



HARRISDALE
Senior High School

VOCATIONAL TRAINING PATHWAY

Year 11
2024





CONTENTS

WELCOME	4
ENROLLING IN YEAR 11, 2024	5
COURSES AND PROGRAM OPTIONS FOR YEARS 11 AND 12 STUDENTS.....	6
COURSE SELECTION ADVICE.....	7
PREREQUISITES FOR YEAR 11 COURSES	7
COURSE AVAILABILITY	7
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)	8
VET CONTRIBUTION TO WACE ACHIEVEMENT	10
WACE REQUIREMENTS 2023 AND BEYOND	11
VOCATIONAL TRAINING PATHWAYS	12
VTP PROGRAM SUBJECT SELECTIONS	13
WORKPLACE LEARNING.....	14
SCHOOL BASED TRAINEESHIPS (SBT) & ABORIGINAL SCHOOL BASED TRAINING (ASBT).....	14
APPLYING FOR THE VOCATIONAL PATHWAY’S PROGRAM.....	14
VTP PROGRAM CONDITIONS.....	15
VTP APPLICATION PROCESS TIMELINE	15
AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL) – ENDORSED PROGRAM	16
CAREER and ENTERPRISE – GENERAL.....	17
ENGLISH - ATAR.....	18
MATHEMATICS APPLICATIONS - ATAR	19
ENGLISH – GENERAL.....	20
HEALTH - GENERAL.....	21
MATHEMATICS ESSENTIALS - GENERAL	22
TAFE	23
CERTIFICATE IV IN PREPARATION FOR HEALTH AND NURSING STUDIES	23
FEE FOR SERVICE QUALIFICATIONS	23
UNIQUE STUDENT IDENTIFIER	26
YEAR 11 CHARGES.....	27
VOLUNTARY APPROVED REQUESTS	28
OTHER OPTIONAL COSTS.....	28
SECONDARY ASSISTANCE SCHEME.....	29
USEFUL WEBSITES and INFORMATION	30

WELCOME

to students and parents/guardians of Harrisdale Senior High School, this Handbook aims to provide you with information that will assist and guide you with decision-making regarding subject choices, school pathways, and some options post-school. Included is information about:

- WACE requirements
- Subject selection and Year 11 and 12 pathways and courses
- Post-school destinations

Should you have questions at any time, please contact a member of our Senior School Team:

- Associate Principal - Senior School Ms Erin Parry..... Erin.Parry@education.wa.edu.au
- VET Coordinator Mrs Michelle Pocock michelle.pocock@education.wa.edu.au
- Senior School Manager Mrs Iris Leach Iris.Leach@education.wa.edu.au

The progression into Year 11 involves several significant changes for both parents and students.

INFORMATION SESSIONS

These provide families with relevant information and facilitate the course selection process. Participation in the events listed below is essential.

<p>Thursday 15 June</p> <ul style="list-style-type: none"> • Session 1 - 5:00pm • Session 2 - 6:00pm <p>https://www.trybooking.com/CIQEM</p>	<p>Parent Information Session</p> <p>For all parents of Year 10 students in the Lecture Theatre.</p> <p>This session is an opportunity to gain essential information about</p> <ul style="list-style-type: none"> • Western Australian Certificate of Education (WACE) requirements. • the Australian Tertiary Admission Rank (ATAR). • subject selection for General and ATAR pathways. • Vocational Education and Training (VET). • entry into tertiary education institutions. • and to have your questions answered.
<p>Thursday 22 June</p> <ul style="list-style-type: none"> • Session 1 - 5:00pm • Session 2 - 6:00pm <p>https://www.trybooking.com/CIRNA</p>	<p>Vocational Training Pathways Program Parent Information Session</p> <p>For all parents of Year 10 students who wish to learn about the Vocational Pathways Program on offer through Harrisdale Senior High School in the Lecture Theatre.</p> <p>This session is an opportunity to gain essential information about the entry requirements and expectations of students on this pathway.</p>
<p>Open - Friday 23 June</p> <p>Closes - Thurs 29 June</p>	<p>Online Subject Selections open.</p> <p>Students will make their selections via EdVAL.</p>
<p>Term 3, Week 1</p>	<p>Counselling for Subject Selection available.</p> <p>All students who have selected the ATAR Pathway will be required to meet with a course counsellor.</p> <p>To book a time with a course counsellor, please telephone the Senior School Administration Office to make an appointment – 9397 8000.</p>

ENROLLING IN YEAR 11, 2024

Students wishing to enrol at Harrisdale SHS must be enrolled in and studying six courses, or the equivalent, in each semester.

All Year 11 and 12 students must choose a pathway:

- **ATAR pathway** (Australian Tertiary Admission Rank) *OR*
- **General (non-ATAR) pathway** - It is possible to do courses from either the General or ATAR pathway
 - **Certificate Courses** are offered onsite at HSHS and can be completed by students on the ATAR or General Pathway *OR* a
- **Vocational Educational and Training (VET) Pathway**

All Year 11 and 12 students must:

- Study six courses
- Select either English and/or English Literature, English as an Additional Language Dialect ATAR or General
- Must include at least 1 List A and 1 List B course in Year 12
- Generally, study the same course in Year 11 and Year 12
- Select one Certificate II or higher course (with exception)

Students wishing to compete for special SCSA awards at the end of Year 12 should study at least two from each list.

Students wishing to gain an ATAR must study a minimum of four (4) ATAR courses in which they intend to sit the external assessment/exam at the end of 2023. The school recommends students select a minimum of 5 ATAR courses.

Whether they are studying an ATAR/General or Vocational Pathway, all students are strongly encouraged to select at least one Certificate II or higher in the suite of subjects in Year 11.

UNIQUE STUDENT IDENTIFIER (USI)

All students enrolling in a certificate course must have a Unique Student Identifier (USI) to complete the enrolment process.

Registered Training Organisations (RTO) use the USI to add training records and results for completed units of competency and qualification.

To obtain a USI, refer to page [24](#) of this booklet.

COURSES AND PROGRAM OPTIONS FOR YEARS 11 AND 12 STUDENTS

To gain a Western Australian Certificate of Education (WACE) on graduation at the end of Year 12, students in Years 11 and 12 undertake one of the following pathways:

ATAR PATHWAY	NON-ATAR PATHWAY
Mainly ATAR courses studied	Mainly General courses studied.
Units 1 & 2 studied in Year 11 Units 3 & 4 studied in Year 12	Units 1 & 2 studied in Year 11 Units 3 & 4 studied in Year 12
Courses are mostly content based	Courses are mostly practical based.
Minimum of 4 ATAR courses required however a minimum of 5 is recommended	6 Courses studied on school campus.
School-based assessments (including examinations) in Year 11 and 12. WACE exams completed at end of Year 12.	All assessments school-based, plus one Externally Set Task (EST) for each course completed in Term 2 of Year 12.
ATAR (ranking) based on 50% school assessment and 50% WACE exams.	Final course results based on school assessment and EST (15%).
Pathway for direct university entrance.	Pathway to TAFE or Workforce.
Students gain an ATAR based on their best 4 scaled scores at the end of Year 12.	

VET QUALIFICATIONS

Students complete a nationally recognised Vocational Education and Training (VET) qualification. VET builds skills and knowledge in and for the workplace. Students may use VET qualifications to count toward the Western Australian Certificate of Education (WACE).

ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by other courses. Examples include Workplace Learning, Duke of Edinburgh Award, Bushrangers, cadetships (e.g. Air Force cadets), and performance in school productions. These programs are delivered in a variety of settings by schools, community organisations, universities, and training organisations.

COURSE SELECTION ADVICE

Making choices for study in Year 11 should be based on the following considerations:

Ability, application, and commitment

It is highly recommended that students choose courses which are realistic and in keeping with their academic ability. Ideally, students should meet the Year 10 course prerequisites to ensure they are able to cope with the workload of the particular course.

Interests and possible future careers

Selecting courses that are of interest to students is more likely to lead to success and enjoyment in their studies. Choices should be made to maximise options for the future. If future goals are uncertain, it is best to maintain a broad selection of courses.

Aptitude for a particular type of learning

The two available pathways cater to different types of learning:

the ATAR Pathway is more content and test/examination focused

the **Non-ATAR** Pathway is a more practical, skills-based option

PREREQUISITES FOR YEAR 11 COURSES

If in Semester 1 of Year 10 a student has not met the prerequisites for a Year 11 course, they will not be permitted to select it. The online selection process will limit a students' ability to choose a subject for which they have not satisfied these requirements.

An interview can be arranged in Term 4 following significant academic improvement in Semester 2 with the Associate Principal if Year 11-course prerequisites are then met.

Note: The availability of subject selection at this late stage may be limited.

Students who do not, at any stage in Year 10, meet the prerequisites for particular courses will not be permitted to study them in Year 11 unless there are extenuating circumstances. However, if significant academic improvement is shown in Semester 2, course choices may be altered after discussion with the Associate Principal, Year 11 and 12. In some cases, a conditional approval may be granted by the Associate Principal.

COURSE AVAILABILITY

The school reserves the right to withdraw from any course. Available resources limit the number of classes that can be timetabled. Places will be allocated first to students who have met the prerequisites, alternatively if a sufficient number of students select a particular course. If a student submits a subject selection after the due date, they risk the possibility of not being given all their preferences.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded by the Authority when students successfully meet the WACE requirements. All the courses that contribute to WACE are governed by the syllabus and assessment structures of the School Curriculum and Standards Authority (The Authority). The Authority will issue the:

1. Western Australian Statement of Student Achievement (WASSA) will be issued to all Year 12 students at the completion of their secondary schooling and lists all completed courses and programs.
2. Western Australian Certificate of Education (WACE) will be issued to all students who successfully meet the WACE requirements.

GENERAL REQUIREMENTS FOR STUDENTS COMPLETING THE WACE

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
 - at least four Year 12 ATAR courses, * or
 - at least five Year 12 General courses (or a combination of General and up to three Year 12 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 that a student sits the ATAR course examination or has an approved Sickness/Misadventure Application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

[§]Up to two units from endorsed programs can be used to meet this requirement.

LITERACY AND NUMERACY STANDARD

Students must demonstrate the WACE literacy standard and WACE numeracy standard.

For the WACE literacy standard, students must demonstrate the minimum standard of literacy by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA), or by pre-qualifying through achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN).

For the WACE numeracy standard, students must demonstrate the minimum standard of numeracy by successfully completing the numeracy component of the OLNA, or by pre-qualifying through achieving either Band 8 or higher in the numeracy test of Year 9 NAPLAN. This means that a student who achieves Band 8 or above in the reading, writing or numeracy test of the Year 9 NAPLAN will be considered to have pre-qualified for the corresponding component and thus deemed to have successfully completed that component.

Students who have not pre-qualified in reading, writing or numeracy are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If students do not demonstrate the standard in Semester 1, they must sit the component/s in Semester 2 of Year 10 and, if required, Semester 1 of Year 11. Subsequently, students may choose when next to sit the component/s. Students will have up to six opportunities (in March and September each year) before completing Year 12 to demonstrate the WACE minimum standards of literacy and numeracy.

Students who do not demonstrate the literacy and numeracy standard by the time they exit senior secondary schooling can apply to the Authority to re-sit the OLNA at any age. International and mature-age students are required to sit the OLNA at the first available opportunity. Students who have not pre-qualified through NAPLAN, and who choose not to sit the OLNA, do not qualify for the WACE.

BREADTH AND DEPTH REQUIREMENT

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

ACHIEVEMENT STANDARD

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Years 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units, to meet the WACE requirements.

Students completing the WACE in 2025, must complete:

- at least four Year 12 ATAR courses, or
- at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent), or
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

WACE EXAMINATIONS

Each ATAR course has an ATAR course examination. Students who are enrolled in Year 12 ATAR courses (Units 3 and 4) must sit the ATAR course examination in that course.

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

Year 12 students receive this statement at the completion of their secondary schooling.

The WASSA provides a formal record of what students leaving in Year 12 have achieved, as a result of their school education in Western Australia.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR. The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and considers the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using scaled scores in ATAR courses.

CALCULATION OF THE TEA

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The Australian Tertiary Admissions Rank (ATAR) is derived from school based assessment and an external examination. To obtain an ATAR, students must sit the Tertiary Entrance examinations at the end of Year 12. Some students may complete courses during Year 11 and can sit the final WACE exam. The result achieved will count towards the final ATAR achieved the following year when other courses are completed.

SCALING

All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the ATAR course examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

UNACCEPTABLE COURSE COMBINATIONS

There will be some unacceptable course combinations whereby scores in both courses cannot both be used at the same time. It may be possible to take both courses but the result in only one may be used to calculate the ATAR. These are indicated in the list below:

- Mathematics Applications and Mathematics Specialist
- English ATAR with English as an Additional Language / Dialect ATAR.

VET CONTRIBUTION TO WACE ACHIEVEMENT

The WACE requirement for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of at least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

Unit Equivalence

Unit equivalence can be obtained through Vocational Education and Training (VET) qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

Students may obtain unit equivalence as follows:

- Up to eight-unit equivalents through completion of VET qualifications, OR
- Up to four-unit equivalents through completion of endorsed programs, OR
- Up to eight-unit equivalents through a combination of VET qualifications and endorsed programs, but
- with endorsed programs contributing no more than four-unit equivalents (two Year 11 units and two Year 12 units)

For VET qualifications:

- A Certificate I is equivalent to two Year 11 units
- A Certificate II is equivalent to two Year 11 and two Year 12 units
- A Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- A partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion is met)

Information about the unit equivalents for endorsed programs is available on the endorsed program page of the Authority website. Look for the approved list of endorsed programs (see <https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>). Endorsed programs may carry a value of 1 to 4 unit equivalents.

Students in the VTP Program have the opportunity to access qualifications in the following broad industry areas:

Animal Studies	Hairdressing
Automotive – Electrical, Heavy Vehicle and Light Vehicle	Hospitality
Aviation	Information, Digital Media & Technology
Business	Music
Childcare	Plumbing
Community Services	Retail, Make-up and Skin Care
Construction – Bricklaying; Carpentry and Joinery	Sampling and Measurement
Education Support	Surveying
Engineering	Sport and Fitness
Electrotechnology	Tourism and Events
Health and Nursing	

For a full list of qualifications that students opting for the VTP Program in 2024 are eligible to select from, please visit the links provided on page 25.

1

General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) 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.

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5

Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

VOCATIONAL TRAINING PATHWAYS

VET is taken as part of the Western Australian Certificate of Education (WACE) and provides a wide range of post-school options and pathways. Vocational Education and Training (VET) in schools enables students to gain nationally recognised industry skills.

The VTP Program endeavours to assist students aiming for TAFE entry, apprenticeships, employment, or those who would like to use the VET program as an alternative entry pathway to some Universities. The program offers a joint school, industry and training partnership, with students working towards secondary graduation while gaining valuable workplace learning. Benefits include recognition and accreditation for school studies when enrolling in TAFE courses, an opportunity to experience the world of work whilst still attending school, and the ability to access future career pathways early. Students also gain a unique opportunity to investigate future career options in a practical manner whilst continuing to achieve the necessary points towards WACE achievement.

The VET Pathways Program requires students to attend school three days per week (Monday to Wednesday) while spending the remaining two days in a work placement and/or TAFE. Certificates completed at TAFE/School and Workplace Learning are all School Curriculum and Standards Authority (SCSA) accredited and will count towards the WACE, just like other courses completed at school. Students can select from approximately 40 TAFE qualifications.

The availability of external courses is subject to the external Training Provider providing a venue and lecturer. The venues for some of the training programs require the student to travel a considerable distance. The school cannot guarantee that all students will achieve a place in their chosen qualification. If students are not successful in achieving an external training placement, they will be required to complete a second day of workplace learning.

Students participating in the VTP Program are required to complete Workplace Learning. This is a SCSA endorsed program that provides students up to four unit equivalents towards their WACE/WASSA. This highly successful program allows students to experience a number of work placements. This experience is invaluable, and many past students have gone on to gain employment or apprenticeships as a result of the networks they made and the skills they developed in the 'real world'. ADWPL can also assist in meeting criteria for TAFE and alternative university entry.

The Authority Developed Workplace Learning (ADWPL) program requires students to find their own work placement. The workplace must be in the same industry areas as they are studying at TAFE in order to meet the requirements of an endorsed program to obtain their WACE points. Each 55 hours of workplace learning with a completed logbook is worth 1 WACE point.

The VET Pathways Program is a viable and alternative entry pathway to university. Successful completion of a Certificate IV meets and provides an entry mark of 70 at some Universities, provided English Language Competency requirements and the related criteria are met. This alternative university pathway has become very popular with students. It allows them to access courses and workplace learning in a particular field related to their university aspirations while still at school. For others, it assists them in making a more straightforward decision on what to study at university. For specific information related to alternative entry pathways to university, please access detailed information on the university websites.

The application process for the VTP Program is separate to subject selection process and students MUST have all applications screened by the VET Coordinator. Students must also make a selection on the General Pathway should their application to the VTP Program be unsuccessful.

Courses undertaken include:

- General or ATAR English
- General Career and Enterprise
- General Mathematics Essential or ATAR Mathematics Applications
- General Health Studies
- Authority-Developed Workplace Learning (ADWPL) – endorsed program
- Certificate II or higher delivered externally at an offsite location

Parents and students should be aware that there is an application process for Vocational Training Pathways (VTP). These programs are designed to provide students with specialised vocational training and skills alongside their regular academic studies. The application process allows students to apply for enrolment in a specific vocational qualification.

VTP PROGRAM SUBJECT SELECTIONS

Due to timetable constraints involved with running a 3-day school week, as well as giving students the opportunity to achieve their WACE at the completion of Year 12, all VTP students are required to complete the set list of subjects below.

VET Uni Bound Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English ATAR (Units 1 & 2)	Mathematics Applications ATAR (Units 1 & 2)	Career and Enterprise (Units 1 & 2)	Health Studies General (Units 1 & 2)	Certificate III or IV	ADWPL
Year 12	English ATAR (Units 3 & 4)	Mathematics Applications ATAR (Units 3 & 4)	Career and Enterprise (Units 3 & 4)	Health Studies General (Units 3 & 4)	Certificate III or IV	UniPath with Notre Dame University

UniPath is an alternate entry into The University of Notre Dame Australia. The 12 week course develops the skills required for university and secures you an offer into many of their undergraduate degrees*.

*Arts and Sciences, Counselling, Behavioural Science, Communications and Media, Politics and International Relations, Business, Education (Primary), Health Sciences and Philosophy and Theology.

VET Industry Ready Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English General (Units 1 & 2)	Mathematics Essentials General (Units 1 & 2)	Career and Enterprise (Units 1 & 2)	Health Studies General (Units 1 & 2)	Certificate II, III or IV	ADWPL
Year 12	English General (Units 3 & 4)	Mathematics Essentials General (Units 3 & 4)	Career and Enterprise (Units 3 & 4)	Health Studies General (Units 3 & 4)	Certificate II, III or IV	ADWPL

WORKPLACE LEARNING

Workplace Learning forms a key part of the VTP Program, providing students requirements opportunities to develop a realistic understanding of the working world, including learning about employer expectations, developing employability skills, exploring career options and taking part in activities to increase self-understanding, maturity, independence and confidence.

As Workplace Learning is an Endorsed Program, VTP students can use it to contribute towards meeting their WACE requirements. Every 55 hours of workplace learning students complete, equates to 1 WACE point. Completing 220 hours of workplace learning allows a student to achieve a maximum of 4 WACE units.

Students are expected to be committed to attending work placement each week and completion of the Workplace Learning Log Book and Skills Journal is an important requirement of the WPL program.

Consistent non-attendance at work placement will jeopardise students place in the VTP at Harrisdale Senior High School.

Students that are not on a SBT or required to complete mandatory hours in the TAFE pathway, will be required to complete unpaid work experience with a host employer in their chosen industry. Students will liaise with a Workplace Learning Officer (WPL) to find a work placement that explores potential career opportunities post school or compliments their chosen TAFE qualification.

SCHOOL BASED TRAINEESHIPS (SBT) & ABORIGINAL SCHOOL BASED TRAINING (ASBT)

School-based traineeships (SBTs) provide an opportunity for students to work with an employer and train in a qualification while they are still at school. SBT qualifications are mostly at Certificate II and III level, with students completing some of their training at a registered training organisation (RTO) such as a TAFE or private training provider and some at work. The benefits of a SBT is that students are paid for the time they spend working and can gain additional credits towards their WACE upon completion, while opening pathways to future study or jobs.

SBT's for VTP program students are organised by the schools Workplace Learning Coordinator, Mrs Tanya York who will work with students to identify traineeships that are relevant to their chosen industry or target student interests for future career pathways post schooling.

APPLYING FOR THE VOCATIONAL PATHWAY'S PROGRAM

There are limited places within the VTP Program and entrance is subject to students meeting the minimum entrance requirements outlined below and attending an interview with VTP staff.

The minimum entry requirements are outlined below:

- Attendance greater than 80% in Semester 1 of Year 10.
- Minimum of a C grade in English and Mathematics.
- Must attend a selection interview with VTP staff to ascertain their "work readiness" and suitability to elected TAFE qualifications.
- Students applying for the VTP Program must also select a General Studies Pathway as a backup in case their VTP Application is unsuccessful.
- Must be successful in gaining a TAFE placement or School Based Traineeship*

*** NOTE: Students who are offered TAFE placements do not automatically qualify for places in the program and entrance will be subject to numbers in the program and eligibility criteria.**

+ VET Uni Bound – students must also meet the entry requirements for both ATAR English and Math, in addition to a successful placement in a Certificate III or IV qualification.

VTP PROGRAM CONDITIONS

Students position within the VTP program is conditional to the following:

- Students must maintain attendance to school at 80% or above.
- Students must maintain 80% attendance to TAFE course, school-based traineeships and work placements.
- Students are required to complete a Workplace Learning Logbook and Skills Journal for work placements (for every 55 hours of work placement).
- Year 11 students opting to complete 1-year qualifications, that choose not to select a fee for service qualification for Year 12, may be transitioned to a mainstream General pathway in Year 12.

VTP APPLICATION PROCESS TIMELINE

The application process for the VET Pathway Program is broken down into two stages:

Round 1 Applications	Thursday June 15 th – Friday June 23 rd	Year 10 & 11 students to complete applications and submit. Students to make General Studies Pathway subject selections via Edval by June 29 th .
	Wednesday July 19 th - Friday July 21 st	Applicants will attend a selection interview with VET staff to ascertain suitability to program and TAFE qualifications.
Round 2 Selection interviews TAFE Applications	TAFE Applications OPEN	Successful applicants will be notified in writing by the school and will then be provided with detailed information on how to complete their online TAFE application.
	Thursday 22 nd August	TAFE course applications close
Round 3 TAFE Announcements	October/November	Students notified directly by the school if their application to TAFE is successful and VTP enrolment confirmed for 2024

Please note that a place in the VTP Program is dependent on an offer being made by TAFE to students who submitted an Expression of Interest in Stage 1.

VETDSS (Vocational Education & Training Delivered to Secondary Students) program places are extremely competitive, therefore it is recommended that students provide as much evidence as possible to support their application. Qualifications within the VETDSS program are government funded and students do not pay course fees, however, students are required to pay fees for resources specific to their qualification such as uniform, books, safety equipment etc. These are called incidental fees.

Summarised below is the key information that students must have ready when submitting an application to TAFE:

- A Unique Student Identifier (USI)
- Year 10 School Reports
- Resume, references and certificates
- A student statement outlining why they should be selected to participate in the course. (Limited to 300 words).

Students who are successful in reaching this stage are encouraged to access the support from the VET staff in writing their applications and goal statements.

AUTHORITY DEVELOPED WORKPLACE LEARNING (ADWPL) – ENDORSED PROGRAM

Cost \$70 per year

PRE-REQUISITE

No Prerequisite.

Workplace Learning

The School Curriculum and Standards Authority has developed a Workplace Learning program, which is managed by individual schools.

Students who successfully complete this program can count it as the equivalent of one unit towards their 20 units required to achieve the Western Australian Certificate of Education (WACE).

To complete this program, a student must:

- work at least 55 hours in a real workplace
- complete a logbook (see below)
- complete a skills journal (see below).

The program may be repeated and count towards a student's WACE for up to the equivalent of four course units.

PREPARATION FOR THE WORKPLACE

Each school provides its students with a work readiness and induction program before placing them in a real workplace.

Programs typically cover:

- the purpose of the work placement and the specific requirements of this Workplace Learning program
- an understanding of the work health and safety requirements of the industry
- workplace expectations and behaviours
- appropriate duties the student may undertake
- an understanding of the importance of maintaining confidentiality in the workplace
- roles and responsibilities of the student
- roles and responsibilities of the host workplace.

STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- secure a suitable workplace
- commit to industry-based learning and to cooperate and accept duties in an obliging manner
- contact the workplace before the placement to confirm details such as start and finish time, lunch arrangements and dress requirements
- be respectful, polite and courteous to fellow workers
- meet standards of hygiene, decency and cleanliness and comply with the workplace specified uniform and/or dress standard
- follow workplace rules and protocols
- comply with the workplace's safe working practices and protocols to maintain their own safety and carry out work in a safe manner
- contact the workplace in reasonable time if they are not able to attend on a particular occasion and advise the school of their non-attendance
- use tools and equipment and digital media in a responsible manner and according to workplace procedures
- complete all logbook requirements at the completion of each day of the work placement.

CAREER and ENTERPRISE – GENERAL

Cost \$80 per year

PRE-REQUISITE

No Prerequisite.

RATIONALE

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.

The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the Core Skills for Work Development Framework (2013) and the Australian Blueprint for Career Development (the Blueprint).

Skills developed by studying this course

Work skills, critical thinking, problem solving, organisation, decision making, creative thinking.

How is this course assessed?

- Investigations
- Job Application and interview
- Work Skills Journal
- Career Portfolio
- Externally Set Task (Year 12)

Possible study and career pathways

Human resource management, organisational psychology, industrial relations, training and development and recruitment are some examples.

ENGLISH - ATAR

Cost \$60 per year

Pre-Requisite

≥ B Grade in Year 10 English.

Rationale

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the English ATAR course aims to develop students' ability to:

- understand the use of language for communication
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes
- engage in critical analysis and evaluation.

Skills developed by studying this course

Comprehension skills, analytical writing, persuasive writing, imaginative writing, critical thinking, speaking and listening skills.

How is this course assessed?

- Responding - essay responses and short paragraph responses
- Creating - persuasive and imaginative writing
- Examination

Possible study and career pathways

Teaching, journalism, writing, law, social work, research, communication, and media studies.

MATHEMATICS APPLICATIONS - ATAR

Cost \$75 per year

PRE-REQUISITE

≥ B Grade in Year 10 Mathematics.

Rationale

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe many aspects of the world in the twenty-first century. Statistics are concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real world phenomena and solve practical problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

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

Throughout the course, there is an emphasis on the use and application of digital technologies.

Skills developed by studying this course

Skills to apply mathematics to solve problems in contexts such as financial modelling and network analysis. It also provides opportunities for students to develop systematic strategies using statistical analysis.

How is this course assessed?

- Content tests and skills
- Investigations
- Examinations

Possible study and career pathways

Environmental scientist, health policy advisor, data scientist, market research analyst, software developer.

ENGLISH – GENERAL

Cost \$60 per year

PRE-REQUISITE

There is no prerequisite for English General – all students must study one English course.

Year 11 Course Content

The English General course focuses 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 English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Aims

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write
- create texts for a range of purposes, audiences and contexts
- understand and appreciate different uses of language.

In addition, the English General course aims to develop students' ability to:

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills
- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses
- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms
- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

Skills developed by studying this course

Persuasive writing, imaginative writing, analysis of a range of text types.

How is this course assessed?

- Responding - producing written responses to studied texts and issues
- Creating - creating a range of texts
- Externally Set Task (Year 12)

Possible study and career pathways

Teaching, social work, writing, community relations

HEALTH - GENERAL

Cost \$50 per year

PRE-REQUISITE

No Prerequisite although a \geq C Grade in Year 10 Health is recommended.

Rationale

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Skills developed by studying this course

Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

How is this course assessed?

- Inquiry
- Response
- Externally Set Task (Year 12)

Possible study and career pathways

Nursing, health promotion, health and fitness, childcare, community services, youth work and beauty therapy.

MATHEMATICS ESSENTIALS - GENERAL

Cost \$70 per year

PRE-REQUISITE

No Prerequisite.

Rationale

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language used to describe much of the physical world. Statistics is the study of ways of collecting and extracting information from data and of using that information to describe and make predictions about the behaviour of aspects of the real world in the face of uncertainty. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course offers students the opportunity to prepare for post-school options of employment and further training.

Skills developed by studying this course

The ability to use mathematics effectively, efficiently and critically to make informed decisions. Mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

How is this course assessed?

- Content tests
- Practical Investigations
- Statistical Investigations
- Externally Set Task (Year 12)

Possible study and career pathways

Food science, child health worker, education assistant, retail management, lab technician.

CERTIFICATE IV IN PREPARATION FOR HEALTH AND NURSING STUDIES

Harrisdale is fortunate to offer an onsite Certificate IV in Preparation for Health and Nursing. This qualification is profile funded and therefore Students who wish to apply for this Certificate must state this in their online expression of interest for the VTP Pathway Program. This application also includes a separate interview with South Metropolitan TAFE who deliver to course to students onsite. Enrolments in the course are limited.

When you complete the Certificate IV in Preparation for Health and Nursing Studies you'll be a step closer to a career as an enrolled nurse. You will gain the knowledge and skills to ease comfortably into studying nursing. The Certificate IV in Preparation for Health and Nursing Studies provides the academic knowledge for entry into the Diploma of Nursing.

FEE FOR SERVICE QUALIFICATIONS

As a means of providing a greater range of options, VTP students can access a range of Fee for Service (FFS) qualifications. These qualifications are delivered by external Registered Training Organisations (RTO's), who require the full amount of the qualification to be paid prior to a student commencing. Qualifications are progressive, with students traditionally completing a Certificate III in Year 11 followed by a Certificate IV in Year 12. By completing a Certificate IV, students can pursue opportunities to access alternative pathways to university or enter into paid work upon completion.

Fee for Service qualifications can be completed by students in the Vocational Pathways Program (VTP), as well as students on a mainstream timetable. Due to the significant workload and degree of difficulty, access to Fee for Service qualifications are conditional to a student meeting both school and RTO prerequisites and require school approval before enrolment can commence.

Some current FFS courses being undertaken by Harrisdale SHS students are listed below through our partner Registered Training Organisations. For current fees and available courses, please enquire through the VET Coordinator, Mrs Michelle Pocock.

HLT33115	Certificate III in Health Assistance
52895WA	Certificate IV in Preparation for Health and Nursing
CHC30121	Certificate III in Early Childhood Education and Care
CHC30221	Certificate III in School Based Education Support
CHC40213	Certificate IV in School Based Education Support
BSB30120	Certificate III in Business
BSB40120	Certificate IV in Business
CHC20112	Certificate II in Community Services
CHC32015	Certificate III in Community Services
CHC42015	Certificate IV in Community Services
CUA40720	Certificate IV in Graphic Design
CUA31020	Certificate III in Screen & Media (Game Design & Animation)
CUA41220	Certificate IV in Screen and Media (Game Design & Animation)
CUA30920	Certificate III in Music
CUA40920	Certificate IV in Music (Creation & Composition)

TAFE Cont'd

When combined with an ATAR English course, completion of the Certificate III qualification (in Year 11) and Certificate IV qualification (in Year 12) allows students to explore alternative entry into a range of undergraduate university courses with acknowledgement of a notional ATAR rank of 70.

***NOTE: As entrance requirements differ between universities and vary from year to year. Students interested in this pathway will need to contact the relevant universities, Future Students Team, to discuss pathways available specific to their situation.*

+ - Any application for a Certificate IV course must be submitted to the VET team.

VET IN SCHOOLS – 2024 TAFE QUALIFICATION OFFERINGS

All students in the Vocational Training Pathway (VTP) are enrolled in a VET qualification. In addition, they are required to meet the requirements for at least 2 units of Workplace Learning with a host employer (ADWPL).

Only students selecting the VTP Program option are eligible to select from the qualifications listed on the following website for South Metro TAFE and North Metro TAFE. There is no course cost for these courses as they are funded by the Department of Training and Workforce Development (DTWD). However, depending on the chosen course students may be required to purchase a uniform, protective equipment, textbooks, or trade equipment/tools. These are the current offerings for VET Delivered to Secondary Students (VETDSS) for 2024.



North Metropolitan TAFE

[VET Delivered to Secondary Students | North Metropolitan TAFE \(northmetrotafe.wa.edu.au\)](https://northmetrotafe.wa.edu.au)



South Metropolitan TAFE

[TAFE at school \(VETDSS\) | South Metropolitan TAFE \(southmetrotafe.wa.edu.au\)](https://southmetrotafe.wa.edu.au)

PRIVATE RTO'S - 2024 QUALIFICATION OFFERINGS



Fremantle Education Centre

<https://fec.org.au/vet-in-schools-programs/>

Community Services, Business, Early Childhood and Education Support



Health Science Hub

<https://healthsciencehub.com.au/course-options/>

Animal studies, health and nursing, sport, and nutrition (not all courses are offered to high school students).



DNA Kingston Training

https://www.dnakingstontraining.edu.au/vet_in_school_courses/

General assisting, allied health, health support services



Mount Pleasant College

<https://mpc.wa.edu.au/vet/>

Game design and animation, music production, screen and media, sound production



Diamond Fitness

<https://www.diamondfitness.com.au/vet-in-schools.html>

Sport and Fitness



College of Electrical Training

<https://www.cet.asn.au/Courses/Pre-Apprenticeship>

Electrotechnology



Master Plumbers Association

<https://plumbing.mpaskills.com.au/school-programs-2-2/>

Plumbing and gas fitting, building and construction.

UNIQUE STUDENT IDENTIFIER

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:

- Vocational Education and Training (VET) [Nationally Recognised Training](#)
- higher education and graduating in 2023 or beyond.

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



[Get a USI](#)

Your USI stays with you for life as your training and career goals progress.



[Check if you have a USI](#)

If you have completed any additional courses / certificates since 2015, you may already have a USI.



[Reset my password](#)

Keep your account secure and access your records quickly and easily.

Students will need to have a form of identification, such as family Medicare Card, Learners' Permit (or one of others listed on the website) to complete the USI process.

Some points to note when undertaking this process are:

- In the personal details section; write the student's name as it is used at school – usually first and legal surname only.
- In the contact details section; choose the preferred contact method (email, telephone or postal address) that is likely to be used in the long term future.
- In the identification details section; write the student's name as it appears on the chosen form of identification (i.e. with initial etc.)

The USI will be used by registered training organisations (RTO) to add training records and results when a unit of competency and course is completed. It facilitates the maintenance of training records and results in an online account that can be accessed by individuals to gain information useful for future employment and study requirements.

It is important that individuals make a note of their USI and record it in several different places for future access. Please note that the school is not responsible for keeping a record of an individual's USI.

Please write the USI clearly. Make sure you can determine if the digit is a number 2 or the letter Z for example.

YEAR 11 CHARGES

Harrisdale Senior High School directs its efforts towards keeping costs as low and as equitable as possible. The Harrisdale Senior High School - School Board has examined the charges structure in detail and has approved the amounts shown in accordance with the Education Act. All Year 11 Subjects attract compulsory charges.

DETERMINING CHARGES

Harrisdale Senior High School endeavours to keep its charges to a minimum while maintaining a high standard of educational programs. The level of financial support requested of parents requires the approval of the School Board, which plays an important role in the school's financial planning arrangements to meet the needs of students while minimising the financial burden on parents. Each student is charged only for resources specific to each of their subjects, therefore each student's charges will vary according to their choice of subjects. Extra Cost Options are charges for optional activities organised by the school to enrich the educational program. Participation in these components is voluntary and conditional on payment of the cost of providing the activity.

PAYMENT OF CHARGES

We recommend Parents / Carers start making plans now so that they are in a position to pay the Compulsory Charges. Accounts should be settled before commencement of the new school year, or as soon as possible during Term 1, using one of the methods outlined on the following. Accounts will be provided to families by December 2023.

METHODS OF PAYMENT

Accounts can be settled by any of the following methods;

At school: EFTPOS (cheque or savings accounts)
 Credit Card (Visa or Mastercard)
 Payment Plan from a bank, credit union or building society account, paid by instalments (application must be completed at the school)
 Credit Card instalment payments (complete application at the school)

Or online: BPOINT (via our website harrisdaleshs.wa.edu.au)
 BPAY – Please refer to your Charges for details on your biller code and reference number
 Direct Deposit into school bank account
 BSB 066 040
 Account Number 19903573
 using Students Surname, First Name as reference.

A COMPASSIONATE VIEW

Full payment of charges should be made prior to the start of the 2024 school year. It is acknowledged that some families may struggle to pay charges. To help overcome the problem of paying all charges in advance, a payment arrangement may be organised by contacting the Finance Office on 9397 8023 prior to the commencement of the 2024 school year.

Where charges are not paid, students will be counselled and redirected to low cost subjects. 50% of the subject charge is required to be paid in advance by Wednesday 6 December 2023. The balance is required to be paid by week 5 of Term 1 2024 (unless a payment plan has been arranged).

COLLECTING CHARGES

The school will actively seek full payment of charges from parents/caregivers of all students at Harrisdale Senior High School. The School Board supports the school taking a proactive approach to the collection of charges and in support of this process, has endorsed the following actions:

- Regular statements and unpaid billing item reminders will be sent home to parents.
- Parents who refuse to communicate with the school and have made no effort to pay will be sent reminder letters by the Manager Corporate Services. Where high cost subjects are being studied, timetable changes of students to low-cost subjects that meet the WACE requirements may be made.
- Telephone calls made to the Fees Biller.

VOLUNTARY APPROVED REQUESTS

PASTORAL CARE

A contribution of \$25.00 to support the presence of a non-denominational chaplain who is an integral part of the school's Student Services team and is not an employee of the Department of Education. This position is solely funded by the community and your donations.

P & C CONTRIBUTIONS

The P&C (Parents and Citizens) Association seeks your support in 2024 by appealing to parents for a contribution of \$20.00 per family. This enables the P & C to purchase much needed equipment and resources for student use and relieve the pressure of a few volunteers to raise funds.

LIBRARY CONTRIBUTION

The Library contribution is \$25.00 as the school is required to purchase a large and expensive range of equipment and books. Department of Education provides limited funding to provide resources for this centre.

INFORMATION TECHNOLOGY

We are requesting \$30.00 to assist with the upgrade, support, management, training and ongoing maintenance of the school's computer network.

OTHER OPTIONAL COSTS

SMARTRIDER CARDS

Smartrider cards are issued to all new students. The cost of the initial card is free. New students who have not had their photo taken should request to be photographed at Student Services. Replacement cards can be issued at a cost of \$5.00.

PRINTING CREDIT

\$15 printing allocation

EXTRA COST OPTIONAL COMPONENTS OF EDUCATIONAL PROGRAMS

(Anticipated Excursions, Incursions, Competitions and Other Activities)

As required by the Department of Education, parents and guardians need to be informed of the excursions, incursions, camps, competitions and other activities that may take place in 2024. Participation in these activities is voluntary. The charge listed is an estimated maximum amount that can be charged and will not be exceeded. There may be additional excursions that have no cost to the parents or guardians.

SECONDARY ASSISTANCE SCHEME

Education Program Allowance (EPA) and Clothing Allowance

The Western Australian Department of Education provides an allowance to assist eligible families with secondary schooling costs.

To be eligible for the allowance the parent/guardian must hold a Department of Human Services (Centrelink) or Veterans' Affairs card that represents a statement of income for the family.

The allowance consists of two components:

- \$115 Clothing Allowance paid directly to the parent/guardian or the school.
- \$235 Educational Program Allowance paid directly to the school.

Applications can be made at the school by a parent or guardian of student/s enrolled in Years 7–12 studying a full-time secondary course at a Western Australian public school.

Eligibility Criteria

Parent or Guardian must hold one of the following cards:

- Department of Human Services (Centrelink) Health Care Card
- Department of Human Services (Centrelink) Pensioner Concession Card
- Veterans' Affairs Pensioner Concession Card

The parent/guardian must be the holder of a card that is valid sometime during first term.

Applications for EPA Close 28 March 2024 (TBC)

USEFUL WEBSITES and INFORMATION

SCSA INFORMATION

<https://student.scsa.wa.edu.au>

<https://parent.scsa.wa.edu.au>

TISC INFORMATION

<http://www.tisc.edu.au/static/resources.tisc>

The links below are to provide more detailed information which you may find helpful:

about the Australian Tertiary Admission Rank (ATAR)

scaling (and other marks adjustment processes)

entry ranks (ATARs and ranks)

Useful forms and downloads

JOBS AND SKILLS CENTRES

Western Australia's TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance.

The Jobs and Skills Centres offer a range of services, support, and information. <https://www.jobsandskills.wa.gov.au>

TAFE INFORMATION

South Metro TAFE: <https://www.southmetrotafe.wa.edu.au>

North Metro TAFE: <https://www.northmetrotafe.wa.edu.au>

Central Regional TAFE: <http://www.centralregionaltafe.wa.edu.au>

TAFE Course Searches: <http://www.fulltimecourses.tafe.wa.edu.au>

APPRENTICESHIP OFFICE

The Department of Training and Workforce Development's Apprenticeship Office registers and gives advice and support to potential and existing apprentices, trainees and to parents or guardians through every stage of the apprenticeship process. <https://www.dtwd.wa.gov.au/apprenticeship-office>

UNIVERSITIES IN WA

Curtin University: <https://www.curtin.edu.au>

Edith Cowan University: <http://www.ecu.edu.au>

Murdoch University: <http://www.murdoch.edu.au>

University of Notre Dame: <https://www.notredame.edu.au>

University of Western Australia: <https://www.uwa.edu.au>

Tertiary Institutions Services Centre: <https://www.tisc.edu.au/static/home.tisc>

OTHER WEBSITES

My Future: <https://myfuture.edu.au>

Australian Defence Force Academy: <http://www.defence.gov.au>

Australia Wide Job Research: <https://jobsearch.gov.au>

Career Research: <http://www.careersonline.com.au>

Good Careers Guide: <https://www.goodcareersguide.com.au>





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