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Year 10 Parent & Student Course Handbook

2017

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INTRODUCTION: WELCOME TO THE START OF SENIOR SCHOOL

IMPORTANT INFORMATION

Address:	2 Hawker Approach, Busselton WA 6280
Principal:	Mr Ted Kosicki
Deputy Principal:	Ms Jo Burns
Head of Middle School:	Mrs Lisa Ness
Head of Senior School:	Mr Stephen Treloar

For contact details please call Administration on 08 9752 525.

The Senior School at GMAS enables us to treat students like young adults. We are committed to creating a dynamic and supportive learning environment where students can achieve to their full potential. Our curriculum program supports all students in having the ability to learn and progress via appropriate teaching and learning styles and through access to current learning technologies.

The curriculum in the Senior School is designed to support the development of the whole person - a person with positive self-image who seeks the best from their ability and respects the rights of others.

Year 10 is a formation Senior School year where we prepare students for the challenges of Senior Secondary Schooling. It is a time when students are counselled into making informed decisions regarding their Senior Secondary Courses. Programs of work prepare students for Western Australian Certificate of Education (WACE) Examinations for university and/or Vocational Pathways.

Students and parents will be provided with a clear understanding of the student's progression through appropriate assessment, reporting and monitoring procedures.

PASTORAL CARE

Pastoral care at GMAS is paramount and aims to provide a high level of support to encourage each student to reach his or her full potential. At GMAS, students belong to two main groups – a Home Room Group consisting of the same year level and a House which consists of students from all year levels.

HOME ROOM GROUP

Each year level is divided into Home Room Groups and assigned a Home Room (HR) teacher. The HR teacher will have daily contact with the students and work closely with the Year 10 Coordinator Mr Andrew Bland, and the Head of Senior School to guide and oversee the academic, personal and social development of each student in his or her care.

The HR teacher is the key contact person for parents regarding communications about students – including academic progress, social and emotional issues or any issues that may affect their child's life at school.

The HR group will meet daily (in the morning). Home room will be a time for the following:

- Attendance register
- Monitoring of diary, uniform, parent communications – Diary, SEQTA, email, phone etc.
- Monitoring of the academic, personal and social development of each student
- Engaging in a variety of activities that provide opportunities to grow and develop as individuals, and provide opportunities to contribute to the school and local community.

HOUSE STRUCTURE

The School is divided into 6 Houses for the purpose of sporting and cultural competition. Points will be awarded for competitive activities and for personal achievements via merit certificates.

Houses will engage in a variety of activities and competitions which promote breadth of interest, valuing individual differences and developing students communication skills.

CURRICULUM OFFERINGS

When selecting WACE courses for Year 11 (at the end of Year 10) it is important that students consider the career pathway that they may follow during their Senior Secondary Schooling. The year 10 program has been modified to meet the needs of our students and assist them in making a smooth transition into the following years of study.

Students need to be aware that elective selections made in Year 10, and the level of study (streams and grades) completed in core course learning areas {English, Mathematics, Science, and Humanities} will impact on courses available to study in both the Tertiary and Vocational pathways. It is important that when students are in Year 10, they are aware of the desired pre-requisites for entering WACE courses, as it allows for:

- effective attainment of goal setting
- success in their chosen Tertiary or Vocational pathway

COMMUNITY SERVICE

The school has a coordinated process for the recording of community unpaid service hours. The onus is on the students to give the school a verified account of any service hours they have accumulated. Statements of community service work/hours can appear on their WACE Certificates at the end of Year 12 (subsequent to students submitting authenticated journals recording their service hours).

The school collects hours for the following reasons:

- a voluntary student request that the hours go on their WACE certificate.
- for the presentation of School Service Colours.
- as part of the process for achievement of Duke of Edinburgh Awards (subject to student registration, and completion of other components).

Only those students who inform us of their service hours will be eligible to receive the notification on their WACE Certificates and/or for School Service Colours.

Students can lodge their hours for recording to Student Services via a Community Service journal.

SPECIAL PROVISIONS FOR WACE CANDIDATES

Students who are intending to undertake WACE examinations in Years 11 and 12 and have a learning difficulty, disability or medical condition may be eligible to apply, through the school, for Special Provisions. The School Curriculum and Standards Authority (SCSA) has developed a special provisions policy to assist identified candidates in completing the WACE examinations. The SCSA recognises that individual students, under circumstances outlined in the special provisions policy, may need special external assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses. Although applications for Special Provisions are not made until Year 12, in order to qualify for *Special Provision*, copies of specialist reports that outline a formal diagnosis and meet WACE criteria are required. In addition the school needs to; demonstrate that a range of support and special arrangements have been in place to assist students, outline the success of these strategies and whether those students have availed themselves to the support offered.

It is not uncommon for students in Years 10 -12 to be diagnosed, in this latter half of their school career, with a learning difficulty, disability or medical condition. The earlier the school is aware that a student has a diagnosed learning difficulty/disability/medical condition, the more proactive it can be to assist students in determining whether the student would qualify for Special Examination Provisions and put into place the required support. If you are unsure of whether your child may qualify for *Special Provision* or your child has a diagnosis of a learning difficulty/disability or medical condition that may impact on their learning, please contact the Learning Support Department.

Examples of disabilities/learning difficulties include: physical disability eg.multiple sclerosis, illness e.g. diabetes, chronic fatigue syndrome, vision impairment, hearing impairment, fine motor disability, specific learning disability, psychological/neurological disability, dyspraxia and ADD/ADHD. Arrangements that **may** be granted include: extra reading time, extra working time, non-working (rest) time, specialised equipment e.g. desks, chairs, food and extra drink, use of a scribe, use of a computer, paper modification e.g. coloured paper, brailed, enlarged, alternative format practical exam.

More information about WACE *Special Provision* can be found on the SCSA Website (<http://www.scsa.wa.edu.au>).

CURRICULUM

Each Learning Area administers curriculum in different ways.

Core learning areas are streamed into courses to enable staff to effectively prepare students for their work in selected WACE courses. Streaming will be based on the student's achievements to date. Due to curriculum content varying, courses are quite different in the level of assessment; therefore movement by students is restricted between streams (Extension, Mainstream and Learning Support.)

COURSE OFFERINGS

All students shall complete Australian Curriculum syllabus requirements from the following learning areas:

- Christian Religious Studies
- English
- Mathematics
- Physical Education / Health
- Science
- Humanities and Social Sciences (HASS)

In addition, students select two of the following learning areas that are year-length units of work. (To operate in a calendar year minimum enrolments in a course, as determined by the school, are required).

- Design and Technology #
- Food Technology #
- Japanese
- Media Studies
- Engineering
- Advanced PE*
- Outdoor Education*
- Performing Arts (Drama or Music)
- Visual Art #

Indicates that a course levy applies

*** Indicates that off-campus activity fees apply – to be advised prior to activities.**

Year 10 Timetable Courses

The timetable for students in Year 10 will consist of two major components:

- i) Compulsory (Core) courses are for the duration of the year:

English	4 periods
Mathematics	4 periods
Science	4 periods
SOSE	4 periods
Physical Education	2 periods
CRS	1 period
Health Education	1 period
Careers Development	1 period

- ii) Non-core courses (listed above) are for the duration of the year. Students will have the opportunity to request to undertake TWO courses per year, each having 2 allocated periods per week.

Year 10 Course Descriptors

The following Core subject areas are compulsory as part of the Australian Curriculum. Students will be placed into the appropriate streamed class and course based on their achievement level at the end of Year 9.

English

English covers a syllabus that has embedded skills from the areas of Writing, Reading, Speaking, Listening and Viewing. All outcomes are interrelated, and therefore a student's progress in one outcome will no doubt impact on other outcomes.

English studies are essentially the study of language as cultural constructions. From this, we understand how language works within its various forms and contexts, and how we use language to make sense of our world. Students will learn that it is through understanding the purpose of language that they shape their knowledge and understanding of the world in which they live and themselves. Students will learn how to identify the underpinning values and attitudes in texts and in doing so, will become critical readers.

This course is designed to prepare students for the WACE courses in Senior Secondary Schooling. Secondary Graduation requires the demonstration of literacy at a minimum C Grade level.

All year 10 students will be given opportunities to actively participate in learning programmes that prepare students for their Senior Secondary Schooling. There will be an emphasis on the analysis of texts including a range of print texts from selected novels to feature articles. The non-print component will require students to study how language is used in both feature films and documentaries. Students

will develop their formal essay writing skills, but will be expected to demonstrate a range of writing skills appropriate to various situations.

Students will also develop their study skills and it is expected that they will demonstrate signs of becoming independent learners. Oral presentations will also give students opportunities to develop confidence in speaking before an audience.

Mathematics

The Year 10 Mathematics course builds on the concepts and skills developed in Year 9. Students are streamed based on their performance in Year 9. The syllabus in Year 10 is based on the Australian Curriculum. The achievement standard for Year 10 Mathematics is described below.

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables and evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Assessments will include examinations, topic tests and problem solving investigations.

These learning programs are differentiated to cater for student needs.

Studies in this learning area can lead to Mathematics Specialist, Methods, Applications and Essentials in Year 11. Performance based criteria for entry to the Year 11 courses will be made available early in 2017.

Science

Students in Year 10 work on a program that builds upon the understandings taught in Year 9. The content in Year 10 is based on the Australian Curriculum (AC). Students are streamed based on their performance in Year 9. The achievement standard for Year 10 Science is as follows;

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects.

Students describe and analyse interactions and cycles within and between Earth's spheres.

They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Students will be working from the text Pearson Science 10, and will also have a matching activity book and access to online resources via Pearson Places to consolidate what is learnt in class. Extension students will participate in a range of Science competitions and extension activities including the ICAS Science Competition, the Science and Engineering Challenge, Science IQ Online Competition and Cosmos Learning. Other streamed classes participate in competitions such as “Cows Create Careers”. Learning programs in classes are differentiated to cater for student needs. These differentiated programs indicate complexity of AC content and pace at which content is delivered. Assessment will include examinations, topic tests, research assignments and investigations. Students will also have the opportunity to attend numerous excursions and incursions during the school year.

Humanities and Social Sciences [HASS]

HASS is based on the view that all students are entitled to study History, Geography, Economics and Civics and Citizenship as understanding the past, current economic issues and the environment is an important part of life as a whole. This learning area is about the empowerment of our students! HASS investigates people as social beings as they have existed and interacted with each other and the environment in time and place.

Humanities and Social Sciences encourages the development of:

- Practical skills such as timelines and chronological registers, graph analysis and interpretation, table and graph presentation, report writing, journal entries, cartoon and document analysis.
- Information technology as learning strategies to enhance learning opportunities.
- An awareness of issues that have shaped our lives, the world and the environment in the 20th Century.
- A social consciousness and competence that will promote informed decision-making.
- Independent and collaborative learning strategies in the learning environment to better facilitate incorporation into the workplace.
- Social and personal values clarification.

HASS is divided into four learning areas:

History: - Australian Curriculum. The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Geography:

- Ecosystems, their components and subsequent human modification.
- Investigating and reporting on major world environmental issues.
- Studying the interaction of the physical and cultural environment that produces land use patterns in Australia.
- Practical implications of weather and climate and population patterns in Australia.
- Topographic mapping skills will be developed and upgraded.

Economics:

- The study of resources, factors of production, scarcity and the economic problem are undertaken.
- Opportunity cost and production possibility curves.
- Supply and demand analysis.
- Australia's market economic system, firms and the role of government.
- Current economic issues.

Civics and Citizenship

- Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and practices of political and legal systems.
- Students understand the operation of, and the relationship between political and legal systems.
- Students understand the nature of stability and change in political and legal systems.
- Students understand the skills and practices of citizenship and the factors that influence participation in political and legal systems.

Studies in this learning area can lead to WACE Geography, Modern History, Economics, Politics & Law and the Business and Administration VET Pathways.

NON-CORE COURSES 2017

STUDENTS WILL UNDERTAKE 2 OF THE FOLLOWING NON-CORE COURSES FOR THE DURATION OF A SEMESTER. EACH WILL BE FOR 2 SESSIONS PER WEEK.

As an entry point to Senior Secondary Schooling, students in Year 10 studies select courses that they have a passion and a genuine interest in.

It is the aim of the school to place students in the courses that they have chosen. It may be necessary however, as a consequence of timetable constraints, to place students into their non-preferred first or second option.

When choosing non-core courses for Year 10 it should be noted that they are not gender specific.

Advanced Physical Education

Advanced Physical Education is a course designed to meet the needs of students who exhibit an obvious interest in health and fitness, physical activity and sport. The focus of the course is an equal share of practical sporting activities, and theoretical component.

Advanced Physical Education in Year 10 offers an introductory course to those students interested in selecting a Health and Physical Education Course of Study in Years 11 and 12.

The learning program covers aspects such as:

- Movement Skills, strategies and Tactics for physical activity
- Functional Anatomy and basic Physiology
- Biomechanics
- Motor Skills and Acquisition.

The course aims to provide students with interesting and meaningful learning experiences and a diverse range of physical activities to motivate students in their sporting pursuits. Four practical sport units (lasting one term each) are to be completed during the year and could be selected from a list such as: volleyball, squash, tennis, badminton, surf lifesaving, self defence, circuit training, golf, archery and baseball.

Excursion costs (sporting venue entry and transport costs) will attract additional charges. Excursion details and charges will be sent out prior to the events.

Drama

Students will explore the elements of drama in this exciting, energetic, hands-on performance-based course. They will develop their acting skills and techniques, and will work through the dramatic process of plan, practice, polish and perform, in individual and group activities. They will also be required to participate in at least two Drama Concerts throughout the year. Costuming, lighting, sound and make-up techniques are an integral part of the process. Finally, students will utilise a drama journal, where they apply critical reflection on their own and others' dramatic processes.

This course offers solid preparation for further Drama studies in Year 11 and 12. Students will learn oral and written reflective and responsive processes using drama terminology and language, based on their own drama and the drama of others. They will explore theoretical aspects, including some of the key moments in Drama history and the eminent practitioners whose influences are felt in today's theatres.

The Year 10 Drama course helps produce confident, articulate and creative young students of theatre who can work together on projects and who are appreciative of all styles within this performing art.

Japanese – 十年生の日本語

Japan is a land of beauty and serenity with a strange mixture of traditional and contemporary. Whether you love the 'kawaii culture', anime or the ancient samurai, this course should have something to interest you.

In Year 10 Japanese students will have the opportunity to build on what they have already learnt as well as:

- ✓ Build fluency in reading and writing hiragana
- ✓ Learn Katakana and Kanji (two other Japanese alphabets)
- ✓ Study some language topics as chosen by the students
- ✓ To look at Japanese culture
 - Origami
 - Art
 - Possibly cooking

- Calligraphy

Anticipated topics include:

- ✧ Teenagers
- ✧ School and daily life
- ✧ Networking with friends
- ✧ Out and about in my neighbourhood

The course will also include a range of different study techniques that can be especially helpful when learning a foreign language.

This class may be particularly useful for those who have participated in the Sugito exchange, as they will learn skills and language to be able to communicate with their host families more proficiently.

It will also be useful for those hoping to travel to Japan in the future – either on a school trip or with family.

Australian universities, including UWA have introduced a 10% bonus (on your scaled language mark, used to calculate your ATAR) for studying languages to a Year 12 level.

Media Production and Analysis

In Media, students are exposed to many different forms of Film and Photography. Students develop the valuable tools necessary for success in further studies at Senior School level, including the Media Production and Analysis ATAR or General course.

Students will learn how to communicate and express their own ideas through film. They will produce several individual short films and learn how to produce films that communicate effective messages. There will be a unit on Photography skills, with some 'tricks of the trade' on how to manipulate and change camera settings to achieve amazing results. Several Adobe Applications will be used, including Adobe Photoshop and Adobe Illustrator.

Students also have the opportunity to expand their Film language and written skills by analysing several interesting films.

Potential Career Pathways include: Film and Media Industry – Film, Television or Radio Production, Journalism, Marketing and Advertising, Multimedia, Web design and development.

Media students reflect on and discuss their own creative work, intentions and outcomes. This course provides an essential foundation for students considering the WACE Media Production and Analysis course in Years 11&12.

Music

Music is a fun and engaging course which will immerse students in a variety of music experiences, enhancing their appreciation of this performing art with regards to how we utilise and consume it in our everyday lives.

Students will study in a contemporary context focusing on film music, scoring and song writing techniques. This course will provide a foundation for the Year 11 and 12 General and ATAR Music courses, which focus on the genres of Rock and Pop.

Instruction on basic sequencing software will be provided, with students encouraged to utilise audio recording and virtual instruments to create effective accompaniment to film visuals.

Students will also have the 'hands on' opportunity to experience performing in a live collaborative music ensemble. Developing instrumental skills gained on the keyboard and guitar in Years 8 and 9, they will be encouraged to explore musical elements and techniques employed by their favourite artists and then to put these into practice in their own compositions. This course is highly recommended for students who are taking instrumental or vocal tutelage, and for those considering further Music studies in Year 11 and 12. However, prior learning on an instrument and music notation skills are not a prerequisite.

Outdoor Education

Outdoor Education is a course designed to meet the needs of students who exhibit an obvious interest in Outdoor Experiences, developing their own skills and how to help others and environmental awareness. The focus of the course is primarily on planning, gaining outdoor skills, working with others and the environment.

Outdoor Education in Year 10 offers an introductory course to those students interested in selecting a WACE Outdoor Education course in Years 11 & 12.

This course has both theoretical and practical components and is inclusive of, but not limited to, surf lifesaving, camp cooking, snorkelling and an expedition.

The learning program covers aspects such as:-

- Skills for physical activity
- Knowledge and understandings
- Self-management skills
- Interpersonal skills
- Attitudes and values

The course aims to provide students with interesting and meaningful learning experiences and a diverse range of outdoor experiences to motivate students in their own outdoor pursuits and individual development. The course will involve practical hands on experiences as well as theoretical and written requirements. Some components covered in the course will include bush navigation, planning an expedition, developing skills required in the outdoors such as canoeing and rock climbing, and environmental relationships.

Camps and excursions, training courses etc will attract additional charges. Excursion details and charges will be sent out prior to the events.

Visual Arts

This *Visual Arts* course encompasses both the practice and theory of the broad areas of art, craft and design. Students will be given opportunities to express their imagination by developing skills and personal imagery, through the engagement of making and presenting artworks.

The course places value on uniqueness and individuality. It will assist students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

Students will develop problem-solving skills together with creative and analytical ways of thinking. Innovation will be encouraged through a process of inquiry, exploration and experimentation;

transforming and shaping ideas to develop resolved artworks. Students will engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life.

Students will gain knowledge, understanding and appreciation of art and culture, in both Australian and International contexts. Analysis and evaluation of their own works and the works of others will contribute to an appreciation of the role of art in the community and in their daily lives.

A subject levy of \$160 per year will apply to this subject.

DESIGN

Materials, Design and Technology

Carve yourself into this challenging and exciting subject where you will gain knowledge and practical skills whilst using beautiful materials to work with – to make beautiful things to live with.

With the freedom of developing your own design ideas this course is rich in problem solving and design developments skills.

Upon completion of this course and with hands on use of up to date design technology, facilities and equipment you will form the basis of traditional trade practices as well as developing a solid practical foundation gearing you up for a career in the building, architecture or engineering fields.

The course covers:

- Following the Technology Process to the creation of innovative design solutions for household furniture items
- Development of skills and design development using traditional sketching and drawing practices as well as industry standard information technology software
- Use of, and development of skills with hand and power tools

A subject levy of \$160 per year will apply to this subject

Engineering

Students will be introduced to a series of structured challenges to incorporate continued knowledge and skill development from Year 9. The course is based on the elements of mechanical and electronic engineering, as well as foundation computer science practices.

With the freedom of developing your own design ideas this course is rich in problem solving and design developments skills. Students must be prepared to support their learning through the development of mathematical concepts.

This subject is suited to those students who are interested in the design, construction and programming of Mechatronic models. Students can expect to design and produce electronic circuits, buggy parts and mechanisms, and to use simple programming software to control these devices.

The course covers:

- Following the Technology Process to the creation of innovative design solutions for small skill-based challenges
- Development of skills and design development using CAD/CAM with particular emphasis on using Arduino software and 3D Printers
- Use of and development of skill, with hand and small power tools

A subject levy of \$160 per year will apply to this subject

Food Technology

Are you interested in learning about food? Would you like to improve your culinary skills or become a Masterchef? Maybe you are considering a career in Food Science, Nutrition, Education, the Hospitality and Tourism Industry or a Health Science? This subject will prepare you with the life skills necessary to understand today's modern food landscape and enable you to produce your own healthy meals. It will also prepare you for the Year 11/12 General or ATAR Food Science and Technology course or any further studies in the Food Industry that you might wish to undertake.

Food impacts on every aspect of your life. It is used by the body to meet our nutritional needs or goals and is essential for maintaining our overall health and wellbeing.

This course encourages a fun, interactive and practical approach to the study of food and healthy eating. Students will design and create a wide range of foods, while developing an understanding of basic foods and healthy eating patterns. Students will gain the skills to safely create and produce a range of dishes from entrees through to main meals and international specialties. There will be a focus on developing cooking techniques, understanding the properties of food, recognising the effects of processing and planning meals to ensure healthy eating habits.

The course covers:

- Food commodities – investigating the properties of various food commodities
- The Technology Process – using designed solutions to create food products and develop skills
- Nutrition – understanding nutritional needs and diet related health issues
- International Cuisines – learning about food from other cultures
- Food Preservation and Processing – discovering how food is processed, packaged and marketed in Australia

A subject levy of \$160 per year will apply to this subject

Career Development Program (CDP)

Implemented 1 period per week over 4 terms. The program includes:

- Career Voyage
The online career research program "Career Voyage" builds students' confidence in their own decision making process. They find what career they love and make decisions based on reliable and well-researched software.
- My Career Action Plan (IPlan)

A Career Action Plan helps students to focus on goals and plans for the future. It assists with working out how to achieve what you are relating to school, work and life. A Career Action Plan lets you plan for different options relating to career goals and plans.

- Pathways Plan
The Pathways Plan is to help students think about who they are, what they know, where they are going, how to get there and who can help them. This resource supports young people to develop their individual Pathways Plan. It is intended to be an ongoing exercise and will be updated in Years 11 and 12.
- Work Experience Program
Complete 'World of Work' Program
1 weeks unpaid work experience
Complete Work Experience Journal
Submit Work Experience Employer Report

Vocational Education and Training (VET)

Vocational education and training (VET) in the senior secondary years engages students in work-related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET is delivered by a registered training organisation (RTO), either State (formerly referred to as TAFE colleges) and/or private training providers, operating under the NSF. Schools can deliver VET either by becoming a registered training organisation (RTO) school or by working in partnership with an external RTO. VET engages students in nationally recognised qualifications providing a broad range of post-school options and pathways. All students who achieve VET units of competency in accordance with the requirements of the Australian Quality Training Framework (AQTF) as part of their school program have these recorded on their Statement of Results.

The opportunity may be available for Year 10 students to commence training in the Construction Pathway. Certificate II in Construction Pathways (52443WA) is delivered every Friday and has been accessed by some Year 10 students that have shown a genuine interest in the industry and have been provided the opportunity to commence this VET qualification in 2014. The offer comes with a range of conditions and is only granted after an interview with parents and the student to determine their suitability for this course.

A subject levy of \$160 per year will apply to this subject.

In conclusion:

Year 10 is a foundation year for studies in Senior Secondary. Students therefore need to demonstrate grades in Year 10 that substantiate the learning required for entering WACE year 11&12 courses. Many of the courses available in year 11 require prerequisites of performance in relevant year 10 subjects. Students wishing to access year 11 ATAR Units 1/2 courses will need to be demonstrating a minimum of a B/C grade or higher in a mainstream course (or higher).

Year 11 VET courses generally require a minimum of a C grade in stream 4 courses.

Vocational pathways and qualifications delivered also have pre-requisites. VET courses delivered by South West Institute of Technology and Bunbury Trade Training Centre are competitive and have a stringent application process.

Year 10 reports must be submitted with the applications and an interview is also required for Pre-Apprenticeship courses and some VET in Schools programs. Please note: Some external courses attract fees; these are set by the RTO's and notified on acceptance of a position in the course.

This information is correct at printing but is subject to change as a consequence of student course selections.