



**Coodanup  
College**

**2025**

# SENIOR SCHOOL HANDBOOK

## Course Information & Selection Guide



# Welcome to the 2025 Senior School Course Information and Selection Guide

The 2025 Senior School Course Information and Selection Guide summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It contains information on requirements to achieve the WACE:

- Pathways;
- Courses and Course Units;
- Vocational Education and Training (VET); and
- Endorsed Programs.

I encourage you to read this information and selection guide carefully and discuss the contents with your parents/carers. If you have any questions, talk to your teachers or other members of staff.

I wish you all the best in making decisions that will impact the final years of your schooling.



Mr Mark Utley

Principal



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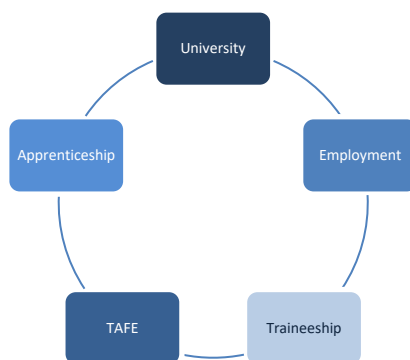
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# ACHIEVING YOUR WESTERN AUSTRALIAN CERTIFICATE OF ACHIEVEMENT

As part of your course counselling process, you will need to decide upon a post-school pathway. Whatever your pathway is, WACE will help you get there.



## WACE Western Australian Certificate of Education

The **Western Australian Certificate of Education (WACE)** is awarded to senior secondary school students who satisfy the requirements set out by the School Curriculum and Standards Authority. This qualification is recognised nationally by universities and other tertiary institutions, a

### How to achieve a WACE

To cater for differences in interests, rates of learning and motivation, students can choose from a selection of WACE courses, Vocational Education and Training (VET) and Endorsed Programs. There is no specified time limit for completion of the WACE, although students typically complete their study in their final two years of senior secondary school.

### Course Counselling

To ensure that each student has chosen an appropriate pathway in Year 11 and 12, a number of our staff members have been trained as Course Counsellors. Students and parents/carers will meet with their assigned Course Counsellor by attending their scheduled appointment in Term 3.

At the course counselling interview, the counsellor will:

- ensure that the student fulfills the criteria for all of the chosen courses;
- check that they have chosen List A and List B subjects to ensure graduation eligibility;
- refer the student and parents, if necessary to the Senior School Deputy Principal, if students and parents/carers have a good case for choosing against recommendations; and
- refer the student, if necessary to the VET Coordinator or Career Practitioner, if the student is unable to make a decision on their pathway.

## Pathways

The four types of Pathways available at Coodanup College are ATAR, General, Foundation and VET.

Depending on your post-school destination and ability level, you can design a unique learning program made up of a combination of these courses and programs.

### **ATAR PATHWAY**

This pathway is for students who are aiming to enrol in a university course directly from school. In order to gain direct entry, students must choose a minimum of four ATAR subjects. These courses will be examined externally and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). It is recommended that students only choose ATAR subjects if they have passed all three OLN tests.

### **GENERAL PATHWAY**

This pathway is for students who may pursue entrance to university through a portfolio pathway, or are aiming to enter further training or the workforce directly from school.

### **FOUNDATION PATHWAY**

This pathway is specifically for those who need additional help in demonstrating the minimum standard of literacy and numeracy. Usually only recommended if students obtained category 1 in their OLN tests in Year 10. These courses will be run through our Focus Foundation program which is a one teacher model.

### **VET PATHWAY**

This pathway is for students who wish to develop the skills and qualifications to pursue their chosen career. These students will be part of STRIVE, which is an off-site program and may also engage in additional Certificate I, II or III courses externally or at the College.

## List A and List B Courses

WACE courses are grouped into List A and List B. To ensure a broad education, please be aware that students will be required to choose at least one course from each list.

LIST A Arts/Languages/Social Sciences	LIST B Mathematics/Science/Technology
CAE Career and Enterprise	AET Automotive, Engineering and Technology
ENG English	FST Food Science and Technology
DRA Drama	CSC Computer Science
GEO Geography	HBY Human Biology
HEA Health Studies	MAA Mathematics Applications
MPA Media Production and Analysis	MAE Mathematics Essential
HIM Modern History	MDTM Materials Design and Technology Metal
VAR Visual Art	MDTW Materials Design and Technology Wood
	OED Outdoor Education
	PES Physical Education Studies
	PSY Psychology

## WACE Requirements

<b>General Requirements</b>	<p>Students must:</p> <ul style="list-style-type: none"> <li>• Demonstrate a minimum standard of literacy and minimum standard of numeracy;</li> <li>• Complete a minimum of 20 units or equivalents as described below.</li> </ul> <p>To meet this requirement, students must complete:</p> <ul style="list-style-type: none"> <li>• At least four Year 12 ATAR courses and one General course or;</li> <li>• At least five Year 12 General courses or four Year 12 General courses and a Certificate II or higher qualification or;</li> <li>• A Certificate II (or higher) VET qualification in combination with three Foundation courses and one General course or Endorsed Program.</li> </ul>
<b>Breadth and Depth</b>	<p>Students must:</p> <ul style="list-style-type: none"> <li>• Complete a minimum of 20 units, which may include unit equivalents attained through VET and/or Endorsed Programs.</li> </ul> <p>To meet this requirement, students must complete at least:</p> <ul style="list-style-type: none"> <li>• A minimum of ten Year 12 units or the equivalent;</li> <li>• 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;</li> <li>• One pair of Year 12 course units from List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).</li> </ul>
<b>Achievement Standard</b>	<ul style="list-style-type: none"> <li>• Students must achieve at least 14 C grades or higher (or the equivalent) across Year 11 and 12, including at least six C grades (or equivalents) in Year 12.</li> <li>• Unit equivalence can be obtained through 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).</li> </ul>

# Literacy and Numeracy Requirements

There are two parts to demonstrating competence in literacy and numeracy.

<b>1</b>	Complete two Year 11 English units and one pair of Year 12 English units.
<b>2</b>	Demonstrate that you have met the minimum standard for literacy and numeracy. You can demonstrate the minimum standard through: <ul style="list-style-type: none"><li>• passing the Online Literacy and Numeracy Assessments (OLNA); or</li><li>• achieving a proficiency level of strong or above in your Year 9 NAPLAN tests.</li></ul>

Students will have up to six opportunities between Year 9 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components to the OLNA:

Reading	Writing	Numeracy
<ul style="list-style-type: none"><li>• One 50-minute test;</li><li>• 45-Item, multiple choice test on reading.</li></ul>	<ul style="list-style-type: none"><li>• One 60-minute;</li><li>• Typed response of writing of up to 600 words.</li></ul>	<ul style="list-style-type: none"><li>• One 50-minute test;</li><li>• 45-Item, multiple choice test on mathematics.</li></ul>

If you have a language background other than English and arrived from overseas in the past year, you may be able to delay sitting the OLNA. You should discuss your options with your Year Coordinator.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the College, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE.

# SENIOR SCHOOL PATHWAYS

## ATAR Studies Pathway

ATAR is the highest level of study offered in WA secondary schools and students taking these courses will achieve an Australian Tertiary Admissions Rank (ATAR) which is used to determine eligibility for university entrance. Students studying ATAR courses will sit external examinations at the end of Year 12.

In 2025, we will offer the following ATAR subjects:

- ATAR English
- ATAR Geography
- ATAR Health
- ATAR Human Biology
- ATAR Mathematics Applications

To be eligible for the ATAR Pathway, students should have achieved a proficiency level of strong or above for NAPLAN in Year 9 or passed the Online Literacy and Numeracy Assessments in Year 9 or Year 10 and be averaging a B grade or higher in core subjects.

Students on this pathway will typically study:

Year 11	Year 12
ATAR English	ATAR English
ATAR Geography	ATAR Geography
ATAR Health	ATAR Health
ATAR Human Biology	ATAR Human Biology
ATAR Mathematics Applications	ATAR Mathematics Applications
General WACE Elective	General WACE Elective
General WACE Elective	General WACE Elective

Students can select to complete four or five ATAR subjects. If they choose four ATAR subjects then they will also select two General WACE Electives. If they choose five ATAR subjects they will only select one General WACE Elective.



## General Studies Pathway

The General Studies Pathway is the pathway that the majority of students choose. This pathway allows students to get to university through a portfolio entrance or allows for other tertiary institutions, employers and training providers.

General Studies Pathway students still need to demonstrate high attendance and a strong commitment to their academic studies.

Students will typically study:

### Mainstream – 5 Day Grid

Year 11	Year 12
General English	General English
Mathematics Essential	Mathematics Essential
General WACE Elective	General WACE Elective
General WACE Elective	General WACE Elective
General WACE Elective	General WACE Elective
General WACE Elective	General WACE Elective

### Mainstream – 3/2 Day Grid

Year 11	Year 12
General English	General English
Mathematics Essential	Mathematics Essential
General Career and Enterprise	General Career and Enterprise
General WACE Elective	General WACE Elective
Certificate I, II or III / TAFE / Traineeship / Workplace Learning	Certificate I, II or III / TAFE / Traineeship / Workplace Learning
General Certificate I, II or III / Workplace Learning / TAFE / Traineeship	General Certificate I, II or III / Workplace Learning / TAFE / Traineeship

## Foundation Studies Pathway (Focus)

The Foundation Studies Pathway is directed towards students who are focused upon accessing further training, apprenticeships and employment opportunities after school.

Students learn their core WACE subjects with one teacher in a homeroom environment. This enables a high level of pastoral care and learning support tailored to individual needs.

The Foundation Studies Pathway has a strong emphasis on literacy, numeracy and transitions to training and employment. Students may participate in Workplace Learning.

To be eligible for this pathway, students cannot have achieved a proficiency level of strong or above this level in Year 9 NAPLAN or passed the Online Literacy and Numeracy Assessments in Year 9 or Year 10.

Students on this pathway will typically study:

Year 11	Year 12
Foundation English	Foundation English
Foundation Mathematics	Foundation Mathematics
Foundation Career and Enterprise	Foundation Career and Enterprise
General WACE Elective	General WACE Elective
Endorsed Program – Community Service / Certificate I, II or III / TAFE / Workplace Learning / Traineeship	Endorsed Program – Community Service / Certificate I, II or III / TAFE / Workplace Learning / Traineeship
Certificate I, II or III / Workplace Learning / Traineeship / TAFE	Certificate I, II or III / Workplace Learning / Traineeship / TAFE

## VET Pathway (STRIVE)

The VET Pathway is for students who will be focused upon accessing further training, apprenticeships and employment opportunities, however, they are not eligible for WACE and require flexible learning arrangements.

Students will cover all of their learning with a team of specialist teachers in a homeroom environment. This enables a high level of pastoral care and learning support tailored to individual needs.

The VET Pathway has a strong emphasis on literacy, numeracy and transitions to training and employment.

Students on this pathway will typically study:

Year 11	Year 12
Literacy and Numeracy	Literacy and Numeracy
Certificate II (22473VIC) or III (22474VIC) General Education for Adults	Certificate II (22473VIC) or III (22474VIC) General Education for Adults
Certificate II Workplace Skills (BSB20120)	Certificate II Workplace Skills (BSB20120)
Specialist Programs; Keys for Life, First Aid, Food Safety Handling, RSA, Barista Course, White Card	Specialist Programs; Keys for Life, First Aid, Food Safety Handling, RSA, Barista Course, White Card
Endorsed Program - Workplace Learning	Endorsed Program - Workplace Learning
Profile Placements in VET TAFE Courses	Profile Placements in VET TAFE Courses
Certificate I, II or III Courses run at Coodanup College	Certificate I, II or III Courses run at Coodanup College
Aboriginal School Based Traineeship (ASBT)	Aboriginal School Based Traineeship (ASBT) / School Based Traineeship (SBT)

The delivery of a selected range of accredited online and practical specialist programs aims to enhance students' employability skills and their career portfolios.

**Cost:** \$235 per year in Senior School. Additional Costs - Certificate Courses, Endorsed Program, Workplace Learning will be as per cost shown in this handbook and Specialist Program costs will be \$100 per year in Senior School.

## Senior School Pathways at Coodanup College

Pathway	Courses Studied (With minimum C grade achievement)	WACE Achievement
ATAR (Inspire)	Four Year 11/12 ATAR Courses Two General courses Or Five Year 11/12 ATAR Courses One General course	Yes (24 units)
General 5 Day Grid	Six Year 11/12 General Courses	Yes (24 units)
General 3/2 Grid	Four Year 11/12 General Courses Certificate I, II or III / TAFE / Workplace Learning / Traineeship Certificate I, II or III / Workplace Learning / TAFE / Traineeship	Yes (24 units)
Foundation (Focus)	Three Year 11/12 Foundation Courses One General Course Community Service Endorsed Program / VET Certificate I, II or III / TAFE / Workplace Learning / Traineeship Certificate I or II / Workplace Learning / TAFE / Traineeship	Yes (24 units)
VET (STRIVE)	Literacy and Numeracy Certificate II (22473VIC) or III (22474VIC) General Education for Adults Certificate II in Workplace Skills (BSB20120) Specialist Programs Endorsed Program - Workplace Learning Profile Placement in VET TAFE Courses Certificate I, II or III Courses run at Coodanup College Aboriginal School Based Traineeship (ASBT) / School Based Traineeship (SBT)	No

# WACE COURSE INFORMATION

## English

### ATAR Year 11

<b>Required Background:</b>	At least an A or B grade in Year 10 English. Achieved proficiency level strong in literacy NAPLAN and/or passed the OLNA literacy tests.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.</p> <p><b>Unit Two</b></p> <p>Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.</p>
<b>Assessment Outline:</b>	Extended written work, in-class timed assessments, oral presentations and exams.
<b>Leads to:</b>	English ATAR Year 12.



# Geography

## ATAR Year 11

<b>Required Background:</b>	Achieved a B grade or above in Year 10 Humanities and Social Science.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p>Geography is the study of the patterns and processes of the Earth's surface. The course takes an enquiry approach to the subject and asks critical questions about the ways in which humans interact with the environment. Students are required to investigate a broad range of issues including the impact of cyclones and volcanoes, the challenges posed by mega-cities, the management of mining and agriculture and the impact of global climate change.</p> <p><b>Unit One</b></p> <p>The focus of this unit is the geography of natural hazards and impact minimisation. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. Firstly, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.</p> <p><b>Unit Two</b></p> <p>The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare the spatial patterns and practices of resource use in Australia to those in less developed countries.</p>
<b>Assessment Outline:</b>	Geographical inquiry - investigation, assignment, report and/or a verbal or multimedia presentation. Fieldwork/practical skills - excursions/fieldtrip, map interpretation, and/or data analysis. Tests - multiple-choice questions, short responses, sectionalised extended responses, and/or a combination of these and exams.
<b>Leads to:</b>	Geography ATAR Year 12.

# Health Studies

## ATAR Year 11

<b>Required Background:</b>	Achieved a B grade in Health Education and a C grade in English.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and values of individuals and social norms, as influences on decision-making, as well as the development of a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.</p> <p><b>Unit Two</b></p> <p>This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, values and beliefs, as well as social norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.</p>
<b>Assessment Outline:</b>	Response tasks, Inquiries, Projects and Examinations.
<b>Leads to:</b>	Health Studies ATAR Year 12.

# Human Biology

## ATAR Year 11

<b>Required Background:</b>	Achieved a B grade in Year 10 Mathematics and Science; and achieved a C grade in Year 10 English.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.</p> <p>Major topics include: Cells and Body Systems; Physiology - metabolism in particular; and Scientific Inquiry Skills.</p> <p><b>Unit Two</b></p> <p>This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development.</p> <p>Major topics include: DNA, Cell Reproduction, Human Reproduction, Inheritance and Scientific Inquiry Skills.</p>
<b>Assessment Outline:</b>	Response Tasks: Topic tests, investigative and practical tasks, extended responses and examinations.
<b>Leads to:</b>	Human Biology ATAR Year 12.

# Mathematics Applications

## ATAR Year 11

<b>Required Background:</b>	At least a C grade in Year 10 Mathematics. Achieved a proficiency level of strong or above in NAPLAN.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>Contains three topics:</p> <ul style="list-style-type: none"><li>• Consumer arithmetic</li><li>• Algebra and matrices</li><li>• Shape and measurement.</li></ul> <p>‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. ‘Algebra and matrices’ continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the Year 7–10 Curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.</p> <p><b>Unit Two</b></p> <p>Contains three topics:</p> <ul style="list-style-type: none"><li>• Univariate data analysis and the statistical investigation process</li><li>• Applications of trigonometry</li><li>• Linear equations and their graphs.</li></ul> <p>‘Univariate data analysis and the statistical investigation process’ develop students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.</p>
<b>Assessment Outline:</b>	40% Response, 20% Investigations, 40% exams.
<b>Leads to:</b>	Mathematics Applications ATAR Year 12.

# Automotive, Engineering and Technology

## General Year 11

<b>Required Background:</b>	An interest in Technologies is recommended.
<b>Cost:</b>	\$150.00 per year in Senior School.
<b>Course Description:</b>	<p>The Automotive, Engineering and Technology course is a practical course where students develop skills and understanding relating to the component parts, accessories, systems and technologies of the automotive vehicle. They learn the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain, and repair these systems. Workshop activities provide them with opportunities to learn about the range of components and materials used in the manufacture of automotive vehicles.</p> <p><b>Unit One</b></p> <p>In this unit, students develop an understanding of automotive vehicles and the basic principles and systems around which automotive vehicles function. Under guidance, they study the different systems of an automotive vehicle, and follow basic rules associated with automotive workshops. They develop skills to check and maintain the safe operation of an automotive vehicle, using the correct selection of tools and safe workshop practices. They examine how the different uses of automotive vehicles have affected our society and the environment.</p> <p><b>Unit Two</b></p> <p>In this unit, students develop knowledge and skills involved with servicing automotive vehicles for purposes of maintenance and repair, in combination with an understanding of automotive engineering principles. Students develop knowledge and skills involved with the different systems and sub-systems in automotive vehicles for purposes of maintenance and repair. They use occupational safety and health (OSH) rules and regulations to plan and manage safe working practices. Students develop an understanding of the different influences automotive technologies have on the society and environment.</p>
<b>Assessment Outline:</b>	Projects, journals, writing tasks, examinations and investigations.
<b>Leads to:</b>	Automotive, Engineering and Technology General Year 12.



# Career and Enterprise

## General Year 11

**Required Background:** At least a C grade in Year 10 English.

**Cost:** \$100.00 per year in Senior School.

**Course Description:** Career education involves learning to manage and take responsibility for personal career development. The course develops a range of work skills and an understanding of the nature of work.

### Unit One

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work and unemployment. Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers. It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

### Unit Two

Students examine the organisation of workplaces, learn about the rights and responsibilities of employees and employers in entry-level jobs. A record of work, training and learning experiences is required for inclusion in a career portfolio. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations.

**Assessment Outline:** Projects, presentations, portfolios, tests and reports.

**Leads to:** Career and Enterprise General Year 12.

# Computer Science

## General Year 11

<b>Required Background:</b>	At least a C grade in Mathematics.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>Students will develop knowledge around software development, data analysis (databases), and the function and maintenance of computer components, network components and peripherals.</p> <ul style="list-style-type: none"><li>• Software development cycle.</li><li>• Flow of data through an information system.</li><li>• Hardware components (input/output/processing/storage).</li><li>• Maintenance and troubleshooting.</li><li>• Data (database) management.</li><li>• Word processing.</li></ul> <p><b>Unit Two</b></p> <p>This unit provides students with an understanding of basic programming skills, software development skills, and network and communications functionality and management.</p> <ul style="list-style-type: none"><li>• Developing software (programming).</li><li>• Hardware and software.</li><li>• Networks and communications.</li></ul>
<b>Assessment Outline:</b>	Projects (Coding Arduino/Robotics etc.), theory tests, practical tests.
<b>Leads to:</b>	Computer Science General Year 12.

# Drama

## General Year 11

**Required Background:** Achieved a C grade in Year 10 English, HASS and Arts Subjects.

**Cost:** \$100.00 per year in Senior School.

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

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama General Course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

### **Unit One** **Dramatic Storytelling**

The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques, processes, and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

### **Unit Two** **Drama Performance Events**

The focus for this unit is **drama performance events** for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

**Assessment Outlines:** Students achieve outcomes through the key activities of creation, performance and reflection.

**Leads to:** Drama General Course Year 12.

**Note:** Extra curricula activities will incur costs during this course such as providing individual costumes for performances and excursion costs.

# English

## General Year 11

<b>Required Background:</b>	At least a C grade in Year 10 English. Achieved a proficiency level of strong or above in NAPLAN literacy and or passed the OLNA literacy tests.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>Focuses on students comprehending and responding to the ideas and information presented in texts.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• Employ a variety of strategies to assist comprehension.</li><li>• Read, view and listen to texts to connect, interpret and visualise ideas.</li><li>• Learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure.</li><li>• Consider how organisational features of texts help the audience to understand the text.</li><li>• Learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts.</li><li>• Communicate ideas and information clearly and correctly in a range of contexts.</li><li>• Apply their understanding of language through the creation of texts for different purposes.</li></ul> <p><b>Unit Two</b></p> <p>Focuses on interpreting ideas and arguments in a range of texts and contexts.</p> <p>Students:</p> <ul style="list-style-type: none"><li>• Analyse text structures and language features and identify the ideas, arguments and values expressed.</li><li>• Consider the purposes and possible audiences of texts.</li><li>• Examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.</li><li>• Integrate relevant information and ideas from texts to develop their own interpretations.</li><li>• Learn to interact effectively in a range of contexts.</li><li>• Create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.</li></ul>
<b>Assessment Outline:</b>	<p>Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.</p> <p>Students can create a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.</p>
<b>Leads to:</b>	English General Year 12.

# Food Science and Technology

## General Year 11

<b>Required Background:</b>	At least a C grade in Year 10 English.
<b>Cost:</b>	\$150.00 per year in Senior School
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities. Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination.</p> <p><b>Unit Two</b></p> <p>This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.</p>
<b>Assessment Outline:</b>	Writing tasks, projects, tests, practical work, investigations.
<b>Leads to:</b>	Food Science and Technology General Year 12.



# Geography

## General Year 11

<b>Required Background:</b>	Achieved a C grade or above in Humanities and Social Science in Year 10.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.</p> <p><b>Unit Two</b></p> <p>This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.</p>
<b>Assessment Outline:</b>	Geographical inquiry - investigation, assignment, report and/or a verbal or multimedia presentation. Fieldwork/practical skills – excursions/fieldtrip, map interpretation, and/or data analysis. Tests - multiple-choice questions, short responses, sectionalised extended responses, and/or a combination of these.
<b>Leads to:</b>	Geography General Year 12.

# Health Studies

## General Year 11

<b>Required Background:</b>	At least a C grade in Year 10 Health Studies.
<b>Cost:</b>	\$50.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.</p> <p><b>Unit Two</b></p> <p>This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined, and students continue to develop and apply health inquiry skills.</p>
<b>Assessment Outline:</b>	Enquiry, project, response.
<b>Leads to:</b>	Health Studies General Year 12.

# Human Biology

## General Year 11

**Required Background:** Achieved a C grade or above in Year 10 Science.

**Cost:** \$100.00 per year in Senior School.

**Course Description:**

**Unit One**  
The focus for this unit is on the nutritional choices that we make for the optimal functioning of body cells. Students will study the structure and function of the digestive system in the human body. Students investigate and model cell processes through practical activities. They explore the digestive and musculoskeletal systems through real and virtual dissections. Students analyse and evaluate various diets against the Australian Dietary Guidelines. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

**Unit Two**  
The focus of this unit is on the importance of regular health checks to prevent or manage medical problems. The circulatory, respiratory and urinary systems facilitate the exchange, transport and removal of materials for efficient body functioning. Regular health checks can assess the risk of future medical issues and monitor current medical problems for the development of individual treatment plans in order to improve quality of life. Students investigate blood pressure, heart rate, blood oxygen levels and lung capacity through practical activities. They explore the circulatory, respiratory and urinary systems through real and virtual dissections. Students analyse data from blood and urine samples to detect anomalies. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

**Assessment Outline:** Science Inquiry practical and investigations, projects, tests.

**Leads to:** Human Biology General Year 12.

# Materials Design and Technology (Metal)

## General Year 11

**Required Background:** An interest in Metal Technology.

**Cost:** \$150.00 per year in Senior School.

**Course Description:** The Materials Design and Technology course is a practical course with the design and manufacturing of metal products the major focus. Working with metal context materials, students develop a range of manipulation, processing, manufacturing and organisational skills, along with techniques for problem solving, idea generation, creative design and communication.

### Unit One

Students interact with a variety of ferrous and non-ferrous metal items that have been specifically designed to meet certain needs including environmental considerations of reduce, re-use and recycle. Students are introduced to the fundamentals of design such as aesthetics, function and safety. Through sketch and annotation, they learn to communicate various aspects of the technology process by constructing plans, patterns and templates of design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the ferrous and non-ferrous materials they are using, and are introduced to a range of production cutting and shaping equipment and techniques. They develop materials sheet metal fabrication manipulation skills and production management strategies including material lists and costings, and are given the opportunity to realise their design ideas through the production of their design metal project.

### Unit Two

Students interact with products designed for a specific market. They use a range of techniques, conventions and terminology to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context by constructing plans, patterns and templates of design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of the metal alloy materials they are working with. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively to reduce the impact of metal waste, fumes and noise. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

**Assessment Outline:** Projects, journals, writing tasks, examinations, investigations.

**Leads to:** Materials Design and Technology (Metal) General Year 12.

# Materials Design and Technology (Wood)

## General Year 11

**Required Background:** An interest in Wood Technology.

**Cost:** \$150.00 per year in Senior School.

**Course Description:** The Materials Design and Technology course is a practical course with the design and manufacturing of timber products the major focus. Working with wood context materials, students develop a range of manipulation, processing, manufacturing and organisational skills, along with techniques for problem solving, idea generation, creative design and communication.

### Unit One

Students interact with a variety of wood items that have been specifically designed to meet certain needs including environmental considerations of reduce, re-use, recycle. Students are introduced to the fundamentals of design such as aesthetics, function and safety. Through sketch and annotation, they learn to communicate various aspects of the technology process by constructing plans, patterns and templates of what they wish to design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of common hardwoods, softwoods and manufactured materials they are using, and are introduced to a range of wood room production equipment and techniques. They develop materials manipulation joint skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design timber project.

### Unit Two

Students interact with products designed for a specific market. They use a range of techniques, conventions and terminology to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context by constructing plans, patterns and templates of design. Throughout the process, students learn about the origins, classifications, properties and suitability of manufactured boards including plywood and fibreboards. Students are introduced to a range of technology skills and are encouraged to use selected hand and power tools to produce their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively to reduce the impact of dust, fumes and noise. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

**Assessment Outline:** Projects, journals, writing tasks, examinations, investigations.

**Leads to:** Materials Design and Technology (Wood) General Year 12.



# Mathematics Essential

## General Year 11

<b>Required Background:</b>	At least a D grade in Year 10 Mathematics.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to their students. Possible contexts for this unit are earning and managing money and nutrition and health. The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.</p> <p>This unit includes the following four topics:</p> <ul style="list-style-type: none"><li>• Basic calculations, percentages and rates</li><li>• Using formulas for practical purposes</li><li>• Measurement</li><li>• Graphs.</li></ul> <p><b>Unit Two</b></p> <p>This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit to achieve this goal are transport and independent living. The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.</p> <p>This unit includes the following four topics:</p> <ul style="list-style-type: none"><li>• Representing and comparing data</li><li>• Percentages</li><li>• Rates and ratios</li><li>• Time and motion.</li></ul>
<b>Assessment Outline:</b>	50% Response, 50% Practical Application/Statistical Investigation.
<b>Leads to:</b>	Mathematics Essential General Year 12.

# Media Production and Analysis

## General Year 11

<b>Required Background:</b>	It would be beneficial to have studied Media in Year 9 or Year 10.
<b>Cost:</b>	\$50.00 per year in Senior School.
<b>Course Descriptions:</b>	<p><b>Unit One</b></p> <p><b>Mass Media</b></p> <p>Students reflect on their own use of the media, common representations, including examination of characters, stars/celebrities, and stereotypes and the way media is constructed and produced.</p> <p><i>Theoretical content:</i></p> <ul style="list-style-type: none"><li>• The communication model</li><li>• Media contexts</li><li>• Stars and Heroes</li><li>• Controls and constraints in Media Production.</li></ul> <p><i>Practical content:</i></p> <ul style="list-style-type: none"><li>• Movie Poster (photo/image manipulation)</li><li>• Children’s TV Show (video production).</li></ul> <p><b>Unit Two</b></p> <p><b>Point of View</b></p> <p>In this unit, students will be introduced to the concept and learn how a point of view (bias) can be constructed. They will analyse media work and construct a point of view in their own productions.</p> <p><i>Theoretical content:</i></p> <ul style="list-style-type: none"><li>• Codes and conventions used for constructing meaning</li><li>• Representation of identities, places, or ideas</li><li>• Subcultures</li><li>• Technology and Media</li></ul> <p><i>Practical content:</i></p> <ul style="list-style-type: none"><li>• A Current Affair segment (video production)</li><li>• Movie trailer or Infomercial (video production).</li></ul>
<b>Assessment Outline:</b>	The overall grade consists of 30% theory tasks and 70% practical tasks.
<b>Leads to:</b>	Media Production and Analysis General Year 12.

# Modern History

## General Year 11

**Required Background:** Achieved a C grade in Year 10 English and HASS

**Cost:** \$100.00 per year in Senior School.

**Course Description:** The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

### Unit One

#### People, place and time

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Historical Inquiry Topics:

- Nelson Mandela and the fight to end Apartheid South Africa
- Local history: How a selected suburb, town or area of Western Australia has changed over time with reference to the significant people of the area and relating the local history to Western Australia/Australia's history. The focus of the study could include Indigenous history, impact of wars, economic circumstances and migration.

### Unit Two

#### Power and Authority

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

Historical Inquiry Topics:

- Authoritarian state: Communist Russia/USSR 1917–1953
- Authoritarian state: Cuba 1952–1990s.

**Assessment Outlines:** Investigation responses to historical evidence, tests and independent projects.

**Leads to:** Modern History General Year 12.

# Outdoor Education

## General Year 11

<b>Required Background:</b>	Students who enjoy experiencing nature through adventure or those who relished in Physical and Health Education are encouraged to enrol in General Outdoor Education. The Outdoor Education General course continues to develop student learning around the knowledge, understanding and skills within the Health and Physical Education curriculum. Due to the nature of the course it is strongly advised that students can swim a minimum of 200 metres and tread water for up to 5 minutes and enjoy physical activity.
<b>Cost:</b>	\$220.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b> <b>Experiencing the outdoors</b></p> <p>Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment all is about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe excursions/expeditions in selected outdoor activities.</p> <p><b>Unit Two</b> <b>Facing challenges in the outdoors</b></p> <p>This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups.</p>
<b>Assessment Outline:</b>	Investigations, practical assessments, journals, reflections, tests. Students will be required to participate in two camps and outdoor activities including water-based activities as part of their assessment tasks.
<b>Leads to:</b>	Outdoor Education General Year 12.

# Physical Education Studies

## General Year 11

<b>Required Background:</b>	At least a C grade in Year 10 Health and Physical Education Studies and Science, and an interest in sport and physical activity.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.</p> <p>Theoretical content:</p> <ul style="list-style-type: none"><li>• Motor learning and coaching</li><li>• Functional anatomy</li><li>• Biomechanics</li><li>• Exercise physiology</li><li>• Sport psychology.</li></ul> <p>Practical content:</p> <ul style="list-style-type: none"><li>• Developing physical skills</li><li>• Tactics in a range of sports including volleyball, badminton and netball.</li></ul> <p><b>Unit Two</b></p> <p>The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and individuals.</p> <p>Theoretical content:</p> <ul style="list-style-type: none"><li>• Motor learning and coaching</li><li>• Functional anatomy</li><li>• Biomechanics</li><li>• Exercise physiology</li><li>• Sport psychology.</li></ul> <p>Practical content:</p> <ul style="list-style-type: none"><li>• Developing physical skills and tactics.</li></ul>
<b>Assessment Outline:</b>	<p>Theoretical components are worth 50% of the overall grade and will include response tasks, topic tests, investigative tasks and research assignments.</p> <p>Practical components are worth 50% of the overall grade and will include skill performances and tactical/strategic knowledge and practice.</p>
<b>Leads to:</b>	Physical Education Studies General Year 12.

# Psychology

## General Year 11

**Required Background:** Achieved a C grade in Year 10 Mathematics, Science and English.

**Cost:** \$100.00 per year in Senior School.

**Course Description:** Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

### Unit One

This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

### Unit Two

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

**Assessment Outline:** Investigation based on research questions, responses to data, tests and independent projects.

**Leads to:** Psychology General Year 12.

# Visual Arts

## General Year 11

<b>Required Background:</b>	At least a C grade in Year 10 Visual Art and English.
<b>Cost:</b>	\$150.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives. Students acquire various skills using processes of experimentation and discovery. There is ample scope for free, imaginative interpretation and experimentation with materials provided.</p> <p><b>Unit Two</b></p> <p>The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.</p>
<b>Assessment Outline:</b>	Production (practical), analysis and investigation (written). This is assessed through Art Production, Art Analysis, Art Investigation and the externally set task.
<b>Leads to:</b>	Visual Art General Year 12.

# Career and Enterprise

## Foundation Year 11

<b>Required Background:</b>	Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the Career and Enterprise Foundation course.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>In this unit students gain an understanding of work, workplaces and employment options and an awareness of career competencies, with an emphasis on entry-level jobs. They consider the impact of technology, social and economic factors on the nature of work and how and why individuals engage in work. They also gain an insight into healthy and safe working practices based on the work health and safety legislative requirements.</p> <p><b>Unit Two</b></p> <p>In this unit students develop an understanding of workplace expectations and an individual's responsibility to act accordingly. They examine workplace behaviours and the need for consideration of cultural differences. Students are also provided with the opportunity to create a career portfolio.</p>
<b>Assessment Outline:</b>	Projects, portfolios, tests, reports.
<b>Leads to:</b>	Career and Enterprise Foundation Year 12 or Career and Enterprise General Year 12.



# English

## Foundation Year 11

<b>Required Background:</b>	Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Develop skills in functional literacy including appropriate spelling, punctuation and grammar.</li><li>• Develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts.</li><li>• Develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts.</li><li>• Develop skills in speaking and listening for work, learning, community and everyday personal contexts.</li></ul> <p><b>Unit Two</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Develop skills in functional literacy including appropriate spelling, punctuation and grammar.</li><li>• Develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts.</li><li>• Develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts.</li><li>• Develop skills in speaking and listening for work, learning, community and everyday personal contexts.</li></ul>
<b>Assessment Outline:</b>	Reading and writing activities, speaking and listening skills.
<b>Leads to:</b>	English Foundation Year 12 or English General Year 12.

# Mathematics

## Foundation Year 11

<b>Required Background:</b>	Students who have not demonstrated the minimum standard in the numeracy component of the Online Literacy and Numeracy Assessment (OLNA).
<b>Cost:</b>	\$100.00 per year in Senior School.
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in unit one are whole numbers and money. This unit includes five content areas:</p> <ul style="list-style-type: none"><li>• Whole numbers and money</li><li>• Addition and subtraction with whole numbers and money</li><li>• Length, mass and capacity</li><li>• Time; and</li><li>• Data, graphs and tables.</li></ul> <p><b>Unit Two</b></p> <p>This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. This unit includes five content areas:</p> <ul style="list-style-type: none"><li>• Understanding fractions and decimals</li><li>• Multiplication and division with whole numbers and money</li><li>• Metric relationships</li><li>• Perimeter, area and volume; and</li><li>• The probability of everyday events.</li></ul>
<b>Assessment Outline:</b>	Written response, tests, multimodal texts.
<b>Leads to:</b>	Mathematics Foundation Year 12 or Mathematics General Year 12.
<b>Note:</b>	<b>While every effort is made to meet course selections, all classes are subject to viable numbers and resources (teachers, funding, etc.) If changes to a student's selections need to be made, parents/carers will be notified.</b>

# VET AND ENDORSED PROGRAMS

## Vocational Education and Training (VET)

Senior School Students at Coodanup College can enrol in and complete Certificate qualifications as part of their timetabled study. Full qualification within these VET certificate courses is not guaranteed by the college and requires commitment to attendance and volume of learning to meet all required unit of competencies (UoC) within the certificate structure.

VET is recognised across Australia and with a shortage of trade skills and the increase in the school leaving age, it is more relevant than ever. It provides students with the opportunity to begin training for their career whilst still at school and at the same time gain core employability skills for future employment.

Students achieve the same certificates as those offered at TAFE colleges and other Registered Training Organisations (RTO), but they are done either at school or as an Aboriginal School Based Traineeship (ASBT) or School Based Traineeship (SBT) which includes on-the-job training. The [www.myskills.gov.au](http://www.myskills.gov.au) website provides information about all aspects of Vocational Education and Training in Western Australia.

**There are a few ways to obtain a certificate qualification:**

### Certificate Courses

- Courses delivered onsite at Coodanup College and Mandurah Regional Trades Skills Centre.
- Courses delivered offsite at State Training Providers for example South Metropolitan TAFE and North Metropolitan TAFE (including Pre-Apprenticeship courses).
- Courses delivered offsite by private RTOs.
- Courses undertaken as part of an Aboriginal School Based Traineeship or School Based Traineeship with both a theory and workplace component.

## Courses Delivered On-Site

Coodanup College offers a range of qualifications at Certificate I, II and III level. Students apply for these courses through the normal enrolment process. Under this arrangement, schools' partner with RTOs and deliver and assess the training under the auspices of that RTO. The RTO is responsible for the quality assurance of the training under the Australian Quality Training Framework (AQTF)/VET Australian Qualifications Framework (AQF) and issuing the appropriate certificate(s) in accordance with AQF requirements.

### **Our Auspicing Partners are:**

- Communicare Inc. RTO Code 50548
- IVET RTO Code 40548
- Nara Training & Assessing RTO Code 4518
- Skill Hire RTO Code 0361
- South Metropolitan TAFE RTO Code 52787

**From 2022 Registered Training Organisations need to be on the list of providers approved by the Department of Education for auspicing with school's purposes.**

**We also have partnerships for \*Aboriginal School Based Traineeships and School Based Traineeships with:**

- Aspire Performance Training RTO Code 51907
- ATC Work Smart RTO Code 51929
- South Metropolitan Youth Link Inc RTO Code 4674
- Vocational Training Services (VTS) RTO Code 51843
- Fremantle Group Training GTO
- Maxima GTO

\*(Subject to funding)

**Note:** While every effort is made to meet course selections, classes are subject to viable numbers and resources (teachers, funding, etc.) If changes to a student's selections need to be made, parents/carers will be notified.

**The following courses will be offered and delivered by qualified staff, under auspice, at Coodanup College in 2025 (subject to student enrolment numbers).**

## BSB30120 - Certificate III in Business

### Qualification Outline:

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. Topics covered include: Planning and preparation / Prioritisation and time management / Teamwork and workplace etiquette / Effective and inclusive work habits / Common digital technologies / Common business software applications / Presentation skills / Safe and sustainable work practices / Communication skills / Teamwork and workplace etiquette / Critical thinking and basic problem solving / Stress management and personal wellbeing.

**Cost:** \$200.00 per year

**Possible Employment Outcomes:** Administrative Officer / Data Entry Operator / Clerical Worker / Warehouse Worker / Junior Personal Assistant

Code	Competency
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTWK301	Use inclusive work practices
BSBPEF201	Support personal wellbeing in the workplace
BSBPEF202	Plan and apply time management
BSBPEF301	Organise personal work priorities
BSBCRT311	Apply critical thinking skills in a team environment
BSBSUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBOPS201	Work effectively in business environment
BSBCMM211	Apply communication skills

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

\*Appropriate uniform is to be worn, this includes black pants/shorts, enclosed shoes and polo shirt (polo shirt will be supplied by the college) and is compulsory for participation. Suggested stockist: Kmart, Big W.

**Registered Training Organisation:** IVET  
**RTO Code:** 40548



*This course is offered under a third-party arrangement with the above provider, and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*

## CPC20220 - Certificate II in Construction Pathways

**Qualification Outline:** This qualification provides a pathway to the primary trades in the construction industry, with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations. This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a Construction Industry Australian Apprenticeship.  
Learning Areas: Working effectively and sustainably in construction, Working effectively as a team, Planning and prioritising, Safe Work Practices.

**Cost:** \$180 per year in Senior School.

**Possible Employment Outcomes:** Carpentry / Bricklaying / Joinery / General Construction Occupations.

Code	Competency
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials
CPCCBL2002	Use bricklaying and blocklaying tools and equipment
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

\*Appropriate personal protective equipment must be worn – this includes safety eyewear (glasses), safety footwear (steel-capped boots) and long or short Hard Yakka FX style khaki colour pants/shorts. A Drill Shirt will be supplied each lesson for each student and will remain the property of the college. It is the responsibility of students to purchase their approved footwear and appropriate clothing and is compulsory for participation. Suggested stockist: Hot Klobba, K-Mart, Big W and Bunnings.

**Registered Training Organisation:** Skill Hire  
**RTO Code:** 0361



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*

## 22473VIC - Certificate II in General Education for Adults

**Qualification Outline:** The Certificate II in General Education for Adults is a current, nationally recognised qualification. It focuses on developing literacy and numeracy skills that requires students to create and interpret texts and solve numeracy questions in everyday familiar situations. This qualification also meets the entry requirements for most Certificate II, III or IV level TAFE courses.

**Cost:** \$180 per year in Senior School.

**Training and Employment Outcomes:** The students will achieve the skills to continue with further training.

Code	Competency
BSBITU201	Produce simple word-processed documents
BSBWHS201	Contribute to health and safety of self and others
FNSFLT201	Develop and use a personal budget
VU22411	Research pathways and produce a learning plan and portfolio
VU22412	Implement and review a project
VU22413	Engage with a range of complex texts for personal purposes
VU22415	Engage with a range of complex texts for employment purposes
VU22419	Create a range of complex texts for learning purposes
VU22420	Create a range of complex texts to participate in the workplace
VU22422	Investigate and interpret shapes and measurements and related formulae
VU22424	Investigate and use simple mathematical formulae and problem-solving techniques

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

**Registered Training Organisation:** Communicare Inc.

**RTO Code:** 50548



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*

## 22474VIC - Certificate III in General Education for Adults

**Qualification Outline:** The Certificate III in General Education for Adults (CGEA) is a current, nationally recognised qualification. It focuses on developing literacy and numeracy skills that requires students to create and interpret texts and solve numeracy questions in everyday familiar situations. Students who have successfully completed the CGEA II and meet the requirements can continue on to this certificate.

**Cost:** \$180 per year in Senior School.

**Training and Employment Outcomes:** The students will achieve the skills to continue with further training.

<b>Code</b>	<b>Competency</b>
VU22429	Investigate features of Australian culture
VU22434	Evaluate pathway options, design a learning plan and compile a portfolio
VU22436	Engage with a range of highly complex texts for learning purposes
VU22439	Create a range of highly complex texts for personal purposes
VU22440	Create a range of highly complex texts for learning purposes
VU22442	Analyse and evaluate numerical and statistical information
VU22445	Investigate current issues
VU22447	Analyse science in the community

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

**Registered Training Organisation:** Communicare Inc.  
**RTO Code:** 50548



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*



## SIT10222 - Certificate I in Hospitality

### Qualification Outline:

Certificate I in Hospitality is a pathway into the world of hospitality, with settings ranging from restaurants through to coffee shops, hotels and clubs. This qualification is for those performing duties that are under close supervision and are provided clear direction.

Learning Areas:

- Teamwork and communication
- Customer assistance
- Participating in safe work practices
- Hygienic practices
- Working effectively with others
- Cleanliness within the premises

### Cost:

\$180 per year in Senior School.

### Possible Employment Outcomes:

Bar Work / Food Runner / Glass Runner / Hygienic Practices / Housekeeping Assistant / Kitchen Steward / Kitchen Hand

### Code

### Competency

BSBWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve Espresso Coffee

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

\*Appropriate uniform is to be worn, this includes black pants/shorts, enclosed shoes and college polo shirt and is compulsory for participation. An apron will be supplied and remain the property of the college. Suggested stockist: Kmart, Big W and Lowes.

**Registered Training Organisation:** IVET  
**RTO Code:** 40548



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*

## SHB20216 - Certificate II in Salon Assistant

**Qualification Outline:** The role of salon assistant is an integral position in a hairdressing salon, helping to ensure its smooth running and client satisfaction on a day-to-day basis. This certificate course includes both theory and practical components, in which theory work packages and practical equipment will be supplied by the college for the one-year duration of the course.  
Learning Areas: Apply colour / Safe Work Practices / Massage technique / Working effectively with others / Braiding / Shampooing / Blow waving

**Cost:** \$180 per year in Senior School.

**Possible Employment Outcomes:** Salon Assistant / Hairdressing Apprenticeship

Code	Competency
BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES001	Dry hair to shape
SHBHDES002	Braid hair
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBHIND002	Research and use hairdressing industry information
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

\*Students must have a genuine interest in the Hairdressing Industry and willingness to learn to be successful in completing this Certificate. Attendance to every class is an expectation of the college and all students must be well presented at all times. Training will take place in a simulated salon within the college grounds to project a professional work experience. It is the responsibility of the student to provide appropriate black pants. A uniform top will be loaned to the student for the duration of the course.

**Registered Training Organisation:** South Metropolitan TAFE  
**RTO Code:** 52787



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*

## SIS30122 - Certificate III in Sports, Aquatics and Recreation

### Qualification Outline:

This qualification allows students to develop a comprehensive skill set for employment in the Sport and Recreation Industry. Students who complete this program can work more independently in a variety of sport, fitness, or recreation roles. When studying this course, students develop sport-specific knowledge and skills related to participation and coaching alongside the ability to complete general administration and customer service tasks. Topics covered include: Sport and recreation session planning / Facilitating sport and recreation groups / WHS in sport and recreation environments / First aid and responding to emergencies / Coaching / Social media and educating user groups.

### Cost:

\$250 per year in Senior School.

### Training and Employment Outcomes:

The Certificate III in Sports, Aquatics and Recreation can be contextualised to achieve the desired outcomes for the course, including coaching, business, and outdoor recreation employment.

### Code

### Competency

BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control
HLTWHS001	Participate in workplace health and safety
SISXCCS004	Provide quality service
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment
SISXIND011	Maintain sport, fitness and recreation industry knowledge
HLTAID011	Provide First Aid
SISXPLD002	Deliver recreation sessions
SISXPLD004	Facilitate groups
BSBTEC201	Use business software application (sport focused)
SISAQU020	Perform water rescues
SISSPAR009	Participate in conditioning for sport
SISOSRF001	Minimise environmental impact
SISOCNE001	Paddle a craft using fundamental skills
SISOSNK001	Snorkel

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

\*Appropriate uniform is to be worn, this includes shorts, enclosed sport shoes and polo shirt (polo shirt will be supplied by the college) and is compulsory for participation. Suggested stockist: Kmart, Big W.

**Registered Training Organisation:** IVET  
**RTO Code:** 40548



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment*

## BSB20120 - Certificate II in Workplace Skills

**Qualification Outline:** This qualification prepares students for entry level positions across a diverse range of business services settings and can help open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace. Topics covered include: Planning and preparation / Prioritisation and time management / Teamwork and workplace etiquette / Effective work habits / Common digital technologies / Common business applications / Safe and sustainable work practices / Communication skills / Critical thinking and basic problem solving.

**Cost:** \$180.00 per year in Senior School.

**Possible Employment Outcomes:** Administrative / Office Assistant / Customer Service Representative / Retail Worker / Other Entry Level Business Services

<b>Code</b>	<b>Competency</b>
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
BSBTEC303	Create electronic presentations
BSBTWK301	Use inclusive work practices

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

\*Appropriate uniform is to be worn, this includes black pants/shorts, enclosed shoes and polo shirt (polo shirt will be supplied by the college) and is compulsory for participation. Suggested stockist: Kmart, Big W.

**Registered Training Organisation:** IVET  
**RTO Code:** 40548



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*

## WHS Skill Set for Construction and Mining

**Qualification Outline:** This skill set offers an in depth look at WHS policies and procedures that are currently used within the construction and mining sector. Students will obtain several workplace tickets and units of competency. Students will also be involved in permanent construction projects around the College, a Cert II in Building and Construction is desirable but not a prerequisite.

**Cost:** \$180 per year, available to Year 12 students only.

**Possible Employment Outcomes:** General Construction Occupations/Mining.

Code	Competency
CPCWHS3001	Identify construction work hazards and select risk control strategies
CPCCCM2008	Erect and dismantle restricted height scaffolding
RIIWHS202E	Enter and work in confined spaces
RIIWHS204E	Working at heights
MNMOR210A	Identify and assess environmental and heritage concerns
HLTAID011	Provide First Aid

*Please note: Competencies will be reviewed and may change each school year. Qualification can be obtained in 1 year if attendance and volume of learning targets are met.*

\*Appropriate personal protective equipment must be worn – this includes safety eyewear (glasses), safety footwear (steel-capped boots) and long or short Hard Yakka FX style khaki colour pants/shorts. A Drill Shirt will be supplied each lesson for each student and will remain the property of the College. It is the responsibility of students to purchase their approved footwear and appropriate clothing and is compulsory for participation. Suggested stockist: Hot Klobba, K-Mart, Big W and Bunnings.

**Registered Training Organisation:** Skill Hire  
**RTO Code:** 0361



*This course is offered under a third party arrangement with the above provider and they are responsible for the quality assurance of the training and assessment, and the issue of awards on successful completion.*

## Endorsed Program: Workplace Learning

**Course Description:** Workplace Learning is a very popular SCSA endorsed program at Coodanup College. The course provides opportunities for students to develop employability skills in the workplace and obtain credits towards WACE. These employability skills are developed over a lifetime and are valued in education, training, workplaces and the community.

To complete this endorsed program, a student applies to work in one or more real workplaces throughout the school year, to develop a set of transferable workplace skills. Students attend placement one day per week and are monitored by school staff throughout their placement.

Students are required to complete a work readiness induction program before being placed in a real workplace. This program includes workplace expectations and behaviours, work health and safety requirements, SmartMove and first aid certificates.

In order to obtain WACE units for this subject, students **must** record the number of hours in the workplace and complete a Workplace Learning Skills Journal. Students who complete 55 hours in the workplace will gain one WACE point for this subject. Students who complete 110 hours in the workplace will gain two WACE points for this subject.

**Cost:** \$80.00 per year in Senior School.

**Program Outcome:** Students who successfully complete Workplace Learning in Year 11 will have the opportunity to apply for a paid Traineeship in Year 12.



## Endorsed Program: Community Service

### Course Description:

Community service is defined as activities undertaken for the benefit of individuals and/or community for no financial reward. The Community Service endorsed program provides opportunities for students to develop the values, skills and understanding needed to contribute to civic wellbeing. Becoming involved in community service connects students to their communities and develops an ethos of service.

This program allows students to:

- Put values into action
- Learn new skills
- Explore a range of career opportunities
- Work for the common good, sustaining and improving natural and social environments
- Create responsible local and global citizens.

Students participating in the Community Service endorsed program can be expected to gain a better understanding of people and the issues impacting on their well-being, and understand that they can make a difference to the community in which they live through their actions.

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

- **Direct** (involving personal contact with the person being served such as mentoring a new student on transition day or singing in a choir at an aged care facility).
- **Indirect** (do not involve personal contact with the person being served such as organising a fundraising event for Telethon or growing vegetables to supplement a soup kitchen).

**Cost:** \$50.00 per year in Senior School.

**Assessment Outline:** Successful completion of one Community Service program contributes the equivalent of one (1) unit towards the Western Australian Certificate of Education (WACE) unit completion requirement. Students will complete four units across Years 11 and 12.

**Leads to:** Community Service Endorsed Program in Year 12.

**Note:** **While every effort is made to meet course selections, classes are subject to viable numbers and resources (teachers, funding, etc.) If changes to a student's selections need to be made, parents/carers will be notified.**

## Courses Delivered Off-Site

**(Fully funded VET-In-Schools Courses are delivered off-site at North Metropolitan TAFE and South Metropolitan TAFE – at various campuses)**

Eligibility criteria applies to the following courses. These courses are extremely competitive; therefore, it is recommended that students provide as much evidence as possible to support their application.

Students will need:

- School Curriculum and Standards Authority (SCSA) number. (This can be found on your school report or speak with your VET in Schools Coordinator).
- Unique Student Identifier (USI) number. (To create this you will need to visit the following website: [www.usi.gov.au/students/create-your-USI](http://www.usi.gov.au/students/create-your-USI)).
- Their most recent school report in an electronic format, i.e. PDF.
- A parent/guardian email address.
- A parent/guardian mobile phone number.
- A personal statement (in their own words) explaining why they have chosen a particular course.

Additional information that students may want to consider when completing their application include:

- Resume.
- Volunteer work.
- References.
- Certificates (leadership, sporting, first aid etc.)
- Supporting information.

Supplying the above evidence with the application can improve your chance of gaining a place.

As we will be offering students, wherever possible, their first preference, it is important that you think carefully about the course selections.

All applications are completed online, electronically. You will be given a website link by the VET Coordinator, once you have expressed an interest, and have the required documentation to support your application. (Please note that paper-based applications will not be accepted by TAFE).

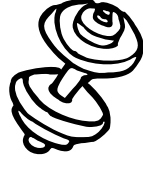
**The 2025 TAFE information provided on the following pages, is an indication of what courses may be available at North Metropolitan and South Metropolitan TAFE.**





**KICK START**

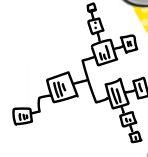
**YOUR CAREER**



**AT NMTAFE**



**2025**



**VETDSS**

Vocational Education & Training (VET)  
Delivered to Secondary Students



National code and course name	Duration	Day/s	Campus	Applications open to current
<b>Automotive</b>				
AUR20720 Certificate II in Automotive Vocational Preparation	3 terms	Monday, Thursday or Friday	Midland	Year 9, 10 or 11 students
<b>Building and Construction</b>				
52887WA Certificate II in Plumbing (Plumbing Pre-Apprenticeship)	6 terms	Thursday or Friday	Clarkson	Year 9 or 10 students
52893WA Certificate II in Building and Construction (Pathway - Carpentry)	6 terms	Thursday (1st year) Friday (2nd year)	Balga, Clarkson	Year 9 or 10 students
CPC20220 Certificate II in Construction Pathways (Building Maintenance)	2 terms	Thursday AND Friday	Clarkson	Year 9, 10 or 11 students
MSF20522 Certificate II in Furniture Making Pathways	3 terms	Thursday AND Friday	Balga	Year 9, 10 or 11 students
	6 terms	Thursday (1st year) Friday (2nd year)	Balga	Year 9 or 10 students
MSF20413 Certificate II in Glass and Glazing (Glass and Glazing Pre-apprenticeship)	6 terms	Thursday (1st year) Friday (2nd year)	Balga	Year 9 or 10 students

<b>National code and course name</b>	<b>Duration</b>	<b>Day/s</b>	<b>Campus</b>	<b>Applications open to current</b>
<b>Business and Finance</b>				
BSB30120 Certificate III in Business	3 terms	Thursday AND Friday	Perth	Year 10 or 11 students
BSB30120 Certificate III in Business (Medical Administration)	3 terms	Thursday AND Friday	Joondalup (McLarty)	Year 10 or 11 students
BSB30320 Certificate III in Legal Services	3 terms	Thursday AND Friday	Perth	Year 10 or 11 students
FNS30322 Certificate III in Accounts Administration	3 terms	Thursday AND Friday	Perth	Year 10 or 11 students
<b>Creative Industries</b>				
ICP20120 Certificate II in Printing and Graphic Arts	6 terms	Thursday	Perth	Year 9 or 10 students
MST20722 Certificate II in Apparel, Fashion and Textiles	6 terms	Thursday	Perth	Year 9 or 10 students
CUA30620 Certificate III in Arts and Cultural Administration	6 terms	Friday	Perth	Year 10 students
CUA30720 Certificate III in Design Fundamentals	6 terms	Friday	Perth	Year 10 students
CUA30720 Certificate III in Design Fundamentals (Graphic Design)	3 terms	Thursday AND Friday	Perth	Year 10 or 11 students
CUA30720 Certificate III in Design Fundamentals (Graphic Design)	6 terms	Thursday (1st year) Friday (2nd year)	Perth	Year 10 students
CUA20220 Certificate II in Creative Industries (Product/Jewellery)	6 terms	Friday	Perth	Year 9 or 10 students
CUA30920 Certificate III in Music (Creation and Composition)	3.5 terms	Friday	Leederville	Year 10 or 11 students
CUA30920 Certificate III in Music (Performance)	6 terms	Friday	Leederville	Year 10 students
CUA31020 Certificate III in Screen and Media (Animation)	6 terms	Friday	Joondalup (Kendrew)	Year 10 students
CUA31020 Certificate III in Screen and Media (Animation & Game Art)	3.5 terms	Thursday or Friday	Perth	Year 10 or 11 students
CUA31020 Certificate III in Screen and Media (Film & Television)	3.5 terms	Thursday or Friday	Perth	Year 10 or 11 students
CUA31020 Certificate III in Screen and Media (Photography, Media and Content Creation)	3.5 terms	Thursday	Perth	Year 10 or 11 students
CUA31020 Certificate III in Screen and Media (Radio Broadcasting & Podcasting)	3.5 terms	Thursday	Leederville	Year 10 or 11 students
<b>Education and Community Services</b>				
CHC22015 Certificate II in Community Services	3 terms	Thursday Friday	Leederville Leederville, Joondalup (Kendrew)	Year 9, 10 or 11 students
CHC30221 Certificate III in School Based Education Support	6 terms	Thursday or Friday	Leederville	Year 10 students

<b>National code and course name</b>	<b>Duration</b>	<b>Day/s</b>	<b>Campus</b>	<b>Applications open to current</b>
<b>Engineering and Mining</b>				
AVI30419 Certificate III in Aviation ( Remote Pilot)	2 terms	Thursday	East Perth	Year 10 or 11 students
22586VIC Certificate II in Integrated Technologies (Robotics Control Stream)	6 terms	Friday	East Perth	Year 9 or 10 students
52845WA Certificate II in Autonomous Workplace Operations	3 terms	Friday	East Perth	Year 9, 10 or 11 students
CPP20121 Certificate II in Surveying and Spatial Information Services	3 terms	Friday	East Perth	Year 9, 10 or 11 students
MEM20422 Certificate II in Engineering Pathways	3 terms	Thursday AND Friday	Clarkson, Midland	Year 9, 10 or 11 students
TLI2721 Certificate II in Rail Infrastructure	3 terms	Tuesday or Thursday	Midland	Year 9, 10 or 11 students
MEM30522 Certificate III in Engineering - Technical	6 terms	Friday	East Perth (1st year) Perth (2nd year)	Year 10 students
<b>Health, Beauty and Fitness</b>				
HLT23221 Certificate II in Health Support Services	5 terms	Thursday	Joondalup (McLarty), Midland, Mount Lawley	Year 9 or 10 students
SHB20216 Certificate II in Salon Assistant	3 terms	Thursday	Balga, Midland	Year 9, 10 or 11 students
HLT35115 Certificate III in Dental Laboratory Assisting	6 terms	Friday	Leederville	Year 10 students
SHB30221 Certificate III in Make-Up	6 terms	Thursday or Friday	Joondalup (McLarty), Perth	Year 10 students
SIS20221 Certificate II in Sport - Developing Athlete	3 terms	Friday	Leederville	Year 9, 10 or 11 students
SIS30321 Certificate III in Fitness	6 terms	Thursday	Perth	Year 10 students
		Friday	Joondalup (Kendrew)	
		Thursday AND Friday	Joondalup (Kendrew), Perth	Year 10 or 11 students
HLT33115 Certificate III in Health Services Assistance	7 terms	Friday (1st year) Thursday (2nd year)	Joondalup (McLarty), Mount Lawley	Year 10 students
52895WA Certificate IV in Preparation for Health and Nursing Studies	6 terms	Thursday	Joondalup (McLarty), Midland	Year 10 students
		Friday	Mount Lawley	
<b>Horticulture and Conservation</b>				
AHC20416 Certificate II in Horticulture	4 terms	Thursday	Joondalup (Kendrew)	Year 9 or 10 students
<b>Hospitality, Tourism and Events</b>				
SIT20322 Certificate II in Hospitality	6 terms	Friday	Joondalup (Kendrew), Perth	Year 9 or 10 students
SIT20421 Certificate II in Cookery (Commercial Cookery Pre-Apprenticeship)	6 terms	Friday	Joondalup (Kendrew)	Year 9 or 10 students
SIT30122 Certificate III in Tourism	7 terms	Friday	Perth	Year 10 students
SIT30522 Certificate III in Events	6 terms	Friday	Joondalup (Kendrew), Perth	Year 10 students

National code and course name	Duration	Day/s	Campus	Applications open to current
<b>Laboratory Operations</b>				
MSL20122 Certificate II in Sampling and Measurement	3 terms	Friday	East Perth	Year 9, 10 or 11 students
<b>Library</b>				
BSB30420 Certificate III in Library and Information Services	6 terms	Friday	Perth	Year 10 students
<b>Logistics</b>				
TLI20421 Certificate II in Supply Chain Operations	5 terms	Friday	East Perth	Year 9 or 10 students
<b>Networking and Security</b>				
ICT30120 Certificate III in Information Technology (Cyber Security)	6 terms	Friday	Joondalup (Kendrew)	Year 10 students

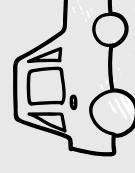
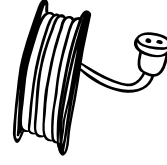
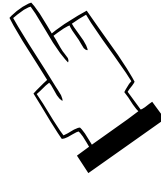
### Fee For Service courses

National code and course name	Duration	Day	Campus	Cost	Application open to current
SIS40421 Certificate IV in Sport Development	3 terms	Thursday AND Friday	Leederville	\$3900*	Year 10 or 11 students

Please be aware that delivery of these courses is subject to sufficient enrolment numbers and contingent on the support of the Department of Training and Workforce Development and although we do not anticipate (at this stage) any changes, we will not be able to confirm that these courses will run until late in 2024.

### Application close date and further information

Applications are closing on 1 September 2024. Visit [northmetrotafe.wa.edu.au/courses/study-types/VETDSS](https://northmetrotafe.wa.edu.au/courses/study-types/VETDSS) for more information.





# VET DELIVERED TO SECONDARY STUDENTS 2025 COURSE LIST



## AEROSPACE MARITIME AND LOGISTICS

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
AVI30219 Certificate III in Aviation (Cabin Crew)	3 terms and 3 weeks	Thursday & Friday	Jandakot	Year 10 or 11 students
AVI30419 Certificate III in Aviation (Remote Pilot) *	2 terms	Thursday or Friday	Fremantle	Year 10 or 11 students
MEA20418-AB67 Certificate II in Aeroskills (Mechanical)	3 terms and 2 weeks	Thursday & Friday	Jandakot	Year 9, 10 or 11 students
SFI20119 Certificate II in Aquaculture	3 terms and 3 weeks	Friday	Fremantle	Year 9, 10 or 11 students
TLI20421 Certificate II in Supply Chain Operations *	3 terms and 4 weeks	Thursday	Fremantle	Year 9, 10 or 11 students

## AGRICULTURE, ANIMAL, SCIENCE AND ENVIRONMENT

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
ACM20121 Certificate II in Animal Care	3 terms and 5 weeks	Thursday	Bentley Murdoch	Year 9, 10 or 11 students
AHC20416 Certificate II in Horticulture	2 years (7 terms)	Friday	John Tonkin College Education Support Centre	Year 9, 10 or 11 students
MSL20122 - Certificate II in Sampling and Measurement	2 years (6 terms)	Thursday Friday	Mandurah Murdoch Mandurah	Year 9 or 10 students Year 9 or 10 students

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 \*This course is also listed as part of the Defence industry section

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## AUTOMOTIVE

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
AUR20720 Certificate II in Automotive Vocational Preparation - Light, Heavy & Electrical Rotation	3 terms	Thursday or Friday	Kwinana	Year 9, 10 or 11 students
AUR20720 Certificate II in Automotive Vocational Preparation	3 terms	Thursday	Carlisle	Year 9, 10 or 11 students

## BUILDING AND CONSTRUCTION

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
52893WA Certificate II in Building and Construction (Pathway Trades) Brick and Block laying focus	3 terms	Thursday & Friday	Thornlie	Year 9, 10 or 11 students
52893WA Certificate II in Building and Construction (Pathway Trades) Carpentry & Joinery focus	3 terms	Thursday & Friday	Thornlie	Year 9, 10 or 11 students
52893WA-AD10 Certificate II in Building and Construction (Pathway Trades) Painting and Decorating Pre-Apprenticeship	3 terms	Thursday & Friday	Thornlie	Year 9, 10 or 11 students
52893WA Certificate II in Building and Construction (Pathway Trades)	2 years (3 terms a year)	Thursday or Friday	Rockingham	Year 9 or 10 students
52825WA Certificate II in Building and Construction (Pathway – Para-professional)	2 years (7 terms)	Friday	Thornlie	Year 9 or 10 students
RII20720 Certificate II in Civil Construction	3 terms	Thursday & Friday	Thornlie	Year 9, 10 or 11 students
UEE22020-AC54 Certificate II in Electrotechnology (Career Start) (Electrotechnology Pre-Apprenticeship)	2 years (7 terms)	Thursday	Armadale ^ (Refer to note) Rockingham	Year 9 or 10 students
^ <b>Note:</b> The Armadale group's location is subject to campus availability. The Armadale group <b>may</b> commence studies at Thornlie for the first few weeks. Further details regarding campus location will be confirmed closer to course commencement time. Please ensure that you submit your application for <b>one location only</b> ; applications for multiple locations for the same course will <b>not</b> be considered.		Friday	Thornlie	
			Armadale ^ (Refer to note)	
			Mandurah	
			Rockingham	
			Thornlie	
MSF20522 Certificate II in Furniture Making Pathways	3 terms	Thursday & Friday	Thornlie	Year 9, 10 or 11 students
52887WA-AC56 Certificate II in Plumbing (Plumbing Pre- Apprenticeship)	2 years	Wednesday or Thursday	Rockingham	Year 9 or 10 students

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CPC20220 - Certificate II in Construction Pathways (Painting and décor focus)	3 terms and 3 weeks	Thursday or Friday	Mandurah Regional Trades Skills centre (Coodanup College)	Year 9, 10 or 11 students Please note: Class starts at 7:45am and finish 4pm, 7.5-hour class per day.
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### BUSINESS AND FINANCE

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
BSB30120 Certificate III in Business	5 terms	Thursday	Armadale Mandurah Rockingham Thornlie	Year 10 students

### CREATIVE INDUSTRIES

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
MST20722 Certificate II in Apparel, Fashion and Textiles	3 terms	Thursday or Friday	Bentley	Year 9, 10 or 11 students
SHB20216 Certificate II in Salon Assistant	3 terms	Thursday or Friday Friday	Mandurah Murdoch	Year 9, 10 or 11 students

### DEFENCE

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
22586VIC-AD16 Certificate II in Integrated Technologies (Pre-vocational) - Robotics Control Stream	2 years (7 Terms)	Thursday Friday	Armadale Munster	Year 9 or 10 students
UEE21920 Certificate II in Electronics	3 terms	Thursday or Friday Thursday or Friday	Rockingham Thornlie	Year 9, 10 or 11 students
UEE20520 Certificate II in Computer Assembly and Repair	3 terms	Thursday	Thornlie	Year 9, 10 or 11 students
ICT20120 Certificate II in Applied Digital Technologies	2 years (6 terms)	Friday	Mandurah Thornlie	Year 9 or 10 students
TLI20421 Certificate II in Supply Chain Operations	3 terms and 4 weeks	Thursday	Fremantle	Year 9, 10 or 11 students

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MEM20105-AA50 Certificate II in Engineering (Heavy Fabrication Pre-Apprenticeship)  Note: This qualification will transition to a new accredited pre-apprenticeship qualification in 2025	3 terms	Thursday & Friday	Thornlie	Year 9, 10 or 11 students
MEM20105-AA49 Certificate II in Engineering (Mechanical Fitter and Machinist Pre-Apprenticeship)  Note: This qualification will transition to a new accredited pre-apprenticeship qualification in 2025	3 terms	Thursday & Friday	Rockingham Mandurah	Year 9, 10 or 11 students
MEM30522 Certificate III in Engineering - Technical	3 terms	Thursday or Friday Friday	Munster Mandurah	Year 10 or 11 students
ICT30120-AC12 Certificate III in Information Technology (Cyber Security)	2 years (6 terms)	Friday	Armadale Rockingham	Year 10 students
ICT30120 Certificate III in Information Technology (General)	2 years (6 terms)	Thursday or Friday Friday	Thornlie Thornlie Mandurah	Year 10 students
AVI30419 Certificate III in Aviation (Remote Pilot)	2 terms	Thursday or Friday	Fremantle	Year 10 or 11 students

#### EDUCATION AND COMMUNITY SERVICES

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
CHC22015 Certificate II in Community Services	3 terms	Thursday Friday	Armadale Mandurah Murdoch	Year 9, 10 or 11 students
CHC22015 Certificate II in Community Services (Focus-Early Childhood Sector)	3 terms	Wednesday Thursday Friday	Murdoch Armadale Mandurah Rockingham	Year 9, 10 or 11 students
CHC30221 Certificate III in School Based Education Support	2 years (7 terms)	Friday Thursday or Friday	Mandurah Rockingham	Year 10 students

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## ENGINEERING AND MINING

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
RII21222 Certificate II in Autonomous Workplace Operations	3 terms and 6 weeks	Tuesday Thursday or Friday	Thornlie Munster	Year 9, 10 or 11 students
22586VIC-AD16 Certificate II in Integrated Technologies (Pre-vocational) - Robotics Control Stream *	2 years (7 Terms)	Thursday Friday	Armadale Munster	Year 9 or 10 students
UEE21920 Certificate II in Electronics *	3 terms	Thursday or Friday Thursday or Friday	Rockingham Thornlie	Year 9, 10 or 11 students
UEE20520 Certificate II in Computer Assembly and Repair *	3 terms	Thursday	Thornlie	Year 9, 10 or 11 students
MEM20105-AA50 Certificate II in Engineering (Heavy Fabrication Pre-Apprenticeship)	3 terms	Thursday & Friday	Thornlie	Year 9, 10 or 11 students
Note: This qualification will transition to a new accredited pre-apprenticeship qualification in 2025				
MEM20105-AA49 Certificate II in Engineering (Mechanical Fitter and Machinist Pre-Apprenticeship)	3 terms	Thursday & Friday	Rockingham Mandurah	Year 9, 10 or 11 students
Note: This qualification will transition to a new accredited pre-apprenticeship qualification in 2025				
MEM30522 Certificate III in Engineering – Technical *	3 terms	Thursday or Friday Friday	Munster Mandurah	Year 10 or 11 students

## HEALTH, BEAUTY, AND FITNESS

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
SHB20121 Certificate II in Retail Cosmetics	3 terms	Thursday or Friday Thursday or Friday	Mandurah Murdoch	Year 9, 10 or 11 students
52895WA Certificate IV in Preparation for Health and Nursing Studies	2 years (7 terms)	Thursday Friday	Bentley Murdoch Rockingham	Year 10 students

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## HOSPITALITY, TOURISM, AND EVENTS

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
FBP20221-AC93 Certificate II in Baking (Pre-Apprenticeship)	3 terms	Thursday & Friday	Bentley	Year 9, 10 or 11 students
SIT20322 Certificate II in Hospitality	3 terms	Thursday or Friday	Bentley	Year 9, 10 or 11 students
		Thursday or Friday	Mandurah	
SIT20421-AD84 Certificate II in Cookery (Commercial Cookery Pre-Apprenticeship)	1 year (3 terms & 4 weeks)	Thursday & Friday	Bentley	Year 9, 10 or 11 students
			Mandurah	
SIT30622 Certificate III in Hospitality	2 years (3 terms per year)	Friday	Bentley	Year 10 students
SIT30122 Certificate III in Tourism	2 years	Thursday	Mandurah	Year 10 students
SIT30522 Certificate III in Events	3 terms	Thursday & Friday	Bentley	Year 10 or 11 students
			Fremantle	

## INFORMATION TECHNOLOGY

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
ICT20120 Certificate II in Applied Digital Technologies *	2 years (6 terms)	Friday	Mandurah	Year 9 or 10 students
			Thornlie	
ICT30120 Certificate III in Information Technology (General) *	2 years (6 terms)	Friday	Mandurah	Year 10 students
			Thornlie	
ICT30120-AC12 Certificate III in Information Technology (Cyber Security) *	2 years (6 terms)	Friday	Armadale	Year 10 students
			Rockingham	
			Thornlie	
CUA31020 Certificate III in Screen and Media	2 years (6 terms)	Friday	Rockingham	Year 10 students
			Thornlie	

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## PARTIAL COMPLETION – EDUCATION SUPPORT PROGRAMS

National code and course name	Duration (As per SM TAFE academic calendar)	Day/s	Campus	Applications open to current
TLI20421 Certificate II in Supply Chain Operations (Partial Completion)	1 year (3 terms)	Friday	Fremantle	Year 9, 10 or 11 students
ACM20121 Certificate II in Animal Care (Partial Completion)	1 year (3 terms)	Friday	Murdoch	Year 9, 10 or 11 students
		Thursday	John Tonkin College Education Support Centre	Year 9, 10 or 11 students
AHC21216 Certificate II in Rural Operations (Partial Completion)	1 year (Year 11's 4 terms, year 12's 3 terms)	Thursday	Murdoch	Year 9, 10 or 11 students
AUR20720 Certificate II in Automotive Vocational Preparation (Partial Completion)	1 year (Finishes week 4 of term 4)	Monday	Kwinana	Year 9, 10 or 11 students
52893WA-AD10 Certificate II in Building and Construction (Pathway Trades) Painting and Decorating Pre-Apprenticeship (Partial completion)	1 year (Finishes end of October)	Wednesday	Thornlie	Year 9, 10 or 11 students
			Mandurah Regional Trades Skills centre (Coodanup College)	
CPC20220 Certificate II in Construction Pathways (Partial Completion)	1 year (4 terms)	Wednesday	Rockingham	Year 9, 10 or 11 students
SIT20322 Certificate II in Hospitality (Partial Completion)	3 terms	Wednesday	Bentley	Year 9, 10 or 11 students
CHC22015 Certificate II in Community Services (Partial Completion)	3 terms	Wednesday	Bentley	Year 9, 10 or 11 students

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"Twenty years from now you will be more disappointed  
by the things that you didn't do than by the ones  
you did do. So throw off the bowlines.  
Sail away from the safe harbour.  
Catch the trade winds in your sails.

*Explore. Dream. Discover."*

**Mark Twain**



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