how individuals and groups might be enabled and empowered, and the importance of advocacy. The course also provides for the development of employability skills such as communication, critical and creative thinking, problem solving, and teamwork, which are transferable to other industry areas. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study, and recreation, assisting them to make informed choices.

Sociology

Sociology (A/T/M)

Sociology is the study of how individuals and groups think, feel, and behave. Students develop their knowledge and understanding of theories, concepts and perspectives to explain behaviour. Students develop skills which promote objective thinking and apply evidence-based research for understanding and interpreting human behaviour.

This course enables students to understand how individuals function within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others. The study of Sociology provides continuity with many tertiary and industry courses.

Sports Development

Sports Development (A/M)

Sports Development is an integrated study that focuses on specialised sports development for the individual. Students learn about principles of high performance, self awareness and understanding of their prowess in an individual sport. They learn about and practice ways of maintaining elite performance. This course prepares students aspiring to participate in elite sport.

The study of Sports Development provides pathways to further study in both tertiary and vocational areas as well as providing foundations for future involvement in elite sport as a competitor, official or administrator.

Please refer to page 16 for more information on the Sports Development Program.

Stage Performance

Stage Performance (A/M)

Students undertaking the Stage Performance unit will be required to perform in the college Drama Production. In Stage Performance, students learn as performance artists aiming for industry standard, by making and interpreting a play, musical theatre or multimodal performance that communicates to audiences. They learn as audiences, by responding critically to stage performances. Students develop skills in appreciating, creating, performing, and producing stage performances independently and collaboratively for a range of contexts. Students learn as they engage with history of the stage performance genres, technical skills across disciplines, theories, and concepts, and become literate in the vocabularies and ideas of a range of styles and forms.

Stage performers become highly skilled at working with others and communicating clearly to achieve joint outcomes. They develop production skills and hone practices that present ideas and projects in ways that engage target audiences. Students develop empathetic awareness and skills in the practice of collaborating with others respectfully and apply Work Health and Safety standards.

Timber Products

Timber Products (A/M)

In Timber Products students learn to use tools and timber materials to design and create timber products. They learn skills that are useful for life, for recreation or as a transition to employment or further education.

Students learn about industry practices, processes, procedures and concepts such as technical information, materials, sustainability, equipment and work health and safety (WHS). The course has a large practical component with students developing relevant technical skills to design and make a range of timber products.

Visual Arts

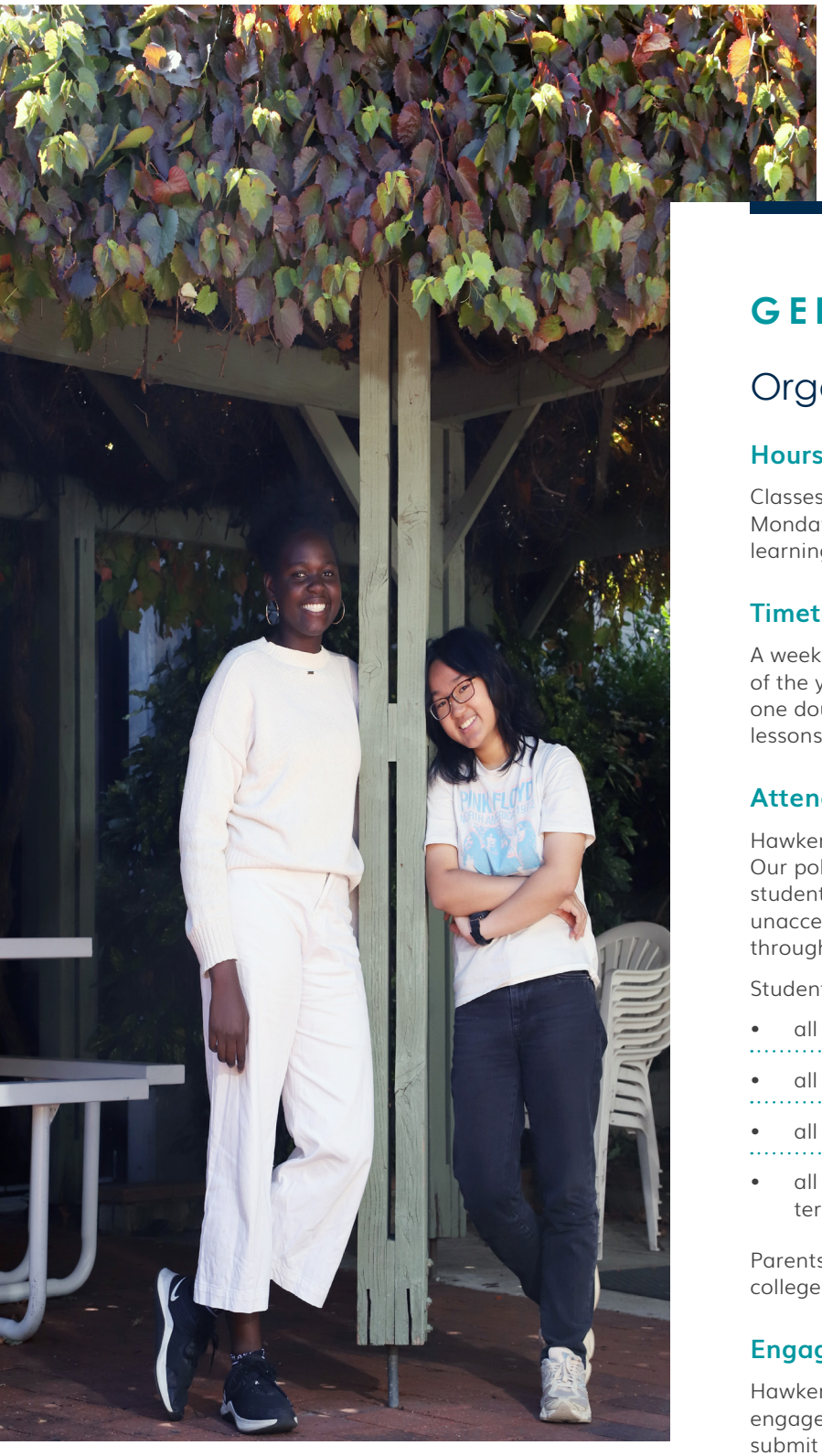
Visual Arts (A/T/M)

Visual Arts is integral to our lives and is fundamental to how we communicate, express and explore ideas. This course involves making and responding, focussing on nurturing the development of individual creativity while enhancing a student's ability to critically interpret, analyse, evaluate and express themselves. It provides an excellent foundation and preparation for future pathways in employment, creative industries or further tertiary study in the creative arts.

Year 11 students experience both ceramics and visual art before electing their year 12 study pathway. Students experience Teacher Directed and Student Directed practical tasks while maintaining a Visual Diary, research and written tasks.

Students can participate in a range of enrichment programs, events and projects within the school and the local community. Students develop their skills in visual presentation and are encouraged to display and exhibit their work in the school and wider community.

For students wishing to further extend themselves, a Specialised Visual Art Course can be offered as additional units of study for aspiring young artists to hone their creative talents and explore the diverse realms of visual expression and the creative industry.



GENERAL INFORMATION

Organisation for Students

Hours of Operation

Classes operate between 9:20 am and 3:20 pm from Monday to Friday. Students will also have an independent learning component to complete each week for each class.

Timetable Operation

A weekly timetable is given to students at the beginning of the year. A typical week includes two single lessons and one double lesson in each subject, adding up to twenty lessons in the average study package.

Attendance

Hawker College sets high expectations for attendance. Our policy is to ensure that there is follow-up with students and parents should attendance patterns become unacceptable. Feedback to parents is also provided through SMS messaging.

Students are expected to attend:

- all classes for enrolled units
- all Home Group sessions
- all college meetings.
- all AST preparation activities if they are undertaking a tertiary package

Parents may request attendance information from the college at any time.

Engagement

Hawker College monitors and measures student engagement every fortnight. Students must attend classes, submit all work and participate in all learning activities in order to satisfy requirements. The ACT Board of Senior Secondary Studies (BSSS) Policy is that students are to be given a V grade (void) if they do not participate in at least 90% of structured learning activities in a unit, or if they fail to complete at least 70% of the assessment for a unit without an approved exemption.

Communication with Students

Home Group session (Home Group)

Students are assigned to a Home Group upon enrolment. Home Group meetings are on Mondays from 12:30–1:00 pm. Students must attend all Home Group meetings as essential information and support is provided.

Social Media

Important information for students, staff and parents is regularly posted on Hawker College's Facebook and Instagram sites. We encourage you to follow these sites to keep abreast of special events, extra-curricular programs, Careers and Work Experience (WEX) opportunities and other information.

College Meetings

These student meetings are conducted by members of the Student Leadership Group (SLG), in collaboration with members of staff, and are held throughout the year. Attendance is required as valuable information is shared at these meetings.

Hawker College Newsletter

Twice each term, a college e-newsletter is published. Parents are requested to ensure that we have up-to-date email contact details for these and other notifications for the school community.

Careers Newsletter

A college careers e-newsletter is published regularly. We encourage parents and students to read this, as it contains valuable information and opportunities for all students. A link to this can be found on our website.

Digital Video Communication (DVC)

Several video monitors are placed around the school to relay messages to the student body and to the staff. The information on this system is updated regularly.

Google Classroom

Every class has an associated "Google Classroom" (GC), an online platform where class work, assessment items, discussions and announcements are posted. Students are expected to actively engage in their GC streams consistently, including the independent component of their classes. Parents can also request access to their student's GCs. There is also a year level Google Classroom which is an important source of information relevant to students in that year group.

Hawker College Website

Public access to college information is available on the Internet at **www.hawkerc.act.edu.au** and via **Facebook** and **Instagram** (links provided on the Hawker College website).

Phones and Devices

Recognising that smart phones and devices are integral in today's society, students may bring these to school. However, phones are not permitted to be used in class and/or other learning activities unless under explicit direction of the teacher, where their use is restricted to work purposes.

BSSS Social Media and Website

The ACT Board of Senior Secondary Studies provides valuable information, updates and reminders regularly on their website at **www.bsss.act.edu.au** and via **Facebook** and **X** (formerly Twitter). Additionally, they publish a quarterly Student Newsletter, an excellent source of important information about the ACT Senior Secondary System, which is shared with students and available on their website.

Key Communications and Events for Families

Hawker College encourages communication with parents and carers to ensure that as much support as possible is given during the senior years of secondary education. We have a carefully planned schedule of events and communications to support you at each step into, through and beyond college.

Course Information Evening

For newly enrolled students, this event is designed to explain the ACT College system in detail and offer students and families an informal opportunity to discuss course options with staff to better inform their subject selections. It is held one week before Subject Selection Evening.

Subject Selection Evening

This event follows on from Course Information Evening and allows parents and students to attend a one-on-one meeting with a Hawker College staff member and receive mentoring and support through the subject selection process. This evening builds on information received throughout the college transition process in supporting students to choose relevant and appropriate pathways for Year 11 and 12. Should students change their mind after this evening occurs, selections can be altered by contacting the school up until the start of the following semester.

Meet the Teachers Evening

This event, which is held in Term 1, is an opportunity for parents to meet with the staff on an informal basis and to make links with Hawker College.

Parent Teacher Evenings

Held mid-semester, twice a year, this is an opportunity for parents to obtain feedback on their student's progress.

Parent Forums and Afternoon Tea with the Principal

These events provide information and opportunities for discussion on key issues and processes in support of students.

Reports

A progress report is issued in Term 1 and Term 3 prior to the parent teacher evenings which gives an indication of current progress, along with teacher's comments. A written report including results is issued at the end of Semester 1 and Semester 2. This report gives a full summary of the grades and scores awarded for all units studied. It also contains an A–E summary for applicable courses.

Parent Portal

Parent Portal is a secure online platform to share information between parents and carers and their student's teachers. It is a web-based platform that can be accessed on a mobile phone, tablet or computer.

The College Board

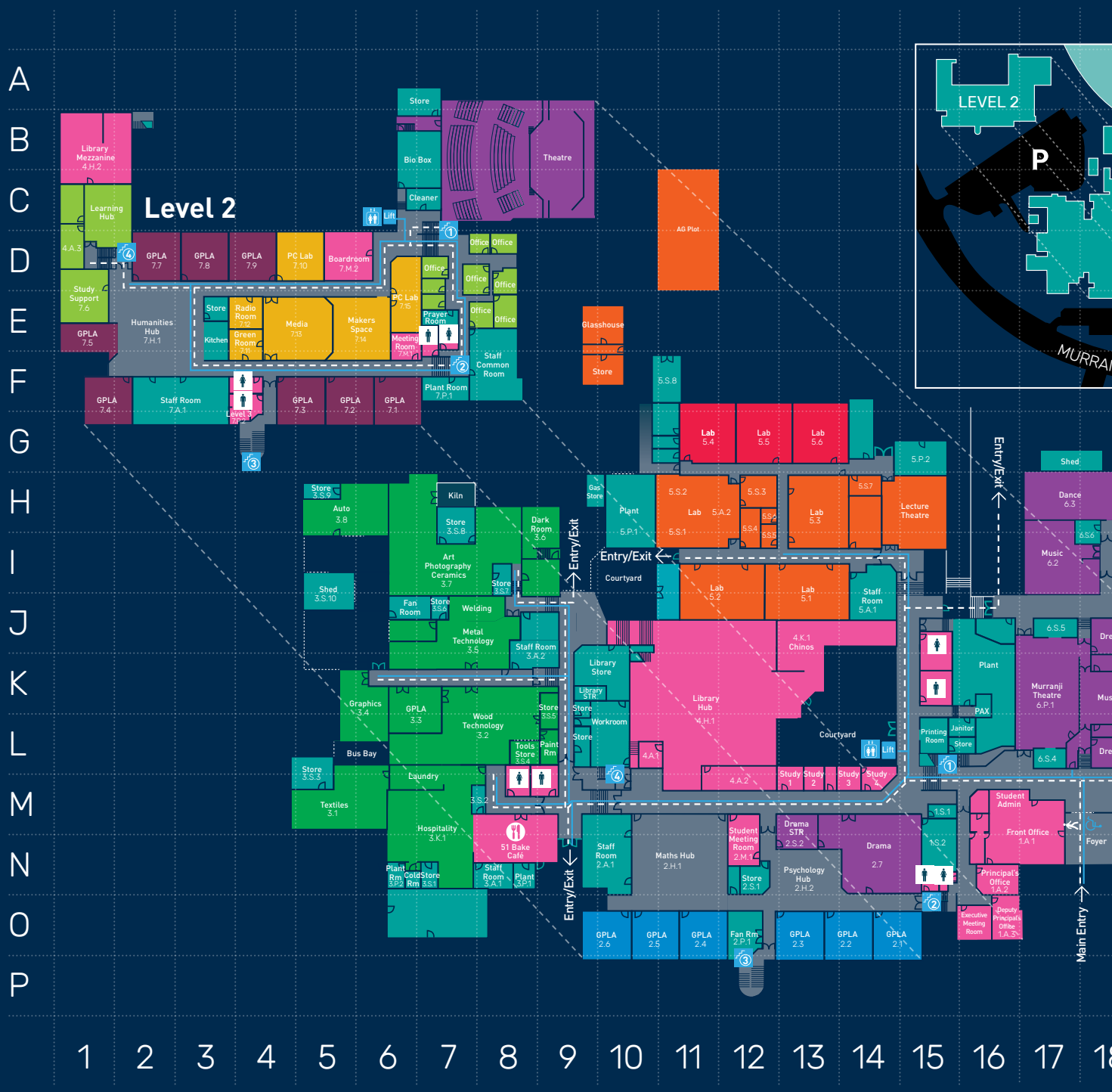
The Hawker College School Board meets regularly to make policy decisions on curriculum, finance and other matters.

The Board consists of two elected parent representatives, one community representative, two student representatives and two staff representatives, as well as the Principal and a Departmental nominee. Meetings are held in the college boardroom.

The Board also provides parent and community support to the college and acts as a forum for community opinion. The Hawker College School Board is always interested to hear from new and prospective parents, they can be contacted at info@hawkerc.act.edu.au

CAMPUS MA

SERVICES | DESIGN | HEALTH | HUMANITIES | MATHE



AP

hwkc.me/info

MATICS | PERFORMING ARTS | SCIENCE | STUDENT SERVICES | TECHNOLOGY

SERVICES

Boardroom	D5
Chinos	K13
Deputy Principal	O16
Front Office	M16
First Aid	M16
Library	J-L11
Lift to LEVEL 1	L14
Lift to LEVEL 2	C6
Lockers	K19
Principal	N16
51 Bake Café	N8

DESIGN

Automotive	H5-6
Graphics	K5
Hospitality	M-N6
Metal Technology	J7-8
Photography	I8
Textiles	M5
Visual Arts	I7
Wood Technology	L7-8

HEALTH

Exercise Science	G12
Fitness Studio	M22
Gymnasium	M-P20
PE	G12
Sports and Recreation	G13

HUMANITIES

English	D3-4, E1, F1-6
EALD	F6
History	F1
Legal & Global Studies	F5
Politics	F1

MATHEMATICS

Business	O14
Languages	O14
Maths Hub	N11
Pyschology	O13

PERFORMING ARTS

Arts Hub	J20
Dance	H17
Drama	N14
Murranji Theatre	K17
Music	I17

SCIENCE

AG Plot	C-D11
AG storeroom	F9
Glasshouse	E9
Labs	H11-13
Lecture Theatre	H15

STUDENT SERVICES

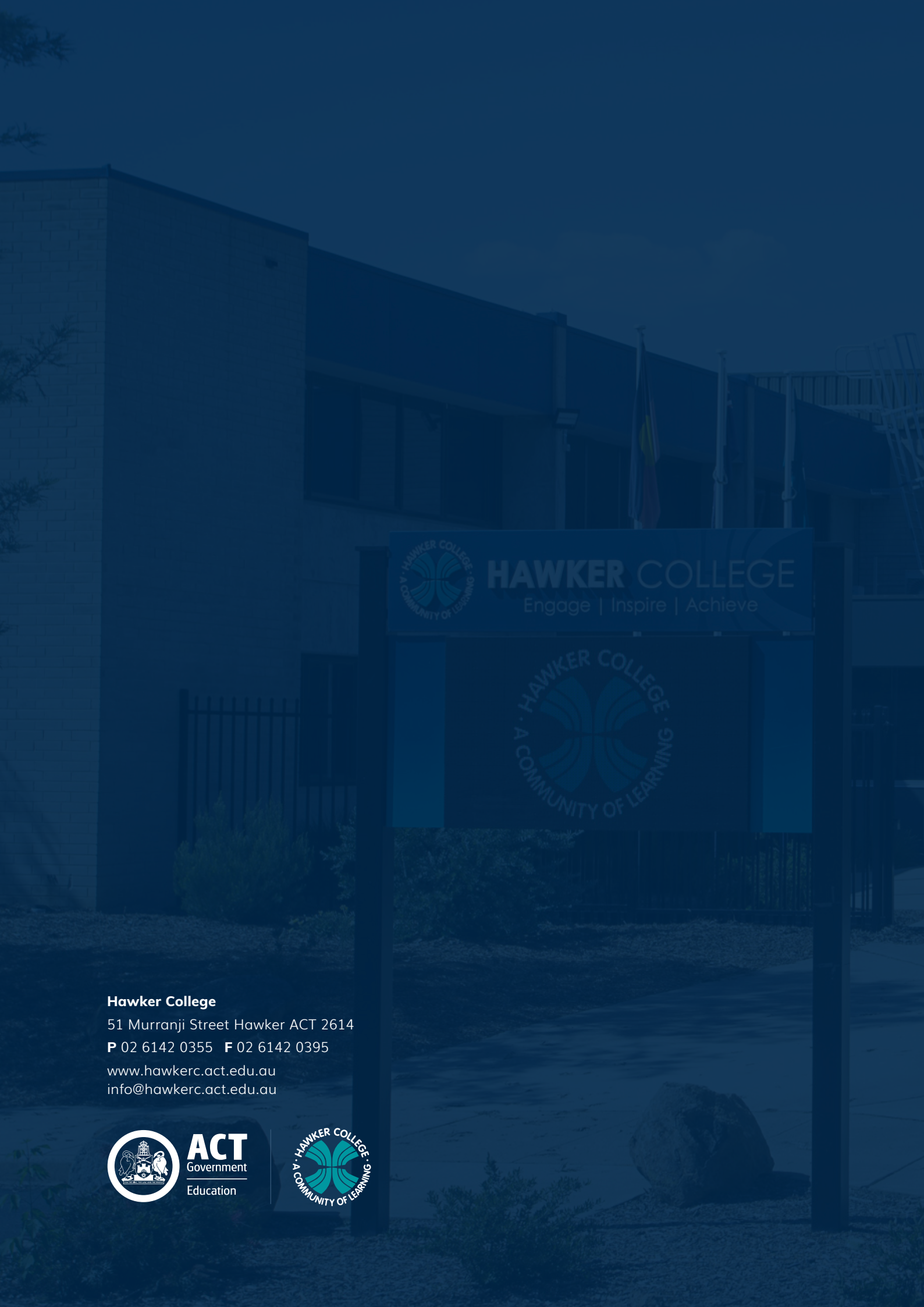
Careers & Work Experience	D8
Psychologist	D7
Learning Hub	C-D1
SLC (Executive Teacher)	D8
Study Support	E1
Year Coordinators	D8
Youth Worker	E8

TECHNOLOGY

Electronics	E6
Engineering	E6
IT Labs	D4-5
Media	E5
Programming	D-E6

LEGEND

- Female toilet
- Male toilet
- Unisex accessible toilet
- Lift
- Staircase
- Stairs
- Bus stop
- Parking
- Disabled parking
- Walking route
- Disabled access



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ACT Government Education

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