

SENIOR SCHOOL COURSES 2027

Geraldton Senior High School

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PRINCIPAL'S FOREWORD

Planning for your future is a challenging task as it is the time to choose a program of study that suits your interests and ambitions over two years. The program you select should allow you to move to your destination after school and prepare you for further study, qualification, employment and/or training.



Geraldton Senior High School has an acknowledged reputation for providing a wide range of programs that are relevant and meaningful to a diverse student population. Several of our programs feature long-standing partnerships with the Central Regional TAFE, Geraldton University Centre and Murdoch University training agencies and the broader business community. We continue to develop programs and pathways that are consistent with the expectations of the School Curriculum and Standards Authority (SCSA), enabling you to achieve a Western Australian Certificate of Education (WACE) over the two years.

We provide you with pathways that lead to you achieving an Australian Tertiary Admissions Rank (ATAR) and/or an Australian Qualifications Framework (AQF) Certificate 2 or higher qualification. Our range of programs and courses offer opportunities for all students to prepare for either university entry, further training, or employment.

This handbook contains information to help you decide which direction to take in Senior Secondary. There are many options, and you need to consider the course details carefully and be prepared to seek advice and have discussions with parents/carers, counsellors, teachers, friends and others. As a senior high school, we continue to develop an ethos that is appropriate to meet the needs of young adults. You are expected to take greater responsibility for your decisions. WACE programs feature increased rigour and require you to increasingly become self-directed in your study and organisation. Sound time management and sensible decision-making about work-life balance will be constants throughout your time at Geraldton Senior High School.

We provide a supportive environment with opportunities for you to acquire the knowledge, skills and values which will empower you to realise your potential and achieve your goals. We are committed to ensuring you are given the best possible opportunity to achieve the outcomes you seek in whichever pathway you choose.

I welcome you to senior secondary years at Geraldton Senior High School and ask that you reflect often on our motto "The Seeker Finds." All of us at the school look forward to your contribution to our school community.

Rhonda George-Kennedy
Principal

Year 10 Student

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graph TD; Student[Year 10 Student] --> Leave{PLANNING TO LEAVE SCHOOL}; Student --> Continue{PLANNING TO CONTINUE SCHOOLING?}; Leave --> Yes[YES (MUST SEEK APPROVAL)]; Yes --> Approved[MUST BE IN AN APPROVED ALTERNATIVE OF TRAINING OR EMPLOYMENT]; Continue --> DashedBox; subgraph DashedBox [ ]; direction TB; SB[School Based Traineeship]; GP[General Pathway]; AV[ATAR Pathway or Uniready]; EVP[External Vet Pathway]; VGP[Vet & General Pathway]; end; SB --> EY11[EXIT YEAR 11]; GP --> CY12[COMPLETE YEAR 12]; AV --> CY12; EVP --> EY11; VGP --> CY12; EY11 --> FT[Further Training, Apprenticeship or Traineeship Employment]; CY12 --> WACE[WACE Achievement]; CY12 --> ATUAR[ATAR Uniready Achievement]; FT --> Professionals[Group of Professionals]; WACE --> Professionals; ATUAR --> Uni[UNI ENTRANCE]; Uni --> Professionals;
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PLANNING TO LEAVE SCHOOL

PLANNING TO CONTINUE SCHOOLING?

YES (MUST SEEK APPROVAL)

MUST BE IN AN APPROVED ALTERNATIVE OF TRAINING OR EMPLOYMENT

SCHOOL BASED TRAINEESHIP

GENERAL PATHWAY

EXTERNAL VET PATHWAY

VET & GENERAL PATHWAY

ATAR PATHWAY OR UNIREADY

EXIT YEAR 11

COMPLETE YEAR 12

COMPLETE YEAR 12

WACE ACHIEVEMENT

ATAR UNIREADY ACHIEVEMENT

UNI ENTRANCE

FURTHER TRAINING, APPRENTICESHIP OR TRAINEESHIP EMPLOYMENT

CAREERS



YEAR 10 - WHATS NEXT?

Most Year 10 students will return to Geraldton Senior High School and study for two more years, completing studies at the end of 2028. The school expects all students to choose an appropriate Year 11 pathway, as that provides the foundation for future success.

You must wisely consider choices. As you plan your course selection and pathway, you must consider:

- your INTERESTS
- your ACADEMIC RESULTS
- your INTENTIONS
- your ATTITUDE, BEHAVIOUR AND EFFORT

This handbook provides a summary of all Year 11 courses that are held at the school. In addition students can apply to attend a Vocational Education Delivered to Secondary Students (VETDSS) course at Central Regional TAFE. These will be outlined in a separate book provided by TAFE.

Please Note:

Some courses may not run due to insufficient numbers of students selecting that course. The school is required to work within the allocated staffing budget and reserves the right to determine which course will run. The term 'course' includes Certificates.

Any students who do not wish to return to school will need to seek approval by initially completing a 2027 Notification of Intention to Leave School Form. This can be obtained from the Pathways office in the Library.

ADVICE

Advice and information about school pathways and courses are also available from individual Course Counsellors, Deputy Principals, Program Coordinators of Learning Areas, Pathways, Careers and Transitions staff and HASS teachers.

Parents are an important part of this process as they provide the biggest single influence in a student's choice of direction. Students will be looking for guidance and support in making informed choices and parents are asked to be active participants in information sessions, counseling and any interviews.



COURSE SELECTION PROCESS

Career Exploration

Through HASS classes students will undertake Career Profiling activities and complete a career exploration workbook.



Pathways

Parents and students are encouraged to familiarise themselves with pathways on offer that will best fit their ability, future career and further study aspirations. Links to these resources can be found under the Subject Selection Banner on the school website.



Course Selections

Subject Selection Online (SSO) will open at the end of Term 2 for students to make selections. Detailed information will be emailed home to parents and students with 'How to guides' made available.

Students intending to apply for TAFE courses will have an additional application to make to CRTAFE in Term 3 see [pg 74](#)



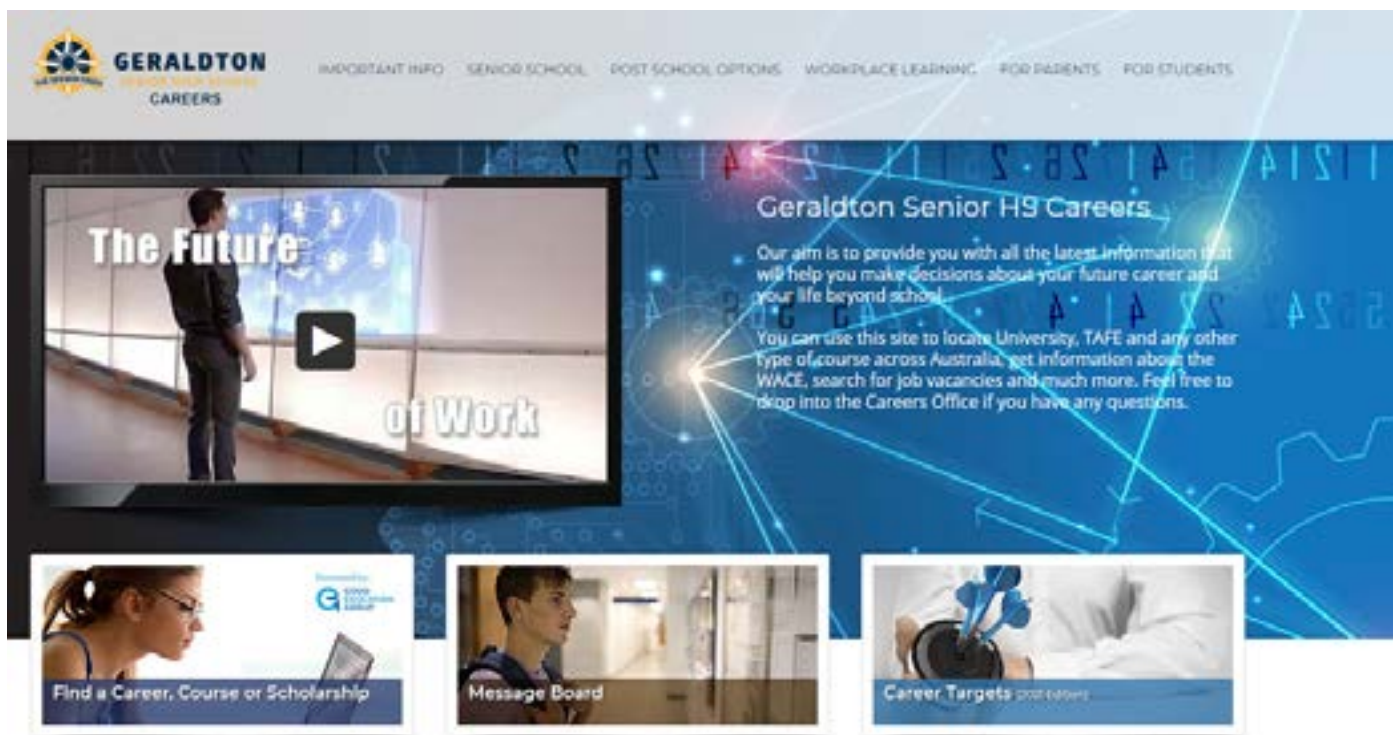
Course selection Interviews

In 2027 all students will meet with a course counsellor to discuss and finalise their selections for 2028. These meetings will be scheduled and parents invited to attend. If designated time is not suitable parents can contact the school to look for an alternative time. Some after school appointments are also available.

CAREER TOOLS

Are you looking to find great information on careers all in one place – Welcome to the Geraldton Senior High School Careers Website. You can use this site to locate University, TAFE and any other type of courses across Australia, get information on the WACE, search for job vacancies and much more. There is information to help parents as well as a student secure area that can help you write a resume, cover letter and more. Students are able to keep their explorations all together in the STUDENT SECURE AREA.

Visit <https://geraldtonseniorcareers.com> or use this icon on the sidebar of school website



Career tools to research various occupations

“My Future”

www.myfuture.edu.au



Jobs and Skills WA”

www.jobsandskills.wa.gov.au/career-exploration



ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

A student who achieves Band 8 or above in the reading, writing or numeracy component of the Year 9 NAPLAN, will be considered to have pre-qualified for that component.

The OLNA has three components – reading, writing and numeracy.



A writing component comprising a written response up to 600 words in 60 minutes.



A reading component comprising 45 multiple choice questions in 50 minutes.



A numeracy component comprising 45 multiple choice questions in 50 minutes.

It is compulsory for students to sit the numeracy, reading and writing components in Year 10.

If required, students will have up to six opportunities (two per year) before completing Year 12, to demonstrate the WACE minimum standard of literacy and numeracy.

Students will be required to satisfy all three components of the OLNA in order to demonstrate the minimum WACE literacy standard.



CERTIFICATION OF STUDENT ACHIEVEMENT

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

The School Curriculum and Standards Authority is the governing body in Western Australia responsible for all courses; it will issue two documents for students: Western Australian Statement of Student Achievement (WASSA)

The Western Australian Statement of Student Achievement (WASSA) will be issued to all Year 12 students at the end of their secondary schooling. It will formally record all of the courses or programs of study they have undertaken with their achievements.

As a record of student achievement, it lists as appropriate:



- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units
- school grades and school marks in General and Foundation units
- completed Preliminary units
- completed VET industry specific units
- successfully completed VET qualifications and VET units of competency
- successfully completed endorsed programs
- number of community service hours undertaken (if reported by the school).

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

Western Australian Certificate of Education (WACE) will be issued to Year 12 students who meet the specified requirements. By achieving the WACE, the student demonstrates to potential employers, training organisations or tertiary institutions that work completed during Years 11 and 12 has met a national standard.

- To meet the WACE achievement requirements, you must:
 - demonstrate a minimum standard of literacy and a minimum standard of numeracy
 - complete a minimum of 20 units, or equivalents
 - complete
 - at least four Year 12 ATAR courses* OR
 - at least five Year 12 General courses† and/or ATAR courses or equivalent* OR
 - a Certificate II (or higher^) VET qualification in combination with ATAR, General or Foundation courses.
- *In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or have an approved sickness/misadventure application for not sitting the course.
- ^In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.
- Students can only count Foundation courses towards their WACE if they have attained a Certificate II
- Unit equivalents can be obtained through VET qualifications and/endorsed programs.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

Breadth and Depth

Completion of a minimum of 20 units or the equivalent.

This requirement must include at least:

- One pair of units completed in Year 12 from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).
- 10 units or the equivalent* at Year 12
- Two Year 11 units from an English course and
- One pair of Year 12 units from an English course

*An equivalent is study other than a WACE course, for example a Certificate II will be awarded 4 equivalents over year 11 and 12, or 110 hours of an Endorsed Workplace Learning is also 2 equivalents.

Achievement Standard

Achievement of at least 14 C grades or higher in Year 11 and 12 units, with a minimum of six C grades or the equivalent at Year 12.

Students completing a Certificate II will reduce the number of C grades or higher required to 10, with a minimum of four C grades at Year 12. A Certificate III or IV will require 8 C grades.

Literacy and Numeracy

The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving a prescribed standard in the associated components of reading, writing, or numeracy in the Year 9 NAPLAN assessments.

TYPES OF COURSES



ATAR COURSES

These courses:

- are examined by the School Curriculum and Standards Authority (the Authority)
- are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR).

There are written examinations for all ATAR courses. There are practical examinations for some ATAR courses. Students must complete both examinations in these courses. Students enrolled in a Year 12 ATAR course pair of units are required to sit the written and, if the course has one, practical examination. Students who do not sit the examination will not:

- have a course mark or grade recorded on their WASSA
- receive an ATAR course report
- have the pair of units completed in that year contribute towards any of the WACE requirements.

GENERAL COURSES

These courses:

- are not externally examined
- have an externally set task (EST) which is set by the Authority in Semester One of Year 12
- are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school

Some General courses have defined contexts. These courses are Design: Graphics or Photography and Materials Design and Technology: Metals or Wood.

For Design:

- students can enrol in more than one context in each course with defined contexts, but only a maximum of four units will count towards WACE requirements.
- students wanting to do both photography and graphics will have to speak to a career counsellor about their future studies and career plans.

For Materials Design and Technology:

- students can enrol in, and gain credit towards the WACE in both Wood and Metals contexts;
- however, students may not enrol in both the Metals and the Metals (Jewellery) course.

FOUNDATION COURSES

These courses:

- focus on functional literacy and numeracy skills, practical work-related experience and personal skills
- are not an alternative senior secondary pathway
- are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and who require significant support
- have an externally set task (EST) set by the Authority

VOCATIONAL EDUCATION AND TRAINING (VET) QUALIFICATIONS

VET qualifications are for students wishing to participate in nationally recognised training; they are governed by the Australian Quality Training Framework (AQTF) and may contribute to direct university entrance eligibility (Minimum of Certificate IV).

- As part of the minimum WACE requirements, a student may complete a Certificate II or higher in combination with ATAR, General or Foundation courses.
- Studying VET can provide up to eight units towards the number of course units students need to complete to achieve their WACE.
- Students will typically enrol in four or five additional ATAR, General or Foundation courses to meet the WACE requirements.



ENDORSED PROGRAMS AND THE WACE

Endorsed programs can be used to:

- contribute towards the breadth and depth requirement and the achievement standard requirement of the WACE
- count as a maximum of four-unit equivalents towards the WACE – two-unit equivalents in Year 11 and two-unit equivalents in Year 12.

Types of Endorsed Programs

- **Provider Developed Programs**
 - Examples can include, Cadet training, Surf Life Saving, Music Examinations, Open Water Diving, Leeuwin Voyages, and many more
 - The list of endorsed programs is available on the SCSA Authority website. Years 11 and 12 provider-developed endorsed programs (scsa.wa.edu.au)
 - Students need to provide the school evidence of completion eg a certificate if it is not done as part of the school program.
- **Authority Developed Programs** can be part of a school's timetable or done outside of school. A brief description of these programs is found [here](#).
- **Tertiary Preparation Endorsed Programs (TPEPs)** are developed by tertiary education providers, such as a university.

Administration and Management

Administration and Management is an Authority-developed endorsed program that enables a student to be recognised for the significant learning encompassed within activities such as representation on youth advisory committees, recreational or sporting club management, production of the school magazine or yearbook, events management (e.g. school ball, netball carnival, Blue Light Disco), school council and executive officer duties on school and/or community committees (e.g. National Youth Committee, hockey club secretary).

Community Arts Performance

This is an endorsed program that enables a student engaged in community arts activities involving dance, drama, media, music and/or visual arts to be recognised for the significant learning encompassed within such activities. This program requires that a student is provided with opportunities to develop art skills and techniques that culminate in a performance or production. Typically a student would participate in some form of lessons, classes, or activities, maintain a regular practice routine, develop a performance repertoire, attend rehearsals and perform for an audience/s. Examples include student involvement with amateur theatre companies, dance school concerts, exhibitions or showcases and community choirs.

Elite Sports Performance

The program requires that a student commits a minimum of 110 hours to the development of technical skills and knowledge of a specific sport through sports development programs such as those provided by the WA Institute of Sport, sporting associations' sports programs, and state or national development squads. Typically, a student would have been through a selection process and identified as gifted or talented in a particular sport. The program must involve one or a series of sports performances or competitions at a state level or higher. The program will also develop personal qualities such as commitment and discipline while building on a range of interpersonal skills.

ENDORSED

Music Performance Ensemble

Music Performance Ensemble is an Authority-developed endorsed program that enables a student to be recognised for the significant learning gained through performing in a music ensemble. The program requires that a student participates in some form of music lesson or instruction, maintains a regular practice routine, develops a repertoire of performance pieces, attends rehearsals, and performs for an audience/s, which may include eisteddfods, festivals, school productions, rock performances, lunchtime concerts, busking, school or community choirs, bands, orchestras, rock groups or similar. The program enables a student to develop performance, interpretation, technique and improvisation skills, performance protocols and etiquette, ensemble skills and knowledge and understanding of his/her instrument through engagement in a variety of performances.

Off Campus Enrichment Program

It is designed to recognise the significant learning demonstrated by a student who participates in an extended excursion or off-campus experiences such as a study tour to another country, participation in a sporting event such as Country Week or an interstate educational tour. The off-campus component of the program must be of at least five days duration and the amount of time spent on pre- and post-trip activities must total at least 5 hours.

Recreational Pursuits

This is an endorsed program that enables a student engaged in a recreational activity to be recognised for the significant learning encompassed within such activities. The recreational pursuit must involve a series of lessons, classes, or activities for the achievement of a common goal or set of learning outcomes. Typically, a student would be involved in a club, organisation or association where opportunities are provided for the development of technical and specialist skills and knowledge.

Workplace Learning

To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of workplace skills by completing the Authority's Workplace Learning Skills Journal after every 55 hours completed in the workplace.

Community Service

This is a 55-hour program in which a student must undertake at least 50 hours of community service and up to five hours of induction and reflection. A student can participate and engage in one or more community service activities to build on knowledge and understanding and develop abilities, skills and/or techniques.

HOW TO CHOOSE YOUR PATHWAY

Consider your further study options.

Does your career or area of vocational interest require further study or training?

Ability

You must be realistic when choosing courses. There is no point in choosing courses that are beyond your ability. As important as it is to choose courses that will allow entry into your chosen career, you must also choose courses in which you will have a realistic chance of success. There are a number of indicators that you can make use of in assessing how you will cope with certain Senior

School Courses:

- Previous performance in NAPLAN
- Performance in Year 10 Online Literacy and Numeracy Assessment (OLNA)
- Performance in Lower School as it has been shown that there is a relationship between performance in relevant Lower School subjects and performance in the related Senior School Courses; many Senior School courses require a certain level of background knowledge. It has been shown that students without this background struggle to achieve reasonable results

Homework/Study Commitments

Before students decide on which type of course to study, they need to consider the type of commitment they are able to give out of school hours. Students studying ATAR courses should commit to a minimum of three hours per course per week, each and every week. That means if a student is studying FIVE university pathway courses, they need to dedicate a minimum of 15 hours to homework and/or study per week.

Which Courses Must I Choose?

1. Choose six courses plus two reserves.
2. For Senior Engagement Programs - STEP, Warlugurra Walgamanyulu, Gigaman Gawala - select program plus 6 reserves as these are subject to further selection processes.)
3. You must select an English course.
4. You must select a Mathematics course.
5. University pathway students must pick a minimum of 4 ATAR courses - see pg 19-20
6. Mathematics Specialist students must also select Mathematics Methods.
7. Select at least one course from List A and List B subjects.
8. ATAR courses have prerequisites that you need to meet.
9. Courses may not run if there are insufficient numbers
10. VETDSS courses need an additional application - see pg 74

Students are required to have at least one course from List A and List B courses.

LIST A (Arts/Languages/Social Science)

English
Drama
Children Family and Community
Modern History
Visual Arts
Geography
Music

LIST B (Mathematics/Science/Technology)

Applied Information Technology Automotive Engineering and Technology Building and Construction Chemistry Design - Graphics Food Science and Technology Human Biology Health Studies	Marine and Maritime Materials Design and Technology: Wood/Metal/Metals-Jewellery/Textiles Mathematics: Foundation/Essential/Application/ Methods/Specialist Outdoor Education Physical Education Physics
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PATHWAYS

STUDENTS HAVE THE FOLLOWING PATHWAYS TO CHOOSE FROM:

ATAR

ATAR program – for students looking to go directly to University

- Attend school 5 days per week
- Minimum of 4 ATAR courses

GENERAL*

General Studies Program — heading for TAFE or Employment

- Attend school 5 days per week
- A minimum of 5 General Courses are required in Year 12 to be eligible for WACE if a Certificate II has not been completed
- The program can include a Certificate II studied at school

***Please note we encourage all students to consider a VET pathway at some time over Year 11 or 12.**

VET 1 DAY

External TAFE Link

- 4 days at school 1 Day at TAFE
- In addition to course selection a written application required by August 17 2026 to the school (Final TAFE portal upload before August 21 5pm)

VET 2 DAY

External PAIS/TAFELINK

- 3 days at School 2 days at TAFE
- May include Workplace Learning (usually trade courses)
- In addition to course selection a written application required by August 17 2026 to the school (Final TAFE portal upload before August 21 5pm)

STEP

Skills Through Enterprise Program (STEP)

Combination of school, TAFE, and Work Placement. This is a fixed program – students are to select the program (reserve subjects are also to be chosen). STEP candidates will have a subsequent interview with the course coordinator Mr Beau Walker in Term 4.

WARLUGURRA WALGAMANYULU

Warlugurra Walgamanyulu – program for Aboriginal girls.

This is a fixed program – students are to select the program (reserve subjects are also to be chosen). Candidates will have a subsequent interview with the course coordinator in Term 4.

GIGAMAN GAWALA

Gigaman Gawala - program for Aboriginal boys.

This is a fixed program – students are to select the program (reserve subjects are also to be chosen). Candidates will have a subsequent interview with the course coordinator in Term 4.

TAFE ADMISSION

After secondary schooling, many students go on to do further study at TAFE. While a majority of courses are non-competitive; some are and these often tend to be popular with students. Making a plan to complete some Vocational Courses while at school can increase your ability to compete as well as give you important skills to enter the workforce. We encourage students to complete a VET course at school or apply to complete a VETDSS (Vocational Education Delivered to Secondary Students) in Year 11 or 12.

TAFE offers various levels of courses to accommodate the needs of students from Certificate I to Diploma and Advanced Diploma qualifications.

The length of these courses varies according to the study area selected. TAFE will provide students with details.

Entry requirements are designed to ensure all those who gain entry to a course have the competencies or skills to effectively participate in the program. These competencies cover communication (reading, writing, speaking, and listening) and mathematical skills.

All applicants must meet entry requirements. Courses are split into a competitive and non-competitive entries. Competitive entry means that there are more applicants than places available. To enter the 20% of courses that have competitive entry (30% in the case of metropolitan campuses), students need to meet specific selection criteria.

Entrance Requirements:

Non Competitive

- Need to demonstrate minimum literacy and numeracy skills or have completed an AQF qualification. Students who have not completed their OLN can gain entry with the completion of a Certificate I, II, or III (with the exception of Foundation (FSK) qualifications).

Competitive

- demonstrate minimum literacy and numeracy skills or AQF qualification and respond to selection criteria.
- Selection criteria - 90 points
 - academic achievement max 60 points
 - secondary education grades
 - completed AQF qualification
 - work history max 30 points
 - employment
 - work experience
 - community service/volunteer work

See the TAFE "Full-Time Studies Guide" that maps evidence of achievement to entry requirements on the TAFE website: www.fulltimecourses.tafe.wa.edu.au



UNIVERSITY ADMISSION

To be considered for University Admission as a school leaver an applicant normally must:

1. meet the requirements of the WACE.
 2. achieve competence in English as prescribed by the individual universities, and
 3. obtain sufficient high ATAR/Selection Rank for entry to a particular Course
 4. satisfy any prerequisites/special requirements for entry to a particular course. Some university courses have defined prerequisites. For more go to TISC website www.tisc.edu.au and see **University Admissions 2029** guide.
- ATAR indicates the rank position in the total Year 12 school leaving age population in WA.
 - An ATAR of 75.35 means you are better than 75.35% of all the Year 12 school leaving age people in WA.
 - Tertiary Information Services Centre (TISC) will assign a ranking (ATAR) based on the student score or Tertiary Entrance Aggregate (TEA).
 - The (TEA) will be calculated by adding the best four scaled scores, subject to unacceptable combinations.
 - TEA will be a combination of 50/50 school and external exam results.
 - TEA can be accumulated over 5 years for all public universities.
 - ATAR Bonuses
 - A Mathematics bonus of 10% of the scaled score for each of Mathematics: Methods ATAR and Mathematics: Specialist ATAR is added to the aggregate of the best four scaled scores. You receive the mathematics bonus irrespective of whether your Mathematics: Methods ATAR and/or Mathematics: Specialist ATAR course scaled scores are counted in the best four.
 - GSHS does not deliver Languages other than English however if you are a background speaker in a language it may be possible to study it as an ATAR as a private candidate. A LOTE bonus of 10% of a scaled LOTE is applied.



UNIVERSITY ADMISSION

ATAR Examinations

- Year 12 students in ATAR courses have compulsory examinations that are held in November each year.
- All ATAR examinations have written papers and some also include practical, oral, performance, or portfolio examinations. The practical ATAR examinations are held in the first week of Term 3 school holidays, on weekends and the Kings Birthday public holiday, and during the second and third weeks of Term 4. Written examinations will start in the first week of November.

Special Examination Arrangements

- Special arrangements may be made if you have a temporary or permanent disability, illness, and/or specific learning disability that may disadvantage you in an examination situation. If your disability prevents you have reasonable access to an examination, the school must submit an application on your behalf. Students need to speak to the Deputy Principal if this applies to you early in Year 11.
- Sickness/misadventure provisions – Candidates who suffer from a temporary sickness, non-permanent disability, or an unforeseen event close to or during the examinations which they believe may have resulted in performance below expectations or non-attendance in particular examinations are given the opportunity to apply for assessment consideration. Application is made immediately after the examinations.

Specific eligibility criteria apply for each form of special provision.

ATAR COURSES TO BE OFFERED AT GSHS

All courses are subject to having sufficient numbers to run.

Unacceptable combinations: Mathematics Applications and Mathematics Specialist if counted in best 4 ATAR.

Chemistry

Drama

English

Geography

Human Biology

Health Studies

Modern History

Mathematics Application

Mathematics Methods

Mathematics Specialist

Music

Physical Education Studies

Physics

SIDE: School of Distance Education

Consideration may be given for ATAR students to study a course not offered at school through the SIDE platform.

www.side.wa.edu.au

The counselling team at Geraldton Senior High School strongly encourages parents and students to seek advice about course selection for university entrance.

UWA

www.studyat.uwa.edu.au

Curtin

www.futurestudents.curtin.edu.au

ECU

www.ecu.edu.au/future-students

Murdoch

www.murdoch.edu.au/Future-students

Notre Dame

www.nd.edu.au

Geraldton University Centre

www.guc.edu.au

UNIREADY - A BRIDGING COURSE IN YEAR 12



What is the UniReady Program?

The UniReady Program is an alternate entry to university program, providing a pathway for non-ATAR students into selected degrees at various universities. Enabling programs are normally accessed by students after they finish their Year 12 studies, however, Geraldton Senior High School, Champion Bay Senior High School, Geraldton universities Centre and Curtin University have entered into a partnership to deliver the UniReady Program to Year 12 students.

Eligible Year 12 students can select the UniReady Program as one of their school subjects and undertake the UniReady Program whilst still at school. Upon completion of the UniReady Program, students are awarded a notional ATAR of 70 which can then be used to satisfy the entry criteria for a range of degrees at Curtin University and other universities.

The UniReady in Schools Program has been approved as an Endorsed Program. From 2027 these endorsed programs will be known as a Tertiary Preparation Endorsed Program (TPEP) and students will be required to complete at least one Year 12 ATAR course to achieve at least one unit equivalent towards WACE achievement. The decision reflects the expectation that students selecting a TPEP have aspirations for university entrance. This means it will contribute to a student's WACE, as well as providing entry to Curtin University. (Other universities do accept this bridging courses but check with individual universities for requirements)

Course Content:

Students undertaking the UniReady Program undertake 4 units. Students will study two units in Semester One and two units in Semester Two. Students will complete the course in line with the rest of a Year 12 program by the end of Term 3.

- PWRP0001 Introduction to Academic Writing
- COMS0002 Introduction to Communications Students
- 2 additional units

Before being accepted for entry into the UniReady Program, students must meet certain academic pre-requisites from year 11

- ATAR Pathway students: Mostly C grades in ATAR subjects.
- General Pathway students: Mostly B grades, and 60% or above in English
 - General pathway applicants must be studying at least one ATAR subject.
 - Students must also provide the names of two teachers who can supply a positive recommendation attesting to their maturity and responsibility.



Assessment is a combination of assignment and examinations (not all units have an exam)



\$200 Course costs are subject to confirmation



*Course materials are online, students will need to have access to a laptop

INCLUSIVE EDUCATION

Inclusive Education- Students with Additional Needs

Some students may choose to continue their education into Senior School with the support of our Inclusive Learning Space, the Compass room. This diverse and enriching opportunity enables students to seamlessly access mainstream senior school subjects as well as discrete programs that can be individualised according to needs, such as occupational health and safety, available support, and relevance of the subject.

Our Compass Curriculum focuses on:

- Social Emotional Learning, interpersonal and social skills
- Independent Living and Community Awareness
- Workplace Learning and Career Education
- Individualised study support

Students can achieve accredited qualifications that count towards their WACE or WASA including:

- ASDAN Qualifications
- ADWPL or ASDAN Work Awareness
- WACE Preliminary Units

Students may access Learning Support for Years 10, 11, and 12, and may be entitled to continue to Year 13 to maximize their learning outcomes. The emphasis is on the transition from school to community life as well as providing employment opportunities.

Individual Education and Transition Plans

Individualised Transition Plan (ITP) meetings involving the student, parent/caregiver, teacher, and other relevant personnel are held. These meetings determine and monitor the needs, program objectives, and strategies of each student. To enable positive outcomes parent commitment is essential. This entails support for work placements, attendance at Individualised Transition Plan meetings, and ongoing communication with the teachers.

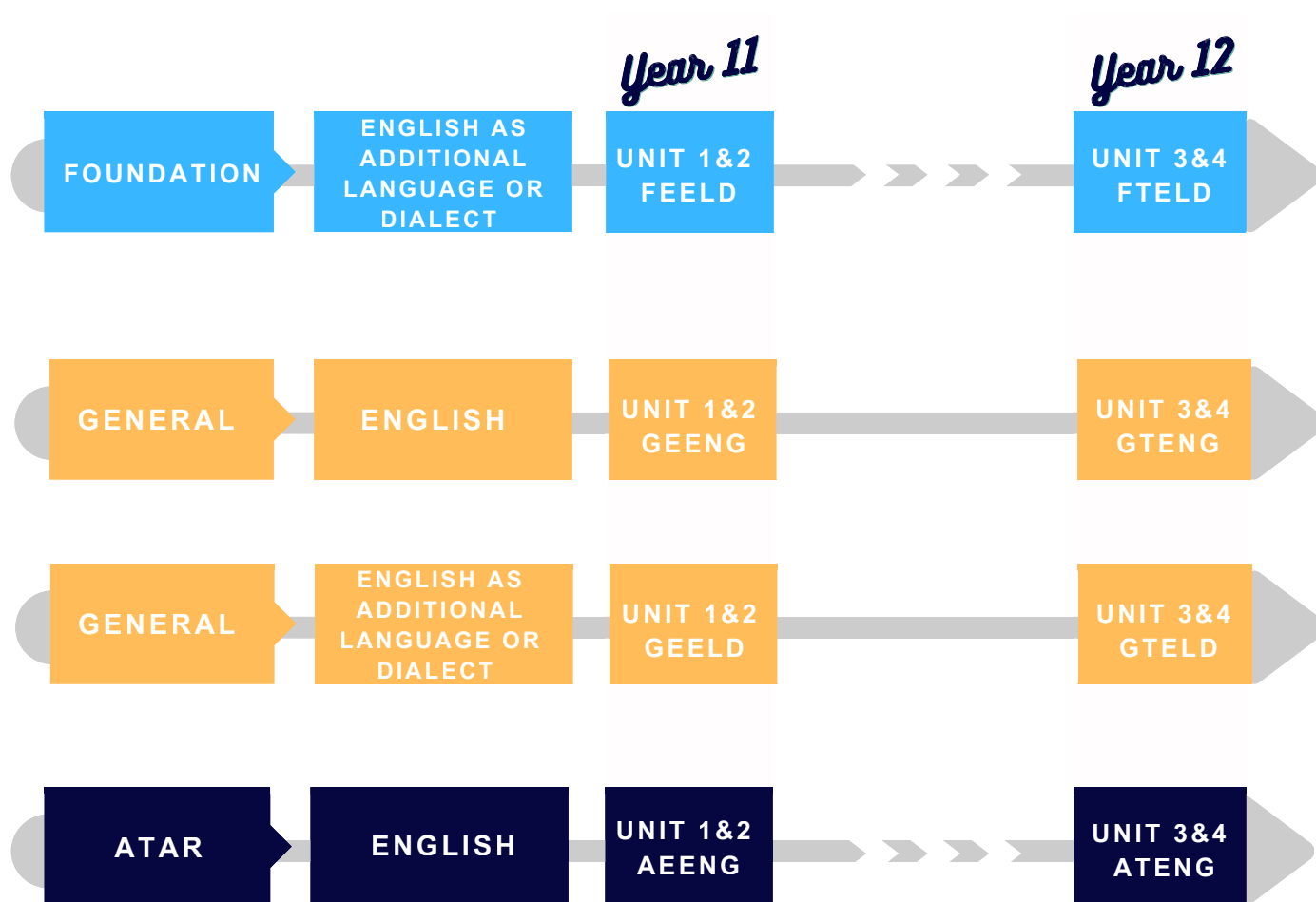




WACE COURSE DESCRIPTIONS



ENGLISH PATHWAYS



ENGLISH FOUNDATIONS/GENERAL/ATAR

Why should I do this course?

All students are required to complete four units of English over Year 11 and 12 to meet the requirements of the WACE.

Minimum Requirements

When choosing their English pathway students should take into account:

- OLNA Results
- Their grade in Year 10 English
- Future study requirements for example university entrance English grade requirements for TAFE entry or on-the-job training



ENGLISH GENERAL

Students will focus on consolidating and refining the skills and knowledge needed by students to become competent, confident, and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course will provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy, and literary skills.

➤➤➤ TAFE/
Employment

ENGLISH AS ADDITIONAL LANGUAGE OR DIALECT GENERAL/ FOUNDATION

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

➤➤➤ TAFE/
Employment

ENGLISH ATAR

Students will focus on developing their analytical, creative, critical thinking, and communication skills. They will critically engage with texts from their world today, the past, and from Australian and other cultures. Through close study and wider reading, viewing, and listening, students will develop the ability to analyse and evaluate the purpose, writing style, and generic conventions of texts. Students will sit two x 3-hour examinations as part of the course, once a semester.

➤➤➤ University
entrance



Types of Assessment

FOUNDATION EALD

	11	12
Investigation	20-30%	20%
Response	20-30%	20%
Production - Oral	20-30%	20%
Production - Written	20-30%	25%
Externally Set Task	N/A	15%

GENERAL EALD

	11	12
Investigation	20-30%	20%
Response	20-30%	20%
Production - Oral	20-30%	20%
Production - Written	20-30%	25%
Externally Set Task	N/A	15%

GENERAL ENG

	11	12
Responding	40-60%	40%
Creating	40-60%	45%
Externally Set Task	N/A	15%

ATAR ENG

	11	12
Responding	35-40%	35%
Creating	35-40%	35%
Examination	20-30%	30%



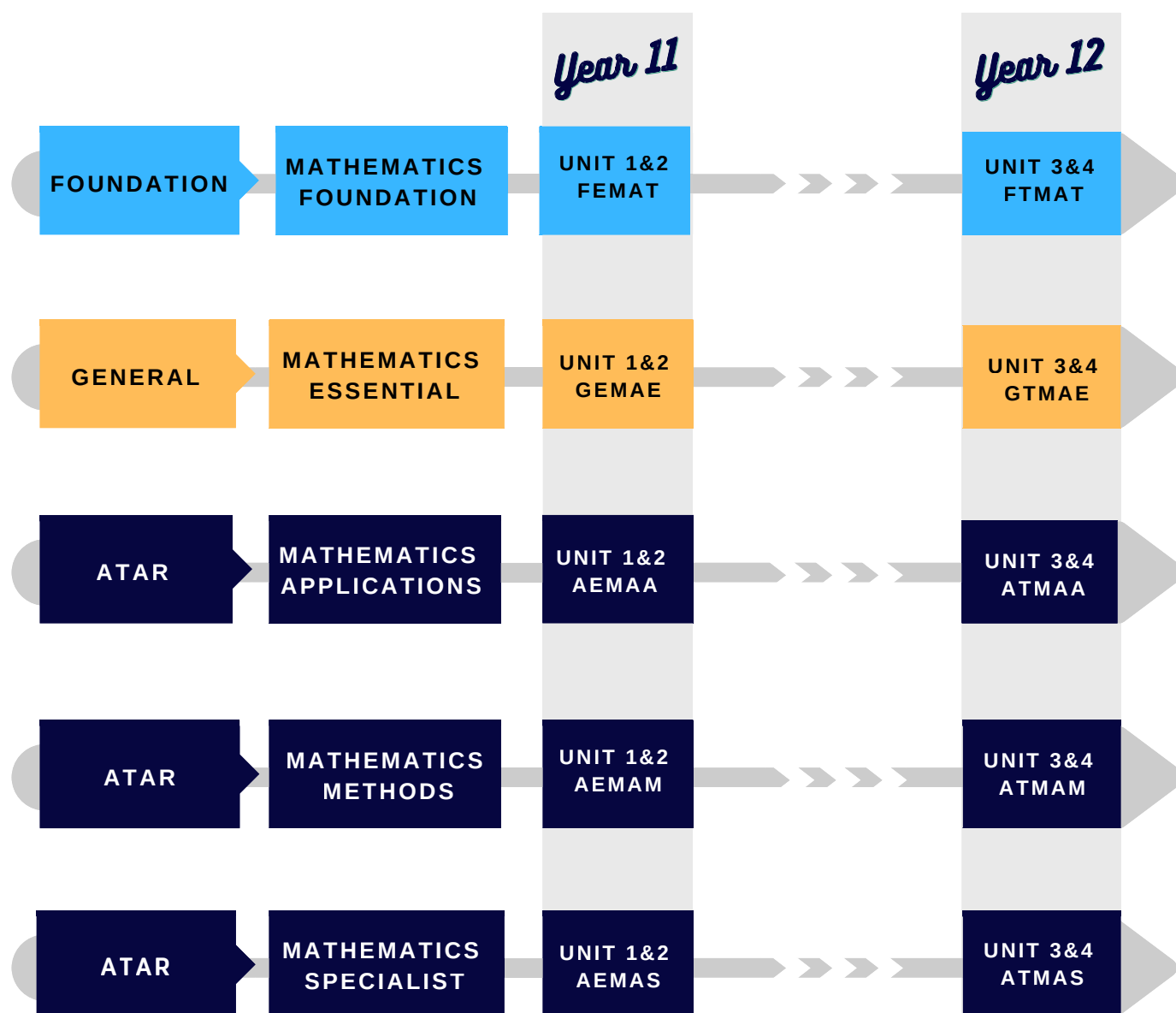
FEELD/FTELD	GEENG/GTENG/GEELD/	AEENG/ATENG
\$35	GTELD	\$40
	\$40	



*Course costs are subject to confirmation
Associated costs may apply

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

MATHEMATICS PATHWAYS



MATHEMATICS FOUNDATION/GENERAL/ATAR

Why should I do this subject?

In Year 11 there are five separate courses aimed at delivering focused content with little overlap. All students are recommended to study a Mathematics course as part of their overall program.

Students who do not meet the standards of the Numeracy Assessment in OLNA are strongly encouraged to pursue the remedial course (where advised to do so) Mathematics Foundation, as success at the higher level General mathematics course, Mathematics Essential, will be uncertain. It is important to clarify that, for students who meet the OLNA requirements, there is only one General (non-ATAR course) option: Mathematics Essential.



Minimum Requirements

Students should consult their Mathematics teacher as to which course they are most likely to achieve success in. It is also recommended that they carefully study the Year 11 Courses: Grade Pre-Requisites graphic on the following pages.

The course you choose will depend on four factors. They are, in order of importance:

1. Your performance in the Numeracy component of the OLNA,
2. Your ability, as demonstrated in Year 10 grades and results,
3. Your interest and work ethic in mathematics, and
4. The level of mathematics required for your career aspirations.

If the first two do not match your career aspirations, it is important to re-prioritise and increase your interest and results so that you can achieve your career goals.

FOUNDATION and ESSENTIAL



Types of Assessment

	11	12
Response	50%	40%
Practical Application	50%	45%
Externally Set Task	N/A	15%

APPLICATION, METHODS and SPECIALIST



Types of Assessment

	11	12
Response	40%	40%
Investigation	20%	20%
Examination	40%	40%



FEMAT/FTMAT
\$35

GEMAE/GTMAE
\$35

AEMAA/ATMAA
\$35

AEMAM/ATMAM
\$50

AEMAS/ATMAS
\$50

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

MATHEMATICS COURSE DESCRIPTIONS

Year 11

Year 12

MATHEMATICS FOUNDATION

Units 1 & 2

Mathematics Foundation is a course for students who have not demonstrated the numeracy standard in the Online Literacy and Numeracy Assessment (OLNA) undertaken by all Year 10 students. This course focuses on building the capacity, confidence, and disposition to use mathematics to meet the numeracy standard for the WACE.

Units 3 & 4

Mathematics Foundation provides students with the knowledge, skills, and understanding to solve problems across a range of contexts including personal, community, and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

MATHEMATICS ESSENTIAL

Units 1 & 2

Mathematics Essential is a General Mathematics course focusing on the effective and efficient use of mathematics and critically appraise information to make informed decisions. It provides students with the mathematical knowledge, skills and understandings required to solve problems in real contexts for a range of settings, be they in the workplace, in training, the pursuit of hobbies or in service of the community.

Units 3 & 4

Mathematics Essential is intended to ensure that students have solid math skills for their post-school life. It has a practical focus on measurement including developing an understanding in scales, plans, and models. A useful understanding of statistics is also targeted, including reading graphs, collecting data, and connecting data to chance or probability. Financial topics provide an essential understanding of interest rates and their impact on bank loans.

MATHEMATICS APPLICATIONS

Units 1 & 2

Mathematics Application is an ATAR course designed for students wanting to extend their mathematical skills beyond the Year 10 level, but whose future studies or employment do not require calculus or other advanced mathematics. It is designed for students who have a wide range of educational and employment aspirations, including continuing studies at TAFE or university, where it would be suitable for courses in the fields of the biological or human sciences.

Units 3 & 4

Mathematics Application focuses on the use of mathematics to solve problems that may involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It provides opportunities to develop strategies for statistical investigation and answering questions by analysing univariate and bivariate data, including time-series data.

MATHEMATICS METHODS

Units 1 & 2

Mathematics Methods is an ATAR course that provides a foundation in Calculus preparing students for further studies in which mathematics and statistics have important roles. It is also advantageous for advanced studies in science and engineering. The course is designed for students whose future pathways may involve mathematics and statistics in a range of disciplines at the tertiary level. It may be taken in conjunction with Mathematics Applications or Mathematics Specialist.

Units 3 & 4

Mathematics Methods focuses on the use of calculus and statistical analysis. Calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, via derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

MATHEMATICS SPECIALIST

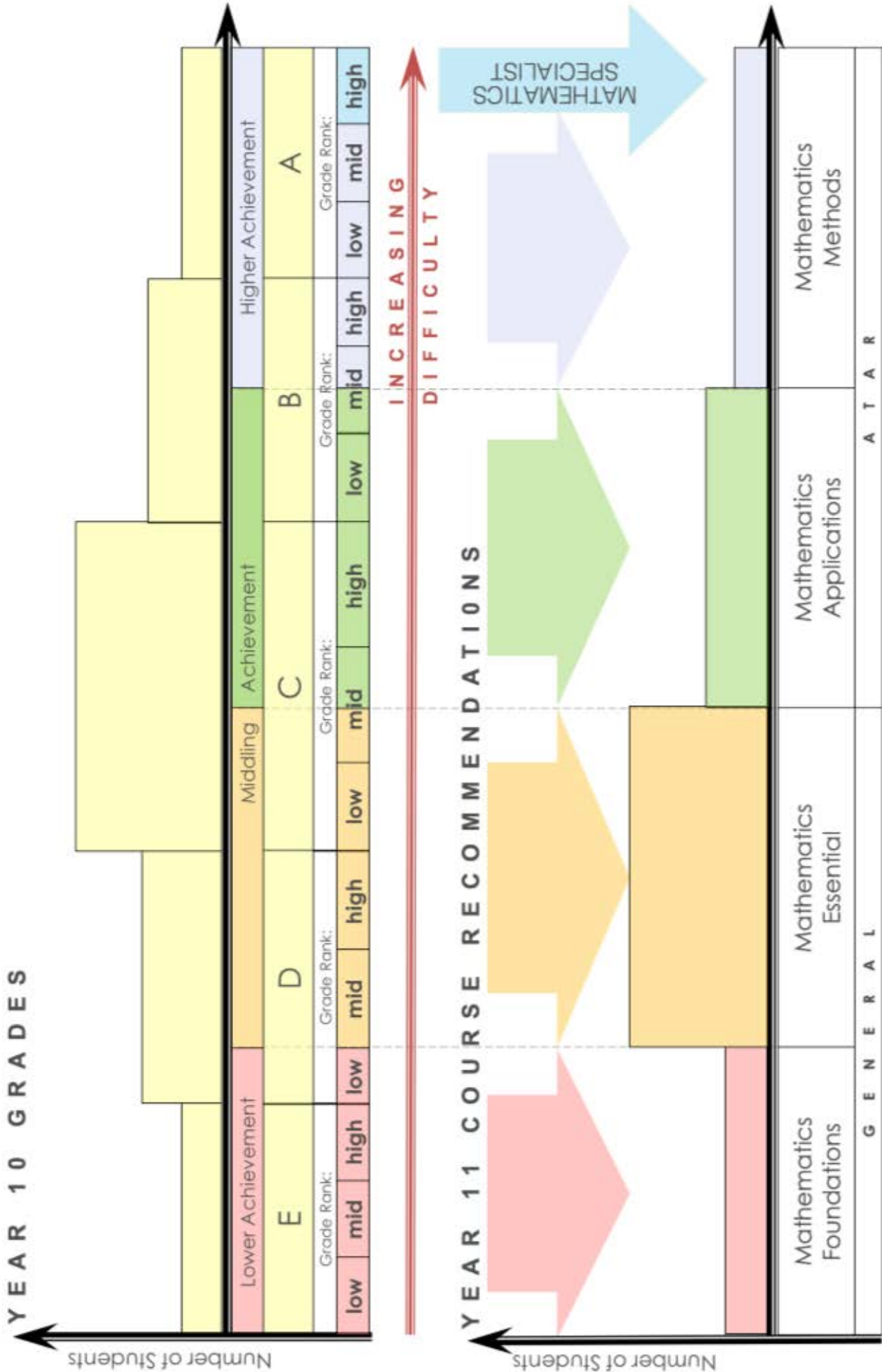
Units 1 & 2

The Mathematics Specialist course extends topics in Methods, such as statistics, while introducing topics of vectors, complex numbers and matrices. It is the only ATAR mathematics course that must be taken in conjunction with the Mathematics Methods course (known as "taking double maths") in preparation for entry into specialised university courses like mathematics, engineering, physical sciences, or any field involving advanced research.

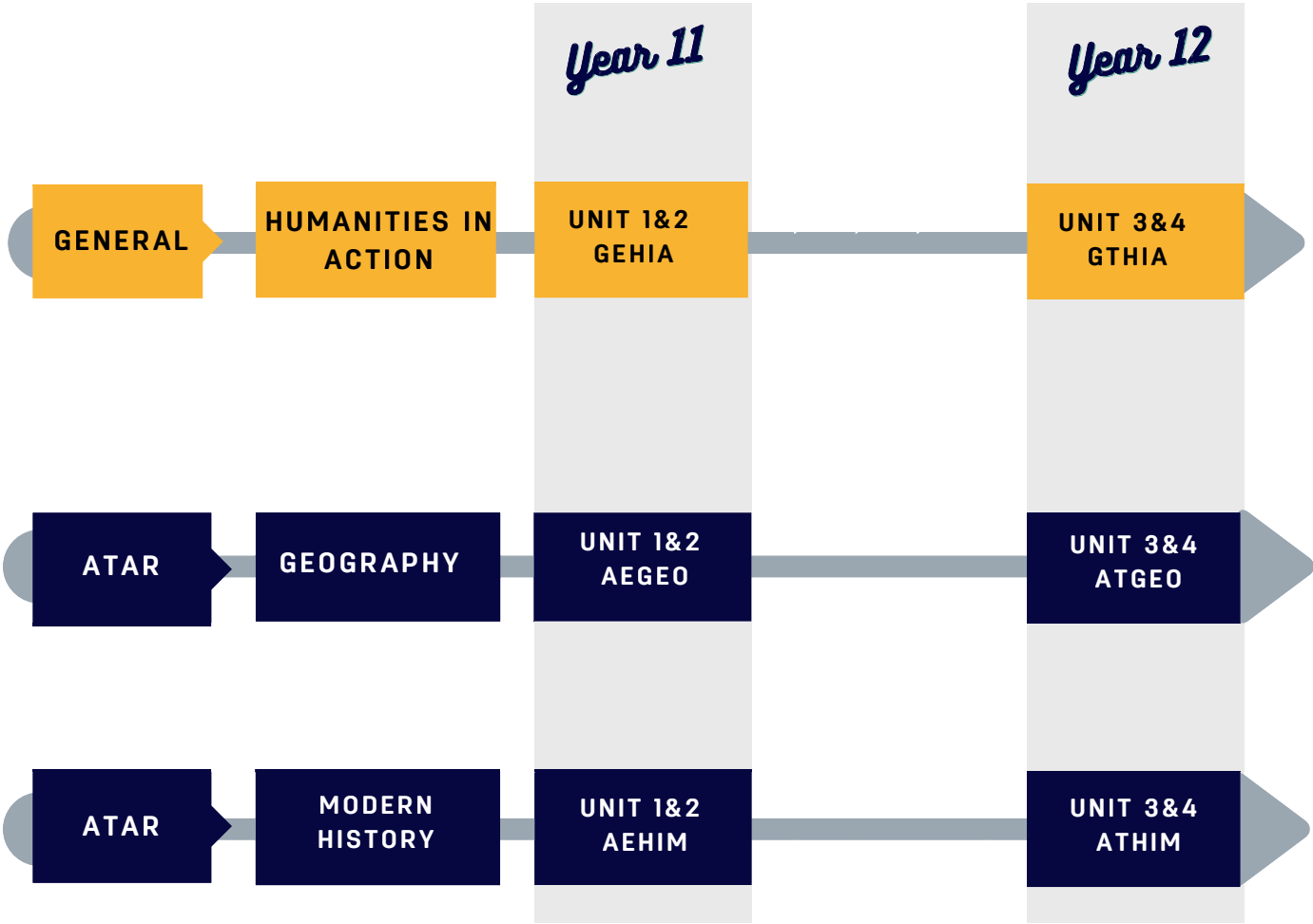
Units 3 & 4

Mathematics Specialist builds further upon ideas covered in Methods, providing the opportunity to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas.

COURSES: GRADE PRE-REQUISITES



HUMANITIES AND SOCIAL SCIENCE PATHWAYS



HUMANITIES AND SOCIAL SCIENCES IN ACTION GENERAL

Why should I do this course?

NEW COURSE!! No exams!! Excursions!!

You have an interest in exploring the impacts and challenges facing society, as well as how change can occur through a variety of stakeholders and perspectives, from individuals and small groups to large governments. This course gives students an understanding of how the scale of issues can vary.



Minimum Requirements

None

Year 11 Humanities in Action GEHIA

Unit 1: All Humans have Rights

In this unit, students learn about human rights. Students explore current ongoing Human Rights issues, and how humans across the world have been able to access rights through legislation, policy changes and the attitudes, perspectives, and behaviours over time.

Unit 2: A Sense of Community

In this unit, students focus on opportunities as well as challenges within their local communities. Students will investigate their place within a community; exploring issues and possible changes/solutions relevant to communities that they are or may be involved in.

Year 12 Humanities in Action GTHIA

Unit 3: People, planet, prosperity

In this unit, students explore the impact of human interaction with the environment when allocating resources and finding ways to live more sustainably. Fashion and Biodiversity loss are explored!

Unit 4: Disruptions

In this unit, students investigate disruptions and innovations. They look at how to respond and change the way people and the world operate. Social media and AI are explored!

GENERAL



Types of Assessment

	11	12
Social Investigation	30%	20%
Commentary	30%	30%
Response	40%	35%
Externally Set Task	N/A	15%



GEHIA \$40 GTHIA \$40 *Course costs are subject to confirmation



Associated costs may apply

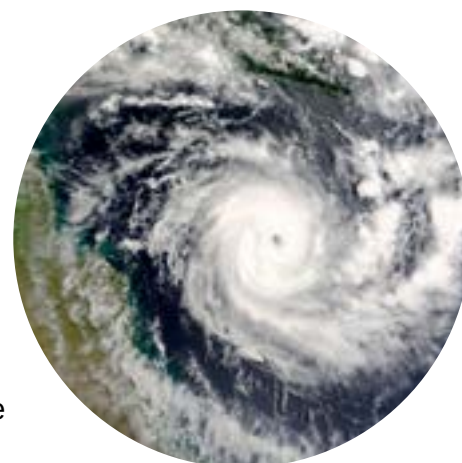


<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

GEOGRAPHY ATAR

Why should I study this course?

This course allows you to look at real world issues like COVID 19, Tropical Cyclones, Bushfires, Floods, Music that are affecting your world NOW! Look at the world's places and their peoples and environments. You will develop real life skills to fully prepare you for any career pathway area.



Minimum Requirements

ATAR subjects require competent writing skills. Students should have performed well in Year 10.

Year 11 Geography AECEO

Unit 1: Natural and Ecological Hazards

- Investigating different types of hazards
- Use technology to investigate hazards

Unit 2: Global Networks and Interconnections

- Understanding the economic and cultural changes taking place in the world today
- Investigate a commodity or service—wine.
- Geographies of culture—music

Year 12 Geography ATGEO

Unit 3: Global Environment

- Investigating world biomes — biodiversity loss and sustainability
- How does Land cover change affect the environment

Unit 4: Planning Sustainable Places

- Investigating sustainable places—Geraldton and New York City (USA) and what makes them great cities to live in and what problems can they face?

ATAR



Types of Assessment

	11	12
Geographical inquiry/Fieldwork	30%	20%
Response/Practical Skills	40%	40%
Examinations	30%	40%



AECEO
\$50

ATGEO
\$50

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

MODERN HISTORY ATAR

Why should I study this course?

Modern History is an exciting subject, especially for those of you who have an inquisitive mind and who need to understand more about why our world is the way it is.

Studying Modern History will enable you to develop critical thinking skills and to become effective in written communication. These specific skills have been identified as being essential skills for anyone wanting to gain success in any university program.

Minimum Requirements

ATAR subjects require competent writing skills. Students should have performed well in Year 10.



Year 11 Modern History - AEHIM

Unit 1: Capitalism, the American experience 1907—1941

- Social and economic systems
- Wartime experiences

Unit 2: Nazism in Germany

- How Hitler rose to power
- NAZI Party and World War 2

Year 12 Modern History - ATHIM

Unit 3: Modern Nations in the 20th Century—China 1945—1989

- Post wartime experiences
- Cultural Revolution
- Nature of leadership and significant ideas

Unit 4: The modern world since 1945.

- The Struggle for Peace in the Middle East.
- The establishment of the state of Israel
- Conflicts that arose due to the creation of Israel

ATAR



Types of Assessment

	11	12
Historical Enquiry	20%	20%
Explanation	25%	20%
Source Analysis	25%	20%
Exam	30 %	40%



AEHIM
\$50.00

ATHIM
\$70.00

*Course costs are
subject to confirmation

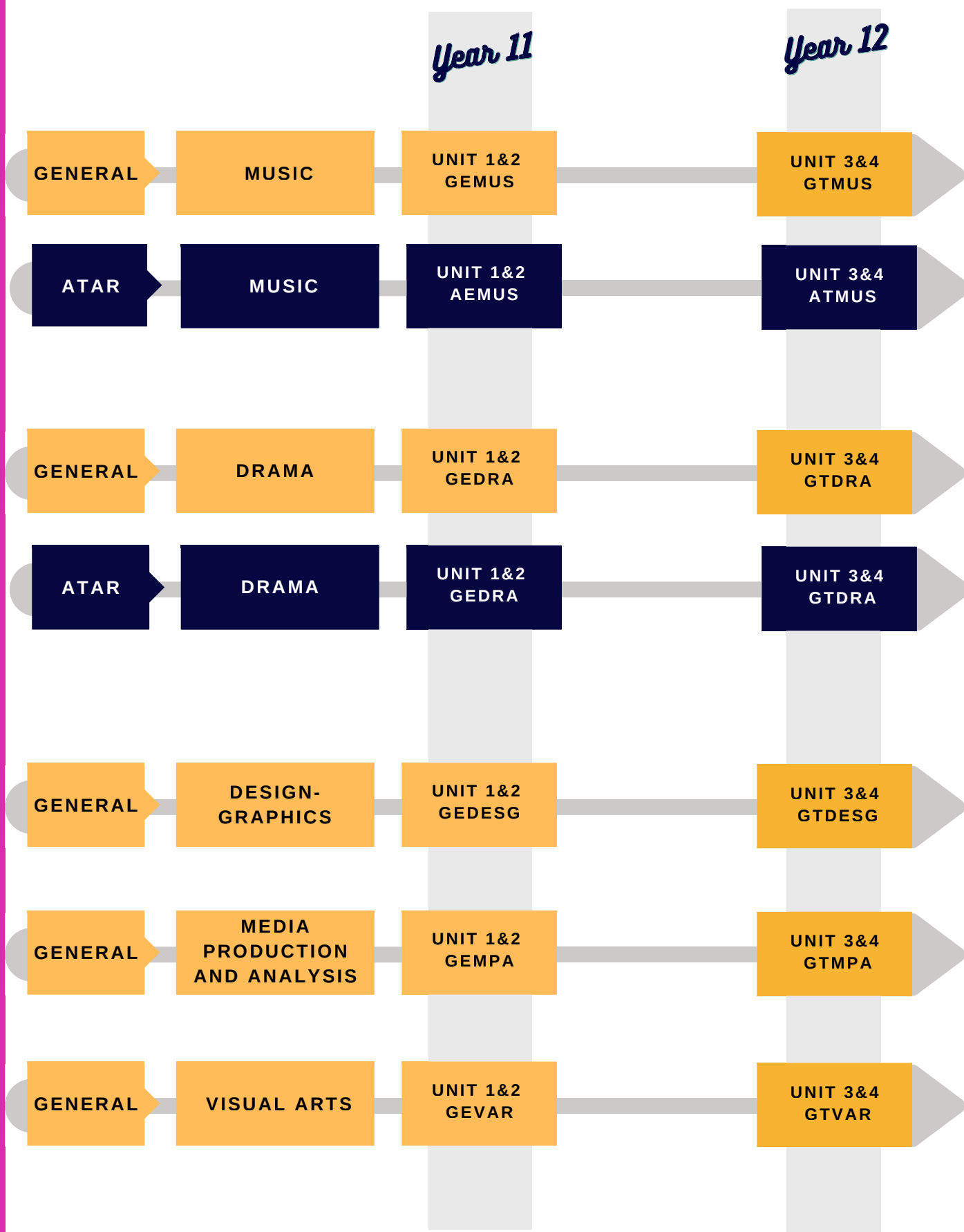


Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

VISUAL AND PERFORMING ARTS PATHWAYS



MUSIC GENERAL

Why should I study this course?

This course explores music through performance, composition, music production and listening activities. Students develop practical music skills, creativity and confidence while exploring a range of musical styles and contexts.

Students can perform, compose or produce music individually and collaboratively using both instruments and music technology.



Minimum Requirements:

Previous music experience is essential such as playing an instrument, producing music/ music-technology skills, and song-writing/ composing.

Students must be willing to participate in practical and written class activities.

Year 11 Music GEMUS

Unit 1: Exploring Music Skills and Styles

Students develop practical music skills through performance, composition, music technology, listening and analysis activities. Students explore a range of musical styles and develop an understanding of the elements of music through creative and collaborative tasks.

Unit 2: Performance and/or Composition and Production

Students continue to build skills in their chosen area of music, including performance, and/or composition or music production. Students complete practical projects and develop confidence working independently and collaboratively.

Year 12 Contemporary Music GTMUS

The course is a continuation of the Year 11 Music

The focus in Year 12 Music is on Rock, Disco, Metal, Reggae, and many other kinds of music.

GENERAL



Types of Assessment

	11	12
Performance Practical	70%	40%
Theory	30%	45%
Externally Set Task	N/A	15%



GEMUS
\$90

GTMUS
\$90

*Course costs are
subject to confirmation



Associated costs may apply

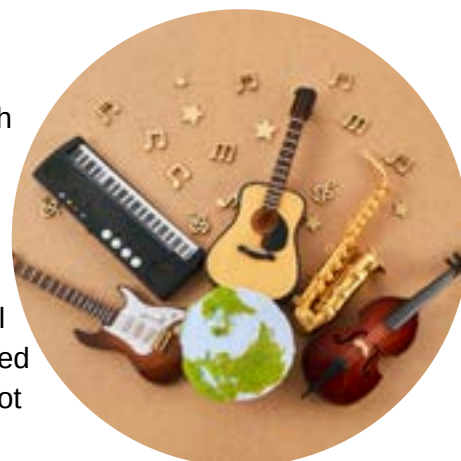


<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

MUSIC ATAR

Why should I study this course?

This music course explores the fundamental building blocks of music, through performance and production, composition and in-depth analysis of musical genres and styles.



Minimum Requirements:

It is highly desirable for students to participate in instrumental or vocal tuition with PIMS or outside of school, or have previously been enrolled in IMSS from Year 7 to Year 10. However, playing an instrument is not compulsory. All students must have a basic level of competency using composition or music production software such as BandLab, Garageband, Sibelius, Musescore.

Year 11 Music AEMUS

The Y11 ATAR music program involves students exploring three main disciplines:

- Instrumental/ Vocal Performance
- Composition/ Music Production
- Music analysis and theory

Students can elect to take a composition only stream, or a combined composition/ performing stream. All students will explore music analysis and theory through practical workshops, music listening and aural skills.

Unit 1: Exploring music styles

Students produce a portfolio evidencing a range of performance, composition, production and music analysis tasks, suited to meet the skills of the individual.

Styles of music explored may include:

- Film and video game music
- Jazz
- Pop and rock: Heavy Metal, Rock n Roll, Blues, Disco etc...
- Western art music: Classical, baroque etc...

Unit 2: Chosen Musical Discipline Study

Students choose either instrumental performance, composition (or both), and focus on developing their technical skill-set in this area, culminating in either a final recital and/or composition portfolio to evidence how their skills have grown, their creative process and how they prepared their final musical items.

Year 12 Music ATMUS

The course is a continuation of the Year 11 Music units

The focus in Year 12 Music is on Rock, Disco, Metal, Reggae, and many other kinds of music.

ATAR



Types of Assessment

	11	12
Practical	20%	20%
Examination Practical	30%	30%
Written theory	30%	30%
Examination Written	20%	20%



AEMUS
\$90

ATMUS
\$90

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

DESIGN GRAPHICS GENERAL

Why should I study this course?

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, integrate technology and current graphic design software, analyse problems and devise innovative strategies through projects. The Design General course also emphasizes the scope of design in trade based industries allowing students to maximise vocational pathways.



Minimum Requirements

None.

Year 11 Design - Graphics GEDESG

Design Graphics or 'DIG' is an Arts-based course with an emphasis on the practical component approach to the graphic design process.

This context includes elements of digital media, interactive media, graphics technology, technical graphics, and visual communication. Graphics also includes traditional two-dimensional design media.

Practical skills will be developed through the completion of the following tasks:

- Logo design for small organisations in the community
- Tee-shirt design
- Street Magazine
- Marketing materials for college eg GSHS Year Book cover

Year 12 Design - Graphics GTDESG

This context includes elements of digital media, interactive media, graphics technology, technical graphics, and visual communication. Design Graphics also includes traditional two-dimensional design media.

Practical skills will be developed through the completion of the following tasks:

- Logo design, production for clothing and products (product design)
- School magazine Cover
- Design Competitions

GENERAL



Types of Assessment

	11	12
Response	30%	20%
Production	70%	65%
Externally Set Task	N/A	15%



GEDESG
\$95

GTDESG
\$95

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

DRAMA GENERAL

Why should I study this course?

This course explores theatre through performance, improvisation, playbuilding and production. Students develop confidence, communication and teamwork skills while creating and performing drama for different audiences. Students explore how theatre can entertain, communicate ideas and reflect society and culture.



Minimum Requirements

Previous Drama experience is helpful but not essential. Students should have an interest in performance, creativity and collaborative group work, and be willing to participate in practical workshops and performances.

Year 11 Drama GEDRA

Unit 1: Drama Performance and Storytelling

Students explore improvisation, characterisation, scripted performance and storytelling techniques through practical workshops and rehearsal activities. The work of Konstantin Stanislavski is studied to develop acting skills including characterisation, voice and movement

Unit2: Playbuilding and Production

Students create and perform original drama, based on the work of Bertolt Brecht, demonstrating devising and performance techniques. Students may also explore production roles such as directing, costume, props, sound and lighting while preparing performances for an audience.

Year 12 Drama GTDRA

Unit 3: Dramatic Action

Representational, Realistic Drama

Students explore techniques of believable characterisation through different practitioner approaches. A strong focus on the work of Stanislavski and others.

Unit 4: Challenge and Identity

Presentational, Non-Realistic Drama

Students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht and others. Voice and movement techniques using processes developed by Bertold Brecht and others (Rudolf Laban or Jerzy Grotowski).

GENERAL



Types of Assessment	11	12
Production	70%	65%
Analysis	15%	10%
Investigation	15%	10%
Externally Set Task	N/A	15%



GEDRA	GTDRA
\$130	\$130

*Course costs are subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

DRAMA ATAR

Why should I study this course?

This course explores theatre through performance, production and dramatic analysis. Students develop acting, communication and creative thinking skills while studying a range of theatrical styles and practitioners. Through workshops, rehearsals and performances, students build confidence, collaboration skills and an understanding of how theatre reflects society and culture.



Minimum Requirements

Students should have an interest in performance and theatre-making. Previous Drama experience is highly desirable. All students are expected to participate in practical workshops, rehearsals, performances and written analysis tasks.

Year 11 Drama AEDRA

Unit 1: Realism and Representational Drama

Students explore realism and representational theatre through performance and analysis. The work of Konstantin Stanislavski is studied to develop acting skills including characterisation, voice and movement. Students participate in workshops, rehearsals and scripted performance tasks.

Unit 2: Non-Realism and Presentational Drama

Students investigate non-realism and presentational theatre through performance and analysis. The work of Bertolt Brecht is explored, focusing on techniques such as narration, direct audience address and stylised movement. Students experiment with theatrical conventions to communicate ideas and engage audiences

Year 12 Drama ATDRA

In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Through the Drama ATAR course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

GENERAL



Types of Assessment	11	12
Performance/production	40%	30%
Examination Written	10%	20%
Response	40%	30%
Examination practical	10%	20%



AEDRA	ATDRA
\$130	\$130

*Course costs are subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

MEDIA PRODUCTION AND ANALYSIS GENERAL

Why should I study this course?

You are interested in a career in the media or the publishing industry. You enjoy photography.

Minimum Requirements

None.



Year 11 Media Production and Analysis GEMPA

Unit 1: Mass media

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. The course will choose one or more contexts to examine for example: 'blockbuster' films; TV genres; comics; magazines; advertising; video games; stars and heroes. Photography will be the major study vehicle for looking at media types.

Unit 2: Point of View

In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work. The course will choose one or more contexts to examine for example: news stories; current affairs stories; educational programs; magazine and newspaper pages; wiki sites such as blogs; radio segments or podcasts; photographic sequences.

Year 12 Media Production and Analysis GTMPA

Over the year students study across two units Entertainment and Representation and reality. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

Context that may be examined

- promotion and marketing strategies
- local and international film
- commercial, community and digital radio
- participation media
- fanzines
- animated sitcoms

GENERAL



Types of Assessment

	11	12
Response	30%	20%
Production	70%	65%
Externally Set Task	N/A	15%



GEMPA
\$95

GTMPA
\$95

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

VISUAL ARTS GENERAL

Why should I study this course?

In the Visual Arts General course, students engage in traditional, modern, and contemporary media and techniques within the broad areas of art forms. This course promotes the innovative practice. Students are encouraged to explore and represent their ideas and gain awareness of the role that artists and designers play in reflecting, challenging, and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.



Minimum Requirements

None

Year 11 Visual Arts GEVAR

These are exciting and enjoyable areas of study for students who like to create and use practical skills to produce paintings, printmaking, clay work, sculpture and structures in a variety of materials. You will be able to use your portfolio of work for entry into further education.

The Visual Arts offers studies in:

- Drawing
- Painting
- Urban Art
- Printmaking
- Craftwork
- Clay

Year 12 Visual Arts GTVAR

- Explore drawing and painting
- Create famous face painting
- Create wearable art
- Sculpture and clay
- Present and exhibit your work
- Analyse artworks

GENERAL



Types of Assessment	11	12
Production	70%	65%
Analysis	15%	10%
Investigation	15%	10%
Externally Set Task	N/A	15%



GEVAR	GTVAR
\$130	\$130

*Course costs are subject to confirmation

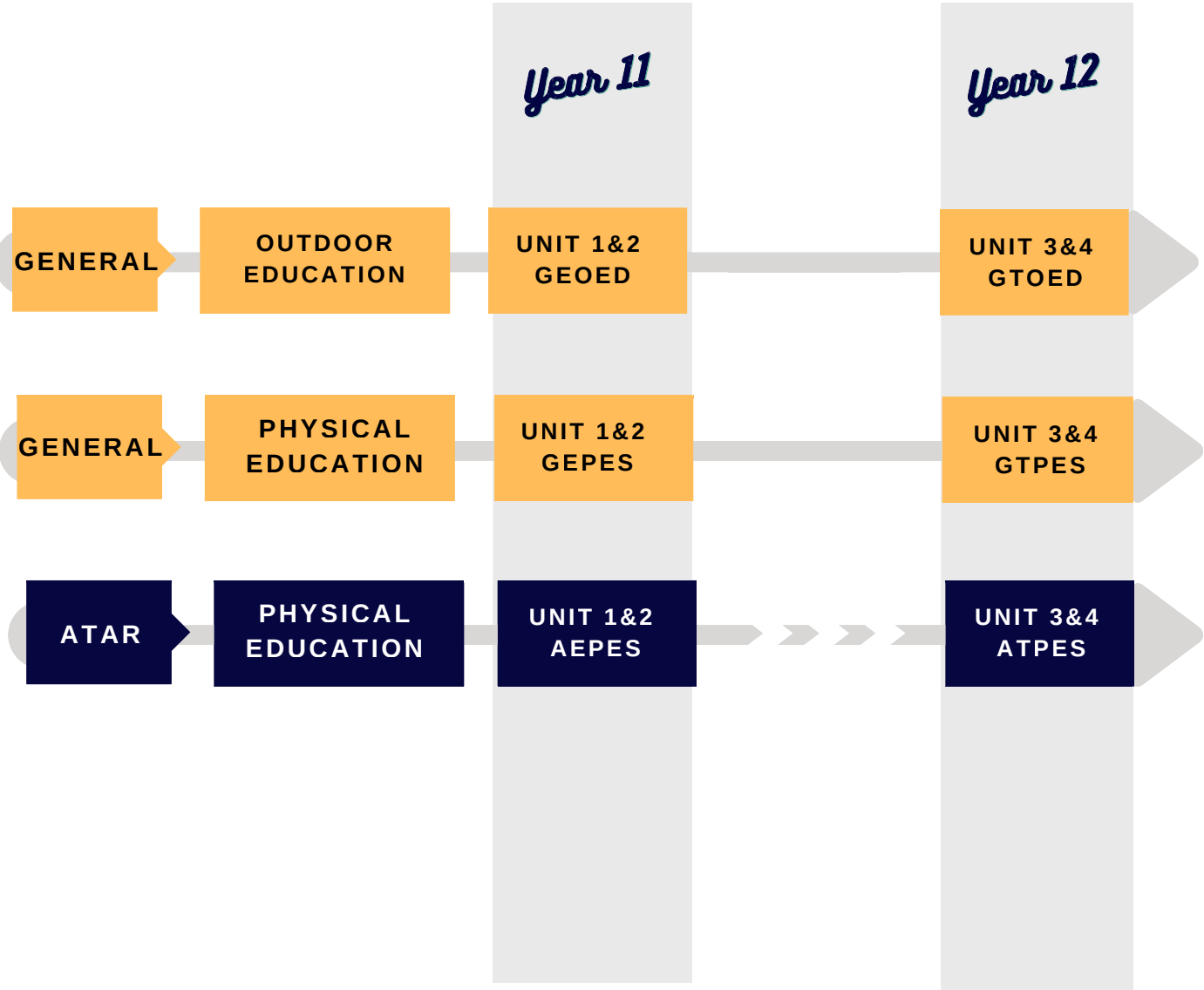


Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

PHYSICAL EDUCATION PATHWAYS



OUTDOOR EDUCATION GENERAL

Why should I do this course?

This course is for those students who are interested in developing their understanding about the relationships with the environment, others, and ourselves. If you enjoy outdoor experiences, planning, participating, and reviewing processes then this is the course for you.

Minimum Requirements

Water based activities make up a large component of the course in both open and closed water environments. Being a strong and capable swimmer is required. Participation in an excursion/expedition is a compulsory part of the assessment. Students participate in outdoor adventure activities where they develop and improve their skills and apply practices that ensure safe participation.



Year 11 Outdoor Education GEOED

Unit 1: Experiencing the Outdoors

The focus of this unit is the development of students' knowledge and skill in the area of experiential learning, sustainability, and interaction with the natural environment.

Content: Relationship with nature, Surf lifesaving and snorkeling, Decision making, Personal skills, Food preparation, Environmental management, and Weather maps.

Unit 2: Facing challenges in the outdoors

Students further develop their skills by facing a broad range of challenges in the outdoors and natural environment. Students address simple risk assessments, make decisions and apply safe practices to cope with challenges in the outdoors. Students participate in an excursion or expedition which is a compulsory part of the course.

Content: Minimum Impact practices, First Aid, Basic navigation skills, Camp craft Leadership, Environment flora, and fauna.

Year 12 Outdoor Education GTOED

Unit 3: Building Confidence in the Outdoors

Students understand the planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions to develop survival skills.

Unit 4: Outdoor Leadership

They continue to develop navigational skills and respond to an emergency outdoors. Also, participate in a compulsory Multi-day/overnight expedition.

GENERAL

Types of Assessment	11	12
	Investigation	25% 15%
	Performance 1	30% 30%
	Performance 2	20% 20%
	Response	25% 20%
	Externally Set Task	N/A 15%



GEOED
\$60

GTOED
\$60

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

PHYSICAL EDUCATION STUDIES GENERAL



Why should I study this course?

This course is for those interested in developing an understanding about your participation in physical activity. If you enjoy exploring and developing knowledge of physical activity and sport, and wish to have an awareness and understanding of the factors which influence performance for these activities.

Minimum Requirements

None

Year 11 Physical Education Studies GEPES

This course promotes the physical, social, and emotional growth of students, and explores anatomical, physiological, and biomechanical concepts in physical activity. The course has an emphasis on understanding and improving performance in physical activity with both practical performance and theoretical concepts covered. The physical activities (sports) covered in depth in this course are basketball, badminton, and softball.

Unit 1:

The focus of the unit is the development of students' knowledge, understanding, and application of anatomical, physiological, and practical factors associated with performing physical activities.

Unit 2:

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. These concepts support the improvement in performance in physical activity as an individual or as a team member.

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sports psychology

Year 12 Physical Education Studies GTPES

Unit 3 and 4:

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition, and goal-setting concepts to enhance their own and others' performance in physical activity.

GENERAL



Types of Assessment	11	12
Investigation	25%	15%
Practical Performance	50%	50%
Response	25%	20%
Externally Set Task	N/A	15%



	GEPES	GTPES	*Course costs are subject to confirmation
	\$60	\$60	



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

PHYSICAL EDUCATION STUDIES ATAR

Why should I do this course?

This pathway is suited to students who may be planning to study at university. It is a more academically rigorous pathway than the General Course and involves a theory examination in Year 11 and both theory and practical examinations in Year 12

This course promotes the physical, social and emotional growth of students with both practical performances and theoretical concepts covered. It explores anatomical, physiological, and biomechanical concepts in physical activity. An emphasis is on understanding their own performance and that of others in physical activity.



Minimum Requirements

Strong writing skills as well as proficiency in a sport

Year 11 Physical Education AEPES

Unit 1:

The focus of the unit is to explore anatomical and biomechanical concepts and the body's responses to physical activity to improve their own performance and that of others in physical activity.

Unit 2:

The focus of this unit is to identify the relationship between skill, strategy, and the body in order to improve the effectiveness and efficiency of performance.

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sports psychology

Year 12 Physical Education ATPES

Unit 3:

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological, and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4:

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

ATAR



Types of Assessment

	11	12
Investigation	15%	14%
Response	15%	17.5%
Written Exam	40%	38.5%
Practical Performance	30%	21%
Practical Exam	N/A	9%



AEPES
\$80

ATPES
\$80

*Course costs are
subject to confirmation

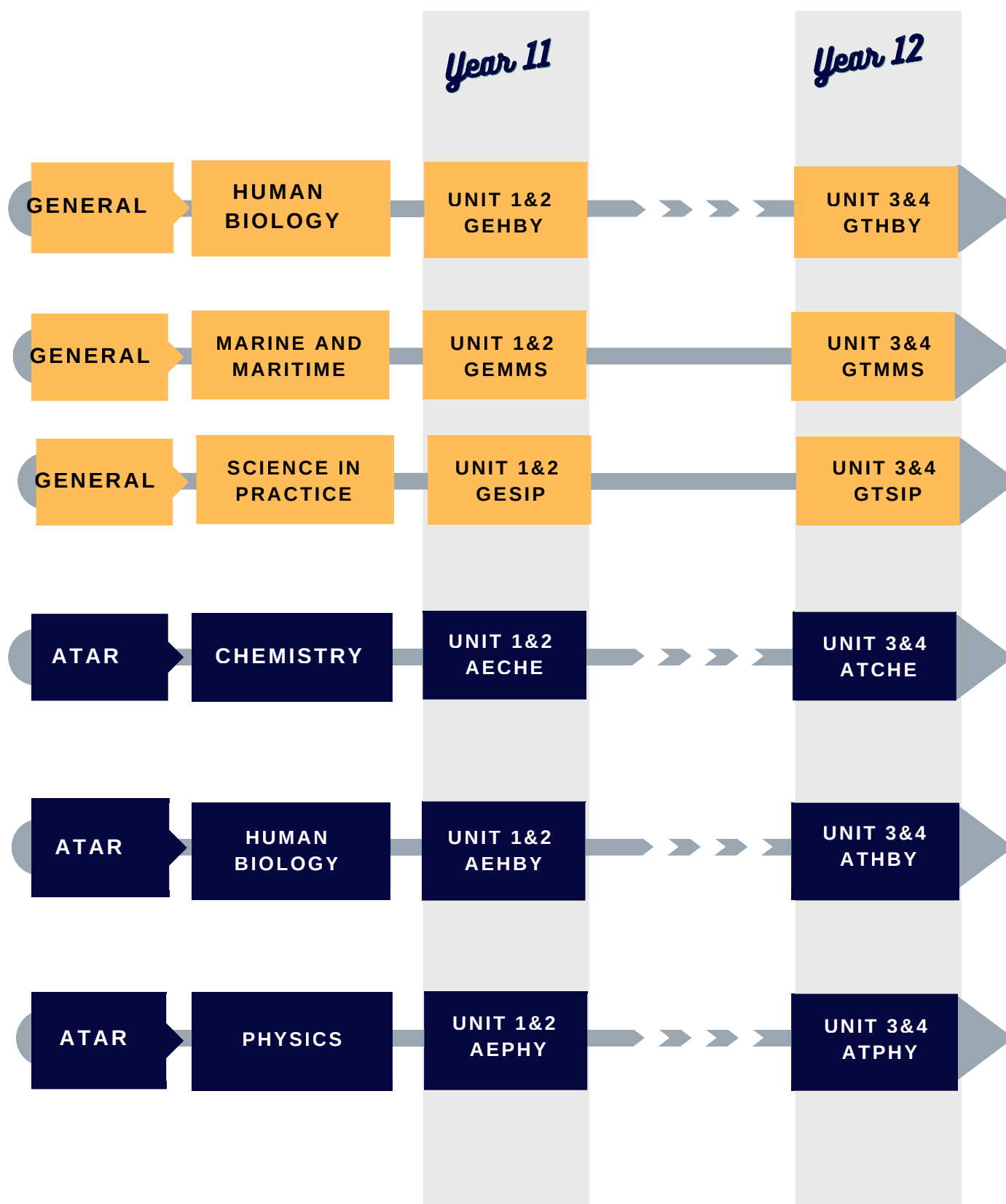


Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

SCIENCE PATHWAYS



CHEMISTRY ATAR

Why should I do this course?

Chemistry is an academically challenging course that is most suited to students hoping to gain university entrance. The university course you wish to get into may require that you study chemistry. This course provides opportunities for students to investigate the properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems' structures and properties.



Minimum Requirements

Students should achieve a B grade or higher in Year 10 science and mathematics

Year 11 Chemistry AECHE

Unit 1: The focus of this unit is to use atomic structure and bonding to explain the properties of materials, and the outcomes of chemical reactions.

- Structure of the atom
- Properties and structure of materials
- Chemical reactions: reactants products and energy change

Unit 2: The focus of this unit is to explore the factors that affect chemical reactions, including those involving water, acids, and bases.

- Intermolecular forces
- Aqueous solutions
- Rates of chemical reactions

Year 12 Chemistry ATCHE

Unit 3: The focus of this unit is to look at equilibrium in reactions, investigate the properties and uses of acid-base behaviour, and the principles and uses of oxidation and reduction systems.

- Chemical equilibrium systems
- Acids and bases
- Oxidation and reduction

Unit 4: The focus of this unit is to develop an understanding of organic molecules.

- Properties and structure of organic materials
- Chemical synthesis

ATAR



Types of Assessment

	11	12
Science Inquiry	25%	20%
Extended Response	10%	10%
Test	15%	20%
Examination	50%	50%



AECHE
\$70

ATCHE
\$70

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

HUMAN BIOLOGY GENERAL

Why should I do this course?

Human Biology – General is suited to students who may be pursuing a TAFE course in health and related areas such as beauty therapy, enrolled nursing, or for students with a general interest in the subject.

The focus of this course is to explore how the human body works and reproduction. Later focusing on bones, muscles, nerves, and hormones, they also look at the spread of disease and body responses to pathogens.



Minimum requirements

Students should achieve a C grade or higher in Year 10 science

Year 11 Human Biology GEHBY

Unit 1: The focus of this unit is exploring how the human body systems are interrelated to sustain life.

- Cell processes
- Respiration
- Excretion
- Digestion

Unit 2: Explores the process of reproduction.

- Roles of males and females
- Structure of reproductive systems

Year 12 Human Biology GTHBY

Unit 3: Explores human coordination.

- Bones
- Muscles
- Nerves
- Hormones

Unit 4: Explores the spread of disease.

- Causes of disease
- How disease is spread
- How humans respond to invading pathogens

GENERAL



Types of Assessment

	11	12
Science Inquiry	40%	40%
Extended Response	20%	30%
Test	40%	15%
Externally Set Task	N/A	15%



GEHBY
\$65

GTHBY
\$65

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

HUMAN BIOLOGY ATAR

Why should I do this course?

Human biology is an academically challenging course that is most suited to students hoping to gain university entrance.

The focus of this course is to explore how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics.



Minimum Requirements

Students should achieve a B grade or higher in Year 10 science

Year 11 Human Biology AEHBY

Unit 1: The focus of this unit is the structure and function of body systems and their interrelationships.

- Cells
- Metabolism
- Body systems

Unit 2: The focus of this unit is the reproductive systems of males and females, Genetics, and the effects of the environment on gene expression.

- DNA
- Cell reproduction
- Human reproduction
- Types of inheritance

Year 12 Human Biology ATHBY

Unit 3: The focus of this unit the nervous, endocrine, and immune systems that help the body to function.

- Endocrine system
- Nervous system
- Homeostasis
- Response to infection

Unit 4: The focus of this unit is variation in humans, their changing environment, and evolutionary trends in humans.

- Mutations
- Gene pools
- Evidence for evolution
- Man's evolutionary trends

ATAR



Types of Assessment

	11	12
Science Inquiry	20%	10%
Extended Response	15%	15%
Test	25%	25%
Examination	40%	50%



AEHBY
\$65

ATHBY
\$65

*Course costs are
subject to confirmation



Associated costs may apply

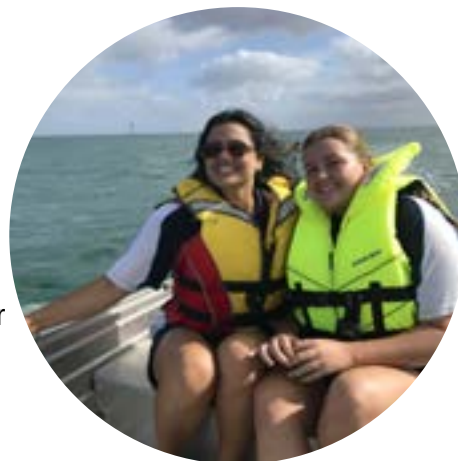


<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

MARINE AND MARITIME SCIENCE GENERAL

Why should I do this course?

Marine and Maritime Science – General is suited to students who may be pursuing a TAFE courses in Marine and Maritime studies or for students with a general interest in the subject.



Minimum Requirements

This course builds on some of the skills and knowledge taught in lower school science. Students should achieve a C grade or higher in Year 10 science and be able to swim 200m confidently.

Year 11 Marine and Maritime Science GEMMS

Unit 1:

- Oceanography: properties of seawater, tides, and currents
- WA fisheries management
- Maritime Craft design and construction including powerboat design, and the effects of the marine environment on construction materials
- Practical Snorkelling and diving

Unit 2:

- Oceanography: Ocean zones and their marine organisms
- Protected marine areas, and the roles of WA marine management organisations
- Trade routes and ocean mapping
- Design of marine and maritime equipment
- Snorkeling and diving including the effects on the human body, buoyancy, and barotrauma

Year 12 Marine and Maritime Science GTMMS

Unit 3:

- WA marine ecosystems and adaptations of organisms within them
- Aquaculture
- Marine watercraft and equipment design and characteristics of construction materials

Unit 4:

- Oceanography: ocean currents and climate change
- Marine tourism and its impacts and the importance of ecotourism
- Maritime construction protection materials and their side effects
- Small craft maintenance
- Powerboating (opportunity do to Recreational Skippers Ticket)

GENERAL

	Types of Assessment		11	12
	Science Inquiry		25%	15%
	Practical		50%	40%
	Test		20%	20%
	Extended Response		5%	10%
	External Set Task		N/A	15%



GEMMS	GTMMS	*Course costs are
\$115	\$145	subject to confirmation



Associated costs may apply

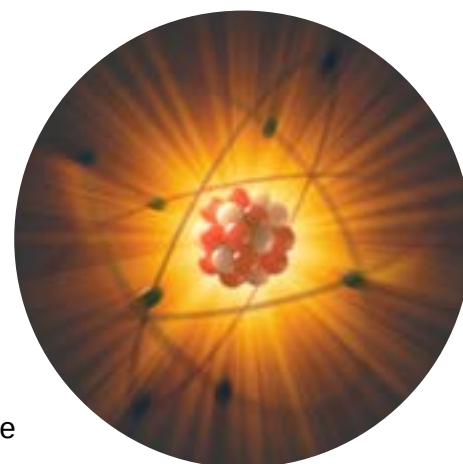


<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

PHYSICS ATAR

Why should I do this course?

Physics is most suited to students with a strong interest in mathematics and the Physical Sciences. It may be a requirement for a university course. In this course, students will develop their problem-solving skills by conducting investigations and analyzing problems and data to explain and predict physical phenomena from a small scale, in atoms, to a large scale, in galaxies.



Minimum Requirements

To be successful you should achieve an A or B in Year 10 Science with an A or B in Mathematics. Note: You should also be choosing the ATAR pathway in Mathematics and Maths Methods.

Year 11 Physics AEPHY

Unit 1: This unit focuses on thermal, nuclear, and electrical physics.

- Heating processes: heat and temperature, conduction and convection
- Nuclear radiation, fission, and fusion
- Electricity

Unit 2: This unit focuses on linear motion and waves.

- Forces and movement: displacement, velocity, acceleration, and energy
- Waves: Wave characteristics, behaviour, and their effects

Year 12 Physics ATPHY

Unit 3: This unit focuses on gravity and electromagnetism.

- Motion and forces in gravitational field and electricity and magnetism
- Particles, waves and quanta, and motion and forces in electric and magnetic fields

Unit 4: This unit focuses on the revolution in modern physics.

- Physical principles about waves to the study of the universe and its creation
- Atomic physics
- Einstein's special relativity (for objects travelling at speeds approaching the speed of light)

ATAR



Types of Assessment

	11	12
Science Inquiry	30%	20%
Test	30%	30%
Examination	40%	50%



	AEPHY	ATPHY
	\$60	\$65

*Course costs are subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

SCIENCE IN PRACTICE GENERAL

Why should I do this course?

Science in Practice is a hands-on science course that focuses on applying scientific knowledge and skills to real-world situations. Structured around the school's CoRE learning model, students develop their understanding through collaboration, inquiry, reflection, and authentic learning experiences beyond the classroom.



Minimum Requirements

An interest in science and working on practical projects.

Year 11 Science in Practice GESIP

A key feature of this course is its strong emphasis on fieldwork and practical investigations. Students collect and analyse real data, investigate local environmental and community issues, and apply scientific thinking to solve problems in meaningful contexts.

The course integrates Biology, Chemistry, Physics, and Earth Science through engaging topics such as environmental science, marine and terrestrial ecosystems, forensic science, health, and technology.

Students develop skills in critical thinking, communication, teamwork, and evidence-based decision-making while gaining experience with scientific equipment, field techniques, and workplace health and safety practices.

Science in Practice is ideal for students who enjoy active, practical learning and are interested in developing skills relevant to further study, training, apprenticeships, and careers in science-related industries.

Year 12 Science in Practice GESIP

This course will involve a selection of new topics - over the year students will cover at least three areas - Biology, Chemistry Physics and Earth Science.

GENERAL



Types of Assessment

	11	12
Investigation	25%	15%
Project	50%	40%
Practical assessment	20%	20%
Supervised Written Assessment	5%	10%
Externally Set Task	N/A	15%



GESIP \$60 GTSIP \$65*Course costs are subject to confirmation

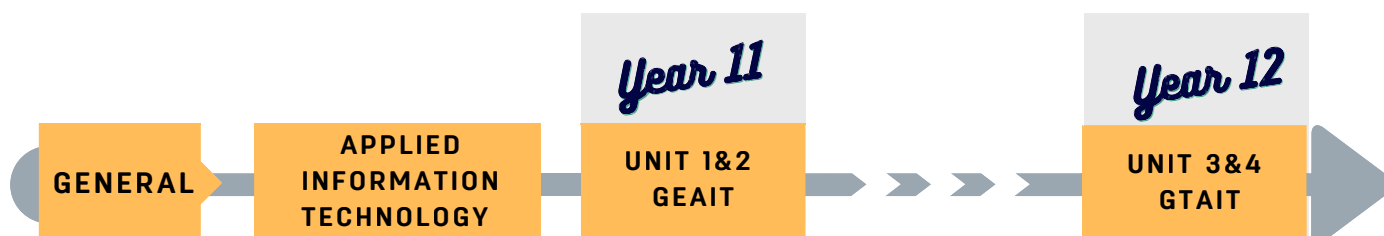


Associated costs may apply

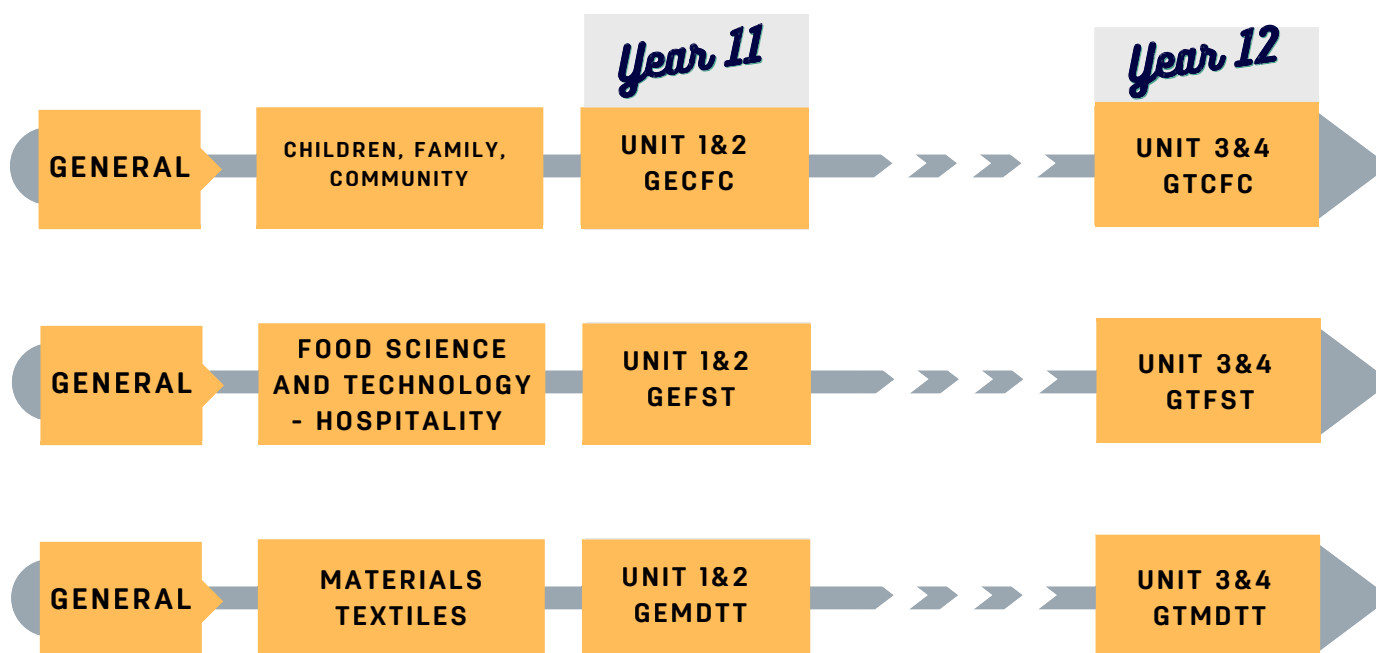


<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

TECHNOLOGIES 1 - COMPUTING



TECHNOLOGIES 2 - HOME ECONOMICS



APPLIED INFORMATION TECHNOLOGY GENERAL

Why should I do this course?

You have a genuine interest in finding out more about the operation of computers for personal use and use in the workplace.

Minimum Requirements

None

Year 11 Applied Information Technology GEAIT

Unit 1: Personal Communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Digital concepts – learn how to create quality digital products

- Hardware
- Impacts of technology
- Project management
- Applications skills – develop your skills in the use of a variety of application software such as:
 - Web Browsing, Spreadsheets, Word Processing, Multimedia

Unit 2: Working with Others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications, and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical, and social impacts of technology within society.

- Managing Data and Networks
- Impacts of Technology, Project Management, and Application skills for Unit 1

Year 12 Applied Information Technology GTAIT

Unit 3: Media Information and Communication Technologies

The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of the technology.

Unit 4: Digital Technologies in Business

The emphasis of this unit is on the skills, principles, and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.



GENERAL



Types of Assessment

	11	12
Project	70%	50%
Short Answer	20%	20%
Extend Answer	10%	15%
Externally Set Task	N/A	15%



	GEAIT	GTAIT	
	\$30.00	\$30.00	*Course costs are subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

CHILDREN FAMILY AND THE COMMUNITY GENERAL

Why should I do this course?

The Children, Family and the Community General course caters for students seeking employment in education, nursing, community services, childcare and health. Students need to have an interest in people of all ages, their health, needs and development. Students will develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.



Students will be applying the technology process to investigate issues, generate ideas, plan and produce products and evaluate their success.

Minimum Requirements

None

Year 11 Unit 1 : Families & Relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationship between individuals, families and their communities.

- Conception, Pregnancy & Birth
- Developmental Needs
- Family Types and Structures
- Community Services
- Family & Social Issues
- Decision Making

Year 11 Unit 2 : Our Community

This unit focuses on families, relationships and living in communities.

- Growth & Development
- Lifestyle Risk Factors
- Community Issues
- Sustainable Living
- Laws for Families

Working with Children

GENERAL



Types of Assessment

	11	12
Investigation	30%	25%
Production	55%	50%
Response	15%	10%
Externally Set Task	%	15%



GECFC	GTCFC
\$60.00	\$60.00

*Course costs are subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

FOOD SCIENCE AND TECHNOLOGY GENERAL

Why should I do this course?

Hospitality is a growth area for jobs with many employment opportunities. You may be interested in a career in this industry or want to develop food preparation skills that you can use throughout your life.

Minimum Requirements

Every student enrolling in this course must wear enclosed shoes during all lessons to meet occupational health and safety requirements.



Year 11 Food Science and Technology - Hospitality – GEFST

Unit 1: Food Choices and Health

Unit 2: Food for Communities

This is a very practical course. You will develop your food preparation skills and cook a wide variety of foods to make nutritious meals and snacks. You will also learn about nutrition, food classification, food choices, and laws and regulations.

- Nutrition
- Classification and properties of food
- Food preparation skills
- Cookery methods and food products
- Food choices and health issues
- Environmental issues
- Food laws and regulations
- Technology process

Year 12 Food Science and Technology – GTFST

Unit 3 & 4: Food Science and the Undercover Story

You will further develop your food preparation skills and use a variety of processing techniques and cookery methods to produce quality food products. You will also learn about the food supply chain, food preservation, and marketing.

- Nutrition
- Food as a commodity
- Properties of food
- Food preparation skills
- Cookery methods and food products
- Food labeling
- Advertising and Marketing
- Technology process

GENERAL



Types of Assessment

	11	12
Project	40%	40%
Short Answer	15%	10%
Extend Answer	15%	10%
Externally Set Task	30%	40%



GEFST
\$95.00

GTFST
\$95.00

*Course costs are
subject to confirmation



Associated costs may apply

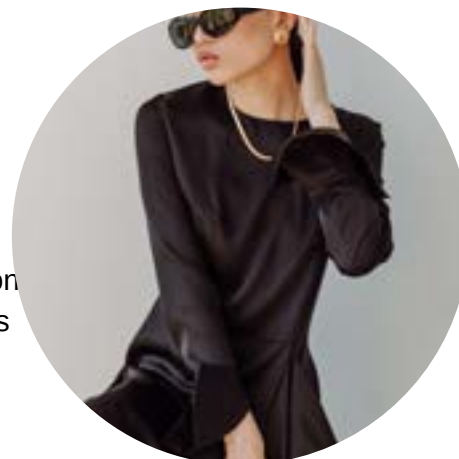


<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

MATERIALS DESIGN & TECHNOLOGY - TEXTILES GENERAL

Why should I do this course?

The Fashion & Textiles course is a practical course allowing students to explore the design and manufacture of textiles products such as clothing, toys and homeware items. Students develop their creativity, whilst also examining social and cultural values through understanding the modern-day textile industry. The course aims to prepare students for a future in a technological and material world providing the foundation for lifelong learning about how products are designed and how materials are developed and used.



Minimum Requirements

Suitable for students with limited knowledge or skill in Textiles as all basics will be covered.

Year 11 Materials & Textiles - GEMDTT

Unit 1: Design Fundamentals and Skills including:

- Investigating client needs, sources of design inspiration and existing products.
- Sketching design ideas for children's toys and Production planning.
- Making a children's educational toy from textiles materials.

Unit 2: Personal Project :

- Investigating nature and properties of materials.
- Creating 2D and 3D fashion drawings
- Demonstrating pattern skills, sewing machine skills and garment construction techniques.

Year 12 Materials & Textiles – GTMDTT

Unit 3: Design Fundamentals and Skills Including:

- Investigating client needs, sources of design inspiration and existing products.
- Sketching design ideas for fashion accessories and learning about manufacturing and production skills and techniques.
- Planning and managing the manufacture of a Fashion accessory from textiles materials, understanding quality assurance processes.

Unit 4: Personal Project:

- Investigating the nature, properties and environmental impacts related to Textiles and production techniques.
- Developing design ideas, exploring a range of embellishment and manipulation techniques
- Demonstrating pattern skills, sewing machine skills and construction techniques.

GENERAL



Types of Assessment

	11	12
Design	25%	20%
Production	60%	50%
Response	15%	15%
Externally Set Task	0%	15%



GEMDTT	GTMDTT
\$60.00	\$60.00

*Course costs are subject to confirmation

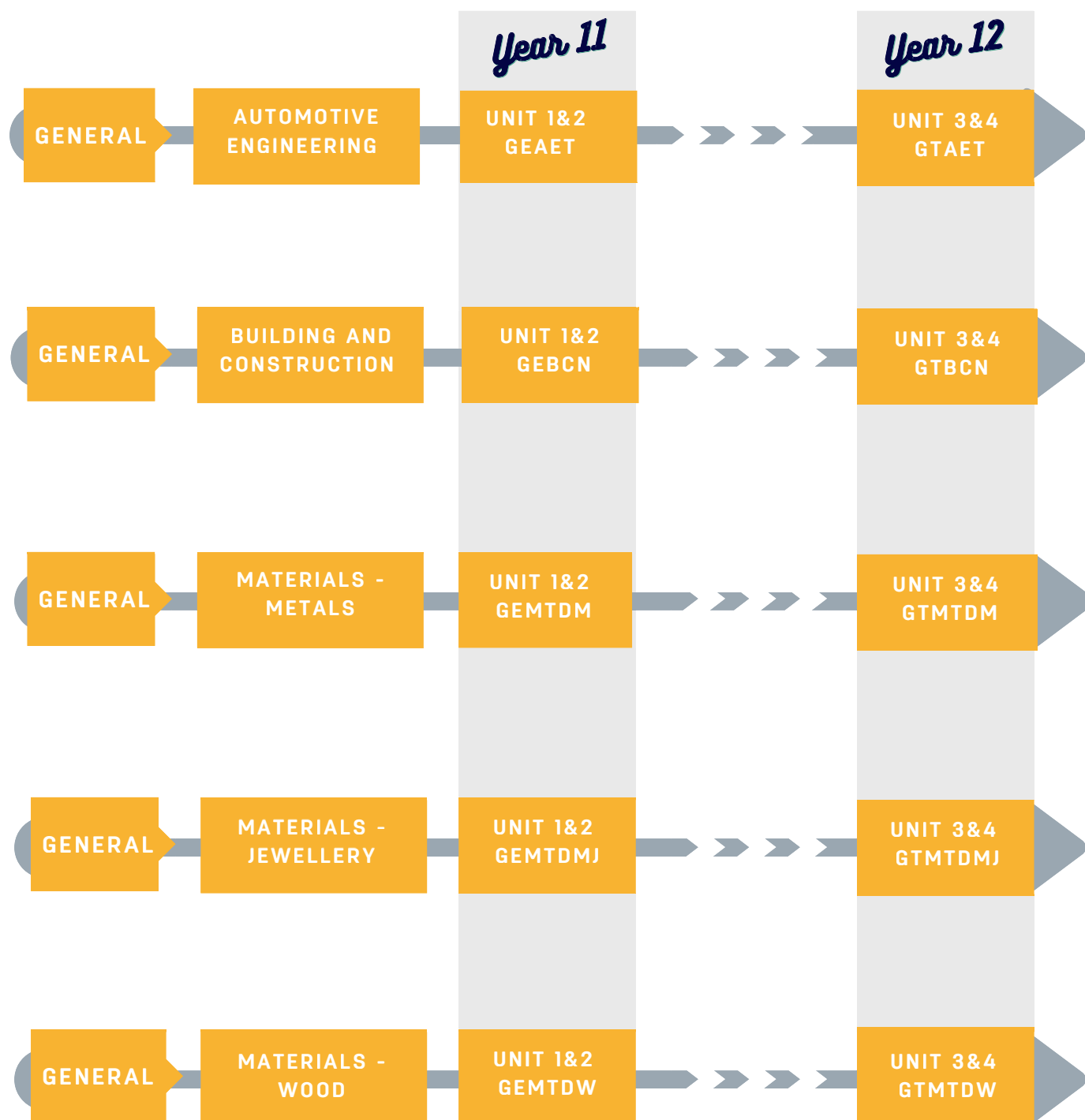


Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

TECHNOLOGIES 3



AUTOMOTIVE ENGINEERING AND TECHNOLOGY GENERAL

Why should I do this course?

You enjoy practical subjects. You are interested in a career in the automotive industry or related trade.

Minimum Requirements

None.

Year 11 Automotive Engineering and Technology GEAET

This is a practical subject designed to give you the opportunity to experience aspects of working within different automotive contexts.

You will like this course if you:

- like working with engines
- are interested in finding how engines work and the theory behind the engine
- want to learn basic vehicle service techniques
- learn to weld
- understand safety practices to provide a good background for a career or useful automotive skills

Year 12 Automotive Engineering and Technology GTAET

The focus in Year 12 is automotive tuning and automotive components.

Content:

- diagnostic testing of automotive systems
- OSH rules and regulations and involvement in safe work practices
- removal and replacement of components
- basic rules of automotive workshops and safe operation of the automotive vehicle



GENERAL



Types of Assessment

	11	12
Investigation and diagnostics	20%	20%
Production and assembly	60%	50%
Response	20%	15%
Externally Set Task	N/A	15%



	GEAET	GTAET	*Course costs are subject to confirmation
	\$95.00	\$95.00	



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

BUILDING AND CONSTRUCTION GENERAL

Why should I do this course?

You like doing practical work and drafting you may have an interest in a trade as a carpenter or would like to learn some basic handyman skills.

Minimum Requirements

None

Year 11 Building and Construction GBCN

Students explore the way buildings are constructed through a series of team orientated and individual projects.

Students will:

- Learn Basic carpentry .
- Learn Basic plastering, painting and tiling.
- Learn Basic brick paving, brick laying and rendering.
- Learn Arc welding.
- Research, design, build and destroy a bridge.
- Learn to make a job quote.
- Prepare working drawings.

Students explore current and future work roles, training opportunities, and career pathways in building and construction. The course is practical with many hands-on work experiences.

Year 12 Building and Construction GTBCN

Students explore construction techniques through research tasks leading to the construction of a team orientated projects and individual projects.

Students gain an understanding of:

- properties of common building materials
- basic plan reading
- processes involved in earthworks/surveying
- basic drawing and drafting
- Use of wood or metal frames and structures, Construction Methods
- Moderation exercise Term 2

The course is practical with many hands-on work experiences.



GENERAL

Types of Assessment	11	12
	Design	20% 20%
	Production	70% 50%
	Response	10% 15%
	Externally Set Task	N/A 15%



GBCN
\$95.00

GTBCN
\$95.00

*Course costs are
subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

MATERIALS DESIGN AND TECHNOLOGY – METALS GENERAL

Why should I do this course?

You enjoy practical subjects. You are interested in designing your own projects, and a career in fabrication/manufacturing interests you where university is not needed. You have had experience in metal work in lower school.

Minimum Requirements

None, though completion of any lower school metals units would be an advantage.

Year 11 Materials Design and Technology - GEMDTM (Metals):

Unit 1:

The focus of this unit is to create a folding shovel and to develop several different metal fabrication skills. Students will be introduced to various power tools and machinery and will become competent in a number of metal fabricating techniques. The scope will be given to students wishing to add their designs to a project.

Unit 2:

In this unit students will expand their design and fabricating skills, to create an occasional table. This will be designed completely by students and manufactured to a high standard.

Year 12 Materials Design and Technology - GTMDTM (Metals):

Unit 3:

The focus of this unit is for students to create an ornate bar stool. This is another skills building task, to encourage students to further develop their practical skills

Unit 4:

In this unit, students are encouraged to further enhance and extend their design and metal fabrication skills. Students are required to design and manufacture a personal project. The only limit placed on this is the skills and ability of each individual student



GENERAL



Types of Assessment

	11	12
Design	25%	20%
Production	60%	50%
Response	15%	15%
Externally Set Task	N/A	15%



GEMDTM
\$95.00

GTMDTM *Course costs are
\$95.00 subject to confirmation



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

MATERIALS DESIGN AND TECHNOLOGY – JEWELLERY

GENERAL

Why should I study this course?

You enjoy practical subjects. You are interested in jewellery and you would like to make your own jewellery to sell or to give away.

Minimum Requirements

None, though completion of the lower school jewellery course would be an advantage.

Year 11 Materials Design and Technology - GEMDTMJ (Jewellery):

Unit 1:

The focus of this unit is to make a number of skill projects in sterling silver so students understand how to solder silver and how to shape and polish their own jewellery. Students will be introduced to various techniques so they can create their own work and make it look professional.

Unit 2:

The focus of this unit is for students to expand on their skills in jewellery with several more skill tasks and then design their own piece of jewellery towards the end of the semester. As part of their work student will be encouraged to recycle all of the scrap silver they have to create a recycling project as part of the course.

Year 12 Materials Design and Technology - GEMDTMJ (Jewellery):

Unit 3:

The focus of this unit is for students to develop their skills further so they can undertake more intricate designs and tasks. Students will be encouraged to recycle unwanted jewellery where possible as part of the course. They will complete tasks in setting stones and pearls using a variety of techniques. Students will also look at existing jewellery so they build on their knowledge of design so they can incorporate stones or pearls in their designs.

Unit 4:

Once those skills in unit 3 are completed students will be set a task to design their own piece of jewellery incorporating either pearls or stones in the design. Students' work will be displayed as part of the course.



GENERAL



Types of Assessment

	11	12
Design	25%	20%
Production	60%	50%
Response	15%	15%
Externally Set Task	N/A	15%



	GEMDTMJ	GTMDTMJ	*Course costs are subject to confirmation
	\$95.00	\$95.00	



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

MATERIALS DESIGN AND TECHNOLOGY - WOOD GENERAL

Why should I do this course?

You enjoy practical subjects. You are interested in a career in the building/carpentry industries where university entrance is not required.

Minimum Requirements

None, though completion of any lower school wood units would be an advantage.

Year 11 Materials Design and Technology - GEMDTW

Unit 1:

The focus of this unit is to design and create a Duchess Mirror bedside cabinet. Students will be introduced to various hand tools, power tools and machines. They will become competent in cutting, machining, sanding, and finishing timber.

Unit 2:

The focus of this unit is for students to expand on their skills in wood and to design and create a piece of furniture. Some examples include coffee tables, blanket boxes, bedside tables, and outdoor chairs. The piece of furniture is essentially limited to the skills and ability of each individual student

Year 12 Materials Design and Technology - GTMDTW

Unit 3:

The focus of this unit is for students to design and create a beautiful Jewellery Box. Students will learn various hand and machine skills related to box construction and advance their ability to create delicate timber products.

Unit 4:

The focus of this unit is for students to further enhance their knowledge and understanding of constructing furniture. Students are required to design and produce a substantial piece of furniture. Some examples include beds, dining tables, bedside cabinets, wardrobes, and barstools. The piece of furniture is essentially limited to the skills and abilities of each individual student.



GENERAL



Types of Assessment	11	12
Design	25%	25%
Production	60%	50%
Response	15%	10%
Externally Set Task	N/A	15%



	GEMDTW	GTMDTW	*Course costs are subject to confirmation
	\$95.00	\$95.00	



Associated costs may apply



<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>



VOCATIONAL EDUCATION AND TRAINING



VOCATIONAL EDUCATION AND TRAINING

Geraldton Senior High School Vocational Education and Training courses provide students with the knowledge and skills relevant to employment.

These courses enable students to acquire industry recognised skills through on-the-job and off-the-job training. Students satisfy part of their Western Australian Certificate of Education through accredited Vocational Education and Training Programs of Study.

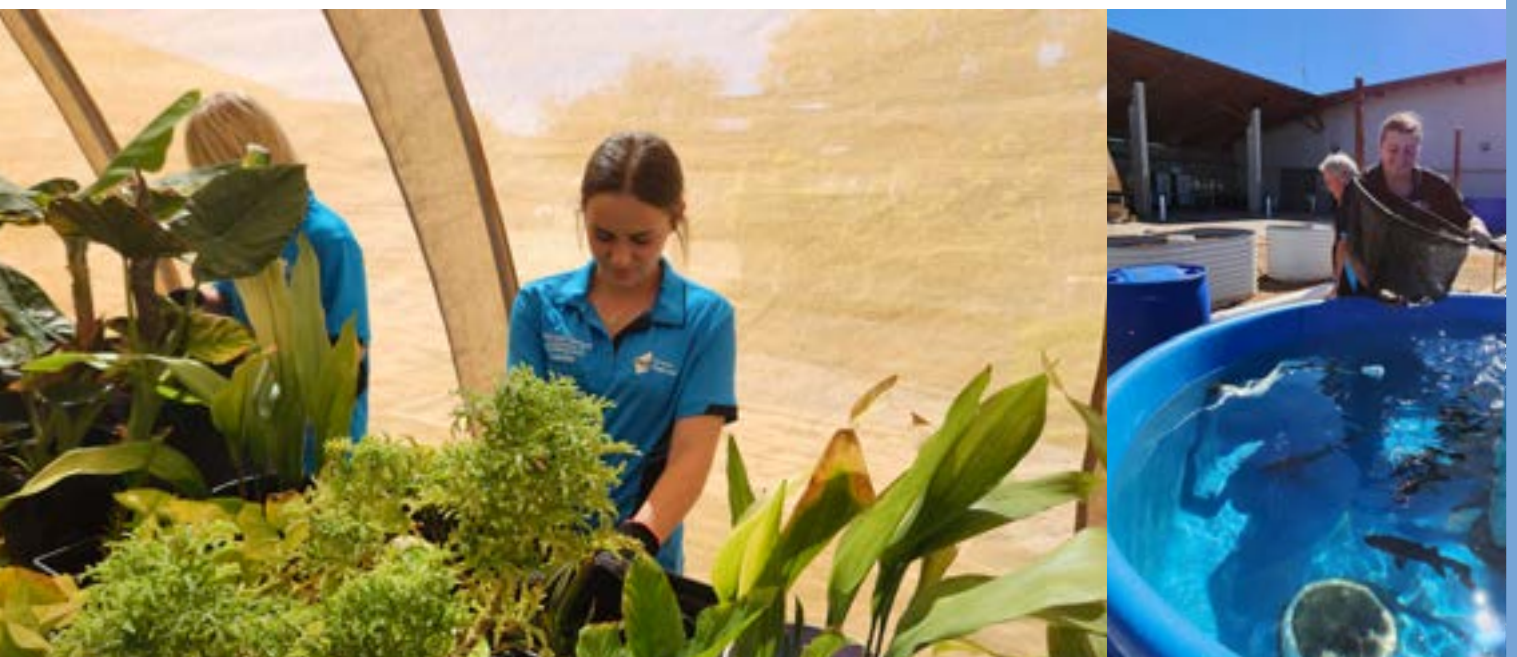
Successful completion of these programs contributes to:

- Western Australian Certificate of Education (WACE)
- Merit points towards selection criteria for State Training Providers
- Nationally recognised Australian Qualification Framework certification

These courses are beneficial to students because they have:

- Training Units of Competency that can assist in future job training
- Student-Centred Learning Approach
- Integration of literacy and numeracy tasks into practical courses
- Relevant learning and assessment tasks

This approach motivates students in their preparation for either future education and training or employment.



TYPES OF VOCATIONAL EDUCATION AND TRAINING PROGRAMS

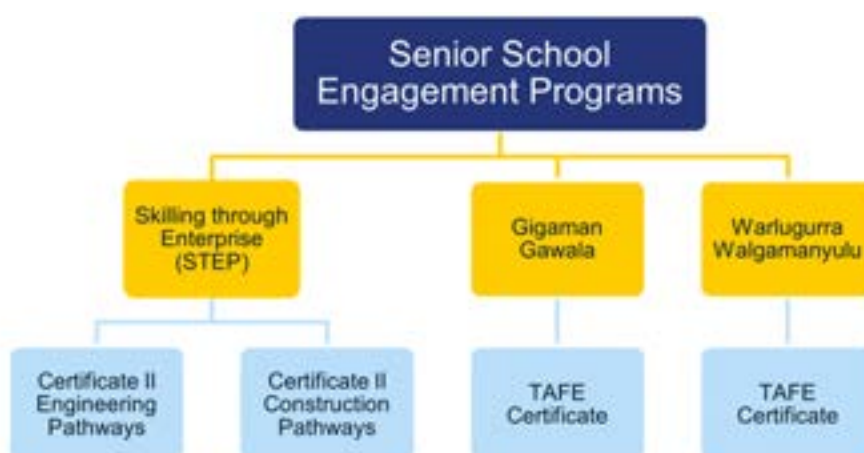
Geraldton Senior High School offers courses in the following Vocational Education and Training areas:

Senior School Engagement Programs

Senior School Engagement Programs are discrete courses that operate off the main timetable. Students undergo an application and interview process prior to commencement.

Programs include:

1. Skilling Through Enterprise Program (STEP) - Trade Skills – available to all students.
2. Gigaman Gawala – available to Aboriginal boys.
3. Warlugurra Walgamanyulu - available to Aboriginal girls.



External VET -VETDSS

VET delivered to secondary schools(VETDSS) involves regular days away from school. Students in these programs have a modified timetable. Students undergo an application process in order to be selected.

TAFE programs:

- 2 days in offsite training/work placement. e.g. Trades pathway certificates, Early Childhood
- 1 day in offsite training/work placement e.g. TAFE Link

Mainstream

The following courses are delivered on the regular timetable. Any student can include them in their six choices for a General or University Course Program. Any off-campus activity generally occurs in their timetabled periods. These courses will involve occasional field trips between a day or week-long that will require them to miss other classes. Information regarding these courses will be found in this book.

Physical Education

- Certificate II in Sport and Recreation Business
- Certificate II in Work Skills

SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Why should I do this course?

This qualification reflects the role of individuals who assist with the delivery of sport and recreation activities and who complete a range of fundamental customer contact and maintenance duties. They work under direct supervision to complete mainly routine tasks.

How will this course help students in the future?

This qualification provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.



Minimum Requirements:

An interest in this industry area is advised



Competencies

- HLTWHS001 Participate in workplace health and safety
- SISOFD001 Assist in conducting recreation sessions
- SISXCCS004 Provide quality service (CT from SISXCCS001 Provide quality service)
- SISXEMR003 Respond to emergency situations
- SISXFAC006 Maintain activity equipment (CT from SISXFAC001 Maintain equipment for activities)
- SISXIND011 Maintain sport, fitness and recreation industry knowledge

plus 4 electives



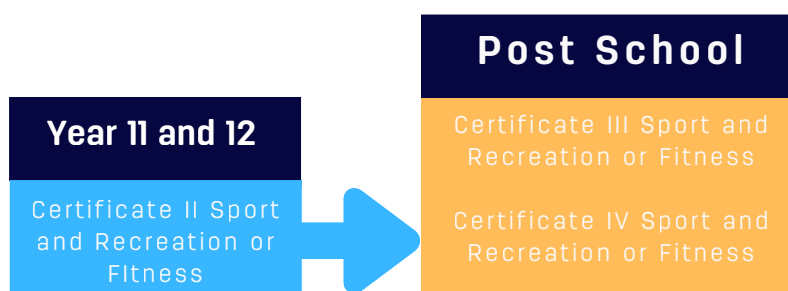
C2SR-A	C2SR-B	*Course costs are subject to confirmation
\$80.00	\$80.00	



Associated costs may apply



Training and assessment conducted by Geraldton Senior
High School teachers on behalf of IVET RTO 40548



BSB20120 CERTIFICATE II IN WORKPLACE SKILLS

Why should I study this course?

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills.



Minimum Requirements:

None

Core units



- BSBCMM211 Apply communication skills
- BSBOPS201 Work effectively in business environments
- BSBPEF202 Plan and apply time management
- BSBSUS211 Participate in sustainable work practices
- BSBWHS211 Contribute to the health and safety of self and others

In addition - 5 electives will be chosen



C2WS-A
\$55.00

C2WS-B
\$55.00

*Course costs
are subject to
confirmation



Associated costs may apply



Training and assessment conducted by Geraldton
Senior High School teachers on behalf of IVET RTO
40548

Year 11 and 12

Certificate II
in Workplace Skills



Post School

Certificate III in Business
Business Administration
Certificate IV Business
Business Administration
Diploma Business
Business Administration

SKILLING THROUGH ENTERPRISE PROGRAM (STEP)

TRADE SKILLS

The Skilling Through Enterprise Program (STEP) provides an alternative off timetable Year 11 pathway that allows students to either move to employment, pre-apprenticeships or achieve the WACE by continuing their studies into Year 12.

The curriculum includes:

- a Certificate II -Rural Operations or Construction Pathways
- instruction in wood, metal fabrication and welding
- trade relevant maths
- sound literacy foundations
- workplace learning (one day per week and two one-week blocks)
- career guidance, resume building, job applications and interviews.

In addition, students have the opportunity to complete:

- safety awareness training and other occupational safety and health certificates, e.g. White Card
- life-skills
- drug and alcohol awareness
- outdoor team building activities
- work readiness activities and training with Joblink Midwest.



ENTERPRISE FOCUS

Students actively participate in all aspects of the course. This includes; skill development, product design, costing, fabrication/construction, marketing and invoicing of jobs. Throughout the course, students develop their personal and team skills, compile a practical work portfolio incorporating photographic images as a record of achievement and network into community employment agencies.



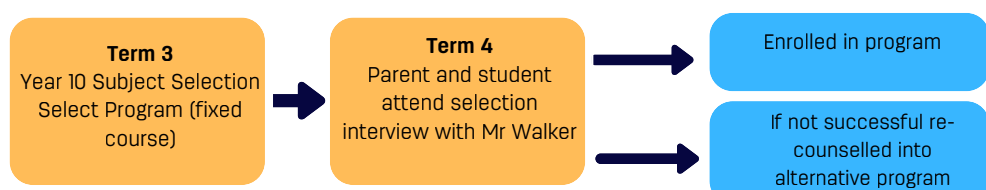
English General	\$40.00
Career and Enterprise	\$30.00
Mathematics Essential	\$35.00
Building and Construction	\$150.00
Workplace Learning	\$100.00
White Card	\$65.00
Certificate II Rural Operations or Construction Pathways	



*Course costs are subject to confirmation



How to select STEP



WARLUGURRA WALGAMANYULU

Warlugurra Walgamanyulu is a phrase given to us by the Wajarri Elders and means "Young Aboriginal Girls coming together to learn".

The purpose of the program is to provide Year 11 and Year 12 Aboriginal girls with a culturally appropriate academic program within a caring and supportive learning environment.

The Geraldton Senior High School staff, in consultation with STARS Academy staff, identifies students who are most suited to the Warlugurra Walgamanyulu class. Parents are involved in the decision to enrol their child into this class.

Course Profile:

All students are enrolled in a range of courses that could include those listed below providing them with the opportunity to achieve the Western Australian Certificate of Education. Students will complete a Certificate II Skills for Work certificate and the school will look for opportunities to complete some Skill sets at TAFE.



YEAR 11

English as a language or Dialect - FOUNDATION	FEELD	\$40.00
Mathematics - FOUNDATION	FEMAT	\$35.00
Food Science - GENERAL	GEVAR	\$130.00
Outdoor Education GENERAL	GEOED	\$130.00
Certificate II Skills for Work and Vocational Pathways	C2SW	\$55.00



YEAR 12

English as a language or Dialect - FOUNDATION	FEELD	\$40.00
Mathematics - FOUNDATION	FTMAT	\$35.00
Food Science - GENERAL	GTVAR	\$130.00
Outdoor Education - GENERAL	GEOED	\$130.00
Certificate II Skills for Work and Vocational Pathways	C2SW	\$55.00
Possible Skill set at TAFE		

Students interested in including an additional VETDSS Certificate in their program can discuss options with the course counsellor (These options require a separate written application)



How to select Warlugurra
Walgamanyulu

Term 3

Year 10 Subject Selection
Select Program (fixed
course)
Choose 6 Reserve courses

GIGAMAN GAWALA

The Gigaman Gawala (Kicking Goals) Program is available to Year 11 and 12 students who are members of the Geraldton Clontarf Academy. This program provides students with a combination of education and training opportunities that will prepare them for life beyond school.

The Geraldton Senior High School staff, in consultation with Clontarf Academy staff, identifies students who are most suited to the Gigaman Gawala class. Parents are involved in the decision to enrol their son into this class.

Course Profile:

A range of learning experiences provide students with opportunities to improve literacy and numeracy, achieve a Certificate II in Sport & Recreation, and build work readiness and career development skills.



English as a language or Dialect - FOUNDATION
Mathematics - FOUNDATION
Career and Enterprise FOUNDATION
Physical Education Studies GENERAL

YEAR 11	\$	YEAR 12	\$
FEELD	\$40.00	FTELD	\$40.00
FEMAT	\$35.00	FTMAT	\$35.00
GECAE	\$50.00	GTCAE	\$50.00
GEPES	\$80.00	GTPES	\$80.00

Year 11 TAFE Certificate AHC21216 Cert II in Rural Operations
Year 12 Skill Set AE386 Working safety in construction (includes White Card)



**How to select
Gigaman Gawala**

Term 3

Year 10 Subject Selection
Select Program (fixed course)
choose 6 reserves

VET DELIVERED TO SECONDARY STUDENTS (VETDSS)

VET delivered to secondary schools(VETDSS) involves regular days away from school. Students in these programs have a modified timetable. Students undergo an application process in order to be selected.

TAFE programs:

- 2 days in offsite training/work placement. e.g. Trades pathway certificates, Early Childhood
- 1 day in offsite training/work placement e.g. TAFE Link

DESCRIPTIONS of the courses are found in the 2027 VETDSS Study Guide [2027 Midwest VETDSS Guide.pdf](#)

Hard copy available from HASS class or download pdf from school website - subject selections page.



VETDSS 2 - DAY PROGRAMS

In a 2 day external program all students will do:

- English General
- Mathematics Essentials General (students wishing to do math at are higher level will need to discuss with a career counsellor during their interview).
- Career and Employability General
- Workplace Learning - only required for some courses (consult VETDSS guide for details)

In addition, students will select 2 General courses.

VETDSS 1 DAY PROGRAMS

In a 1 day external program all students will do:

- an English course
- a Mathematics course
- 3 other General courses or 2 General and 1 internal VET
- 1 year courses can be completed in Year 11 or Year 12

1 DAY /1 YEAR

1 DAY /2 YEAR

VETDSS APPLICATION PROCESS

TAFE Link/ Pre-apprenticeships in Schools



Meet required criteria with regards to:

- conduct, attendance and school performance, and
- demonstrate the required level of behaviour, attitude, and commitment appropriate to the workplace.

All students applying for a VET program must apply for a Unique Student Unifier (USI) prior to completing their application form. Instructions are on the following page.



Workplace Learning

Workplace Learning is a course that students are enrolled in if they participate in a work placement as part of their program. Workplace Learning provides the opportunity to develop skills through practical experience in the workplace.

- Preparation for the workplace prior to placement is completed within the classroom.
- Students are placed in a workplace 1 day per week, in one-week blocks, or a combination of both. Students are credited with one unit equivalent per 55 hours completed in the workplace, to a maximum of 4 units.
- Workplace Learning is an Authority developed Endorsed Program that contributes to the WACE.
- Workplace Learning may only be accessed through Vocational Education courses except in special circumstances.

Costs: Workplace Learning (ADWPL) \$30

- Completion requirements

For every 55 hours completed in the workplace, a student must complete the:

- Workplace Learning Logbook and Workplace Learning Skills Journal

Workplace Learning - paid work outside of school

Students who have a part time job can seek to gain credit for employability skills gained through a workplace. In this case students are not insured by the school rather they come under worker compensation with their employer. Parents take duty of care.

Student will need to complete a logbook outlining duties completed in the workplace and answer 10 skill questions for every 55 hours worked.

Each module (55 hours) gives students 1 point towards their WACE (maximum allowed is 4 modules).

See Ms Snell if interested in this.



UNIQUE STUDENT IDENTIFIER (USI)



Australian Government



Unique Student Identifier

The USI is a reference number made up of ten numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with
- will give you access to your training records and transcripts
- can be accessed online, anytime, and anywhere
- is free and easy to create and
- stays with you for life

What does my USI do?

Your USI links to an online account that contains all your training records which you have completed from 1 January 2015 onwards.

Why does the school need your USI?

If you are going to be undertaking nationally recognized training, you need a USI in order to receive your qualification or statement of attainment. Any student taking a Certificate course will need to apply for a USI. You will also need it if you are doing a short course like getting a First Aid Certificate.

How to apply for a USI

Creating a Unique Student Identifier (USI) will only take a few minutes and it is free. You only need to create a USI once and it will stay with you for life. After you create your USI, you then need to give it to each training provider you train with when you enrol.

If you already have a USI you can retrieve your USI or password on the website.

www.usi.gov.au/students

The screenshot shows the USI website homepage. At the top, there is a header with the Australian Government logo, the USI logo, and a search bar. Below the header is a navigation menu with links: 'For students', 'For providers', 'VET transcripts', 'About us', 'Help', and 'Login to the USI registry'. The main content area features a heading 'Your education number for life' and a subheading 'Your USI (Unique Student Identifier) is your individual education number for life. It also creates an online record of your Australian training achievements.' Below this, it states 'You need a USI if you are:' followed by a list of bullet points: 'undertaking Nationally Recognised Training', 'a higher education student seeking Commonwealth financial assistance (eg a HECS-HELP loan)', and 'a higher education student graduating in 2023 or beyond.' At the bottom, there is a section titled 'I want to...' with three columns. Each column has a 'Students' label and a button: 'Get a USI', 'Check if I have a USI', and 'Reset my password'. Each button has a corresponding icon (pencil, checkmark, and lock respectively) and a brief description of the action.

Australian Government

USI Unique Student Identifier

Search for keywords

For students For providers VET transcripts About us Help Login to the USI registry

Home

Your education number for life

Your USI (Unique Student Identifier) is your individual education number for life. It also creates an online record of your Australian training achievements.

You need a USI if you are:

- undertaking Nationally Recognised Training
- a higher education student seeking Commonwealth financial assistance (eg a HECS-HELP loan)
- a higher education student graduating in 2023 or beyond.

Follow the links below for everything you need to know about creating, finding, managing and sharing your USI.

I want to...

Students	Students	Students
Get a USI	Check if I have a USI	Reset my password
Your USI stays with you for life as your training and career goals progress.	If you have done any training since 2015, you may already have a USI.	Keep your account secure and access your records quickly and easily.

SCHOOL-BASED TRAINEESHIPS

School-Based Traineeships (SBT) are part of the Geraldton Senior High School Vocational Education and Training Programs.

School-Based Traineeships offer Year 11 or Year 12 students the opportunity to:

- enjoy a combination of school and paid employment
- make an early start on your career
- graduate and receive your Western Australian Certificate of Education (WACE)
- complete the requirements of an accredited Certificate II Traineeship giving you the edge in the employment market.

School-Based Traineeships are usually 18 months in length and hence are started in Year 11. The traineeship is a two-year commitment for Year 11 and Year 12.

A student in a School-Based Traineeship spends

- four days a week at school and
- one day a week at work.
- Students can elect to do a traineeship outside of school hours - for example, if you are working a minimum of 7.5 hours at a fast-food restaurant eg Hungry Jacks you may be interested in completing a traineeship. This still contributes to your WACE.

Students receive a training wage for the time that they spend in the workplace.

The availability of a traineeship depends on finding an employer who is willing to host a School-Based Trainee.

Students interested in this area should speak to Ms Hazel Snell in the Pathways Office about the application process which includes submitting a resume.



Declan completed a School Based Traineeship with Australia Post.

USEFUL CONTACT INFORMATION

Principal	Mrs Rhonda Kennedy	Rhonda.Kennedy@education.wa.edu.au
Deputy Principal Years 11-12	Mrs Kartini Signa	Kartini.Signa@education.wa.edu.au
Deputy Principal Years 9-10	Mr Brett Teakle	Brett.Teakle@education.wa.edu.au
Deputy Principal Years 7-8	Ms Claire Croucher	Claire.Croucher@education.wa.edu.au
Program Coordinator Student Services Year 11-12	Ms Hazel Snell	Hazel.Snell@education.wa.edu.au
Program Coordinator Student Services Year 10 - 9	Mrs Kate Davidson	Kate.Davidson@education.wa.edu.au
Program Coordinator Student Services Year 7-8	Ms Linda Thain	Linda.Thain@education.wa.edu.au
Program Coordinator Senior School Operations	Ms Hazel Snell	Hazel.Snell@education.wa.edu.au
Program Coordinator Learning Support	Mr Steven Twigg	Steven.Twigg@education.wa.edu.au
Program Coordinator The Arts	M Jessica Swift	Jessica.Swift@education.wa.edu.au
Program Coordinator English	Mrs Deb Stone	Debra.Stone@education.wa.edu.au
Program Coordinator HASS	Mrs Claire Annison	Claire.Annison@education.wa.edu.au
Program Coordinator Mathematics	Mr James Heseltine	James.Heseltine@education.wa.edu.au
Program Coordinator PE & Health	Miss Zoe Sellers	Zoe.Sellers@education.wa.edu.au
Program Coordinator Science	Mr Benjamin Errington	Benjamin.Errington@education.wa.edu.au
Program Coordinator Technologies	Mr Enan Hann	Enan.Hann@education.wa.edu.au



Respect | Responsibility | Doing Your Best