

YEAR 10 AT USC

Ready for Senior School?

Try a learning challenge with a difference.

BE READY FOR UNIVERSITY



WELCOME, YEAR 10 STUDENTS!

Year 10 at USC offers an exciting opportunity and significant flexibility for students who require acceleration and challenge in their learning. The USC Year 10 experience combines a range of Year 10 and some Stage 1 subjects and most importantly provides a learning environment where everyone wants to learn.



As parents are partners with USC their involvement in our College is critical – from Meet the Mentor nights, Parent Guest Speaker Nights and Parent-Teacher interviews.

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Year 10 at USC follows the Australian Curriculum and includes English, Mathematics, the Arts, Sciences, Humanities and the PLP.

You'll also get a taste of subjects to help with your Stage 1 program. We are a school focussed on your pathway to university but we know that subjects like Philosophy, Civics and Entrepreneurship and Psychology are also important and broaden your thinking and educational experience.

To help you settle into your new school, our transition programs will make you and your family feel welcome at USC before you start. You'll have the chance to meet the Dean and our mentors. O Week at the start of the year familiarises you with our school, the Adelaide University campus and the city cultural precinct. There will be chances to engage in activities together – from Fringe shows to adventure.

Once you've started, our mentoring and wellbeing programs will provide support. We understand that to learn you need to feel good about yourself and your studies.

USC IS A PLACE OF INCLUSION AND CONNECTION, WHERE DEEP RELATIONSHIPS ARE VALUED BETWEEN STAFF, STUDENTS AND STUDENT TO STUDENT.



FAST-TRACK YOUR DEGREE

At USC, our flexible timetable makes it possible to study above your year level – whether that means taking a Stage 2 subject in Year 11 or studying at Adelaide University while at Year 12.

University subjects taken through Adelaide University's Headstart program can count toward your SACE Stage 2 and your ATAR, and may be credited to your degree studies at the University.



Our teachers understand there is much more to learning and to young people today.

HOW WE TRACK YOUR PROGRESS AND SUCCESS

Regular feedback is provided in class and through reports issued each term. Interviews between parents and staff are held in Terms 2 and 3.

These give a complete picture of your progress – the interviews give parents the opportunity to discuss student well-being and academic progress while the reports include information about performance, attitude, effort and attendance. You are also able to seek feedback from teachers in one-to-one or small group appointments too.



“COMING FROM A BROAD RANGE OF SCHOOLS, ANXIOUSNESS ON DAY ONE FOR OUR YEAR 10 STUDENTS WAS REPLACED QUICKLY WITH A FEELING OF BELONGING AND A WILLINGNESS TO EMBRACE ALL THAT WAS NEW.”

Ann Rayson, Dean of Student Experience, Year 10

THE ATTRIBUTES OF A USC GRADUATE

Our graduates leave University Senior College with qualities that help them be ready for University, and ahead of the curve when entering the workforce. Our graduates are:

- Adaptable, resilient and ready to succeed at university
- Effective communicators
- Leaders and collaborators
- Creative, innovative and critical thinkers
- Ethical and interculturally minded



Watch stories of USC students and graduates at www.usc.adelaide.edu.au or on Facebook.

OUR CLASS NUMBERS ARE CAPPED AT 20

You will be in classes large enough to encourage debate and explore new ideas, but small enough so you receive the attention you need in your senior years of high school.

Founded in 2002, we are one of the most significant feeder schools to the university sector in South Australia. USC is an adult learning environment for students from Year 10 to Year 12. We have access to great resources to university facilities.

The best way to see University Senior College in action is to visit us. We would love to show you around our campus, and show you how you can find a place in our world.



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