



**SENIOR SCHOOL
SELECTION
BOOKLET
2017**

Senior High

Manjimup Senior High School

Principal	Ms Kerry Mather
Vice Principal	Mr Steve Miolin
Manager, School Operations	Mr John Carr
Manager, Student Services	Mr Tim Harrington

School Address:

Rutherford Street, Manjimup WA 6258

Phone: 08 9777 0500 Fax: 08 9777 0550

Email: manjimup.shs@education.wa.edu.au

Website: www.manjimupshs.wa.edu.au

TABLE OF CONTENTS

INTRODUCTION	4
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)	4
UNIVERSITY ENTRANCE REQUIREMENTS	6
VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAM	7
CAREERS AND EDUCATION WEBSITES	7
HOMEWORK AND STUDY GUIDELINES	8
SCHOOL ASSESSMENT POLICY	9
YEAR 11 COURSE CHARGES 2017	13
THE ARTS	14
VISUAL ARTS – GENERAL GEVAR.....	14
VISUAL ARTS – ATAR AEVAR.....	14
MUSIC PERFORMANCE ENSEMBLE – ENDORSED PGMPE.....	14
ENGLISH	14
ENGLISH – GENERAL GEENG.....	15
ENGLISH – ATAR ATENG.....	15
MATHEMATICS	15
MATHEMATICS ESSENTIAL – GENERAL GEMAE.....	15
MATHEMATICS APPLICATIONS – ATAR AEMAA.....	15
MATHEMATICS METHODS – ATAR AEMAM.....	15
MATHEMATICS SPECIALIST – ATAR AEMAS.....	16
SCIENCE	16
INTEGRATED SCIENCE – GENERAL GEISC.....	16
BIOLOGY – ATAR AEBLY.....	16
CHEMISTRY – ATAR AECHE.....	17
HUMAN BIOLOGY – ATAR AEHBY.....	17
PHYSICS – ATAR AEPHY.....	17
HUMANITIES AND SOCIAL SCIENCES (HASS)	18
GEOGRAPHY – GENERAL GECEO.....	18
MODERN HISTORY – GENERAL GEHIM.....	18
ECONOMICS – ATAR AEECO.....	19
GEOGRAPHY – ATAR AECEO.....	19
MODERN HISTORY – ATAR AEHIM.....	19
HEALTH AND PHYSICAL EDUCATION	20
PHYSICAL EDUCATION STUDIES – GENERAL GEPES.....	20
OUTDOOR EDUCATION – GENERAL GEOED.....	20
CERTIFICATE II SPORT AND RECREATION – (GENERAL) VET SIS2115G.....	20
CERTIFICATE II SPORT AND RECREATION (FOOTBALL) VET SIS2115F.....	20
CERTIFICATE II SPORT AND RECREATION (NETBALL) VET SIS2115N.....	20
TECHNOLOGY & ENTERPRISE	21
BUILDING AND CONSTRUCTION – GENERAL GEBCN.....	21
DESIGN: PHOTOGRAPHY – GENERAL GEDESP.....	21
FOOD SCIENCE AND TECHNOLOGY – GENERAL GEFST.....	22
METALS – MATERIALS DESIGN AND TECHNOLOGY – GENERAL GEMDTM.....	22
WOOD – MATERIALS DESIGN AND TECHNOLOGY - GENERAL GEMDTW.....	23
CERTIFICATE II - BUSINESS – VET BSB2112.....	23
CERTIFICATE II - CHILDCARE COMMUNITY SERVICE WORK - VET CHC2112.....	23
CERTIFICATE II – ENGINEERING DRAWING - VET CUA2715.....	23
CERTIFICATE II – FASHION DESIGN AND TECHNOLOGY - VET LMT21707.....	23
CERTIFICATE II - GRAPHIC DESIGN – VET CUA0715.....	24
CERTIFICATE II - HOSPITALITY (KITCHEN OPERATIONS) – VET SIT2213.....	24
CERTIFICATE II - RURAL OPERATIONS – VET AHC2110.....	24
TRADE TRAINING CENTRE	25
CERTIFICATE II - AUTOMOTIVE MECHANICAL – VET AUR2712.....	25
CERTIFICATE II - ENGINEERING METALS FABRICATION - VET MEM2413.....	25
CERTIFICATE II – MANUFACTURING – (FURNITURE) – VET MSA2107.....	25
VOCATIONAL EDUCATION AND TRAINING PATHWAYS	26
OTHER OPTIONS	27
SCHOOL – BASED TRAINEESHIPS.....	27
PRE APPRENTICESHIPS IN SCHOOLS (PAIS).....	27
OTHER SOUTH WEST INSTITUTE OF TECHNOLOGY COURSES.....	27
WORKPLACE LEARNING AWPL.....	27
SCHOOL OF ISOLATED AND DISTANCE EDUCATION (SIDE).....	27
BIG PICTURE ACADEMY.....	27
APPENDIX 1:.....	28
LIST OF UNITS OF COMPETENCIES IN BUSINESS CERTIFICATE.....	28
APPENDIX 2:	29
RTO CODE OF PRACTICE for MANJIMUP SENIOR HIGH SCHOOL.....	29

INTRODUCTION

Parent/Student Information Sessions will be held to present important information prior to selection of courses.

Year 10 Parent and Student Information Sessions Term 2 **(Session takes approximately 1 hour)**

Boyup Brook District High School	Thursday	23 June	12.30pm – 1.30pm
Bridgetown High School	Wednesday	15 June	9.20am – 10.40am
Nannup District High School	Wednesday	15 June	1.30pm – 2.30pm
Northcliffe District High School	Friday	24 June	11.00am – 12.00noon
Pemberton District High School	Monday	20 June	2.00pm – 3.00pm
Manjimup Senior High School	Thursday	16 June	5.15pm – 6.15pm

Year 10 Course Selection Interviews Term 3

All Year 10 students must attend a 15 minute interview with a parent/carer to make their course selections for 2017. Appointments are made through each school.

Boyup Brook District High School	Wednesday	27 July	1.00pm – 2.45pm
Bridgetown High School	Wednesday	27 July	3.30pm – 6.30pm
Nannup District High School	Monday	25 July	1.10pm – 2.10pm
Northcliffe District High School	Friday	29 July	9.00am – 10.00am
Pemberton District High School	Friday	29 July	10.30am – 12.30pm
Manjimup Senior High School	Tuesday	2 August	3.30pm – 6.30pm
	Thursday	4 August	3.30pm – 6.30pm

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Students entering MSHS in 2017 will choose a pathway designed so they can achieve a WACE in 2018. The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, a student must satisfy the following:

General requirements

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units or equivalents as described below
- complete **four or more Year 12 ATAR courses** or complete a **Certificate II or higher**.

Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of ten (10) Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units

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

- up to eight unit equivalents through completion of VET programs, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications
 - Certificate I is equivalent to two Year 11 units
 - Certificate II is equivalent to two Year 11 and two Year 12 units
 - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

At Manjimup SHS we offer these courses developed by the Authority.

1. ATAR course units for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority in Year 12 and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. General course units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority however all students must complete an externally set task in Year 12.

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 **can** be studied as a pair (except VETis which are paired), Unit 3 and Unit 4 **must** be studied as a pair.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. A student who withdraws from a VETis course does not achieve course unit credits.

You are able to select across a range of courses at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

In addition, we offer a range of VET Certificate II courses and endorsed programs.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

Literacy and Numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through the Authority's Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

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 the Vice Principal.

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 school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with the Vice Principal.

VET programs

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.

You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

Endorsed programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama.

At Manjimup SHS endorsed programs include: Workplace Learning, University Preparation Course (Year 12 only), Music Performance Ensemble (PGMPE).

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units required to achieve your WACE.

You should discuss endorsed programs opportunities at the course counselling interview.

Confirmation of Enrolments:

Parents will be notified of course enrolments before the end of the school year.

If there are insufficient enrolments in a particular course it may be withdrawn and students will be required to re-select.

UNIVERSITY ENTRANCE REQUIREMENTS

UP-TO-DATE INFORMATION WILL BE PUBLISHED ON THE TISC WEBSITE IN JUNE 2016

www.tisc.edu.au.

To be considered for university admission as a school leaver, an applicant must -

- meet the requirements for the [Western Australian Certificate of Education \(WACE\)](#) as prescribed by the School Curriculum and Standards Authority;
- achieve [competence in English](#) as prescribed by the individual universities;
- obtain a sufficiently high **Australian Tertiary Admission Rank (ATAR)** for entry to a particular university and/or course (Edith Cowan University may not require an ATAR for some pathways); and
- satisfy any [prerequisites](#) or special requirements for entry to particular courses.

Alternative Entry into Universities

In addition to the requirements outlined above, some Universities offer alternative methods of entry. See university websites for up to date details.

University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2016. Application will be via the TISC website.

The closing date for applications is normally the end of September. Late applications will incur a late fee. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Full details regarding individual university entrance requirements and processes are available from the TISC website: www.tisc.edu.au.

VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAM

The purpose of the Vocational Education and Training Program is to link school, community, industry, and further education institutions. The Vocational Education and Training (VET) program provides students with the opportunity to graduate from secondary school while developing skills that are **specific to the industry of their choice**.

A Certificate II is recognised as the minimum standard for a VET qualification.

VET CERTIFICATE PATHWAYS

In 2017 Manjimup SHS is offering the following VET Certificates:

- Certificate II Business Services
- Certificate II in Community Service Work (Childcare)
- Certificate II Visual Arts and Contemporary Craft (Graphic Design)
- Certificate II in Hospitality (Kitchen Operations)
- Certificate II in Rural Operations
- Certificate II in Sport & Recreation (Football/Netball/General)

TRADE TRAINING CENTRE

- Certificate II Automotive Mechanical
- Certificate II Manufacturing - Furniture
- Certificate II in Engineering Metals Fabrication

Students wishing to enter a Trade Training Centre pathway will be assessed, and required to attend an interview with a parent, before being accepted.

Students should use the VET Pathways for 2017 to guide them. (On page 27)

CAREERS AND EDUCATION WEBSITES

The information gained from the following list of websites may help students determine their post-school options.

Apprenticeships and Traineeships	www.apprenticentre.wa.gov.au
Australian Defence Force Academy	www.defencejobs.gov.au
Australia wide job search	www.jobsearch.gov.au
Career research	www.careersonline.com.au
Centrelink	www.centrelink.gov.au
Curtin University	www.curtin.edu.au
Edith Cowan University	www.ecu.edu.au
Murdoch University	www.murdoch.edu.au
My Future	www.myfuture.edu.au
Training WA (Service Training Provider)	www.trainingwa.wa.gov.au
Tertiary Institutions Services Centre	www.tisc.edu.au
University of Notre Dame	www.nd.edu.au
University of Western Australia	www.uwa.edu.au
Vacancies Australia wide	www.seek.com.au
Western Australian Government (go to „Education and Training“)	www.wa.gov.au

HOMEWORK AND STUDY GUIDELINES

Students who wish to achieve their best possible academic outcomes must plan their home study program carefully.

Why should we do additional study at home?

- To consolidate work done in class. (Research clearly indicates that revision and reflection of work done during the school day increases retention of learning by converting it from the short-term to the long-term memory.)
- To give students the opportunity to extend their knowledge with self-directed learning activities e.g. investigations, assignments.
- To give students the opportunity to identify what they don't understand.
- To hone organisational skills.
- To establish work habits for success in Senior School and further study.
- To reinforce the concept that learning is life-long and does not only take place at school.

Work at home includes the following.

1. Assignments set by the teachers, which might include such things as:
 - essays
 - set reading
 - completion of class work
 - investigations
 - activities
2. The student's own study, which should include:
 - regular reviewing of notes, text books, exercises.
 - the making of summaries.
 - background reading.
 - preparation for tests and examinations.
 - organising notes and files.

The time which needs to be spent on homework and study varies but the following is given as a guideline for an average student to achieve satisfactory outcomes.

Year	Time Allocation Per Day	Per Week
7	45 minutes	3.75 hours
8	1.0 hours	5.0 hours
9	1.5 hours	7.5 hours
10	2.0 hours	10.0 hours
11	2.5 hours	12.5 hours
12	3.0 hours	15.0 hours

Students

- Students need to allocate their homework time across all their areas of learning.
- If no set homework is given by the teacher, students should allocate that time to study for that subject.
- The physical and social development of a student is also important and the time for study must cater for these interests.
- Students are advised to draw up a timetable for their homework and to keep a record of what they are doing in their homework diary.

Parents

- Parents can assist by providing a comfortable, quiet area in which to study (good light, a desk and chair) and encourage students to allocate regular homework time.
- Parents who take an interest in student's homework help facilitate good study and learning patterns.
- Parents are invited to show interest in their children's efforts by checking their Homework Diary. If there are any concerns, these should be discussed with the learning area teacher or the Year Coordinator.

Teachers

- All staff are encouraged to give regular homework.
- Homework should be marked within one week of submission.
- Students should be given time during the lesson to record their homework accurately in their Homework Diary.
- If students do not complete homework, teachers should communicate this to parents.
- Homework demands should take into consideration commitments from other learning areas.

SCHOOL ASSESSMENT POLICY

PREAMBLE

The following policy has been developed in accordance with guidelines set down in School Curriculum and Standards Authority documentation (syllabus manuals and support materials) and with a view to clearly stating the responsibilities of students and teachers in the assessment process.

OVERVIEW

Assessment assists teachers and schools in:

- Monitoring the progress of students and diagnosing learning difficulties.
- Adjusting programs to provide students with the opportunity to achieve the intended outcomes.
- Developing subsequent learning programs.
- Reporting student achievement to parents and students.
- Whole school and system planning, reporting and accountability procedures.
- Assessment procedures should be fair, valid, educative, comprehensive and explicit.

ABSENCE FROM CLASS

- **General:** If a student is absent from class, their ability to achieve their potential is diminished. Extended periods of absence may result in lower levels of achievement.
- **Prolonged Absence:** Where a student is unable to attend school for a lengthy period of time, the school may endeavour to provide support to the student's learning program
- **Student Responsibilities:** When returning from absence it is the student's responsibility to negotiate with the teacher(s) concerned regarding work/assessments missed.

USING COMPUTERS TO COMPLETE WORK

Manjimup Senior High School encourages students to use computers to assist in the preparation of tasks. The use of such technology is becoming more common and is increasingly the way in which text is composed. However, schools and the School Curriculum and Standards Authority still require students to be able to hand write assignments, tests and exams. These guidelines are an attempt to enable students to use both forms of composition.

- All **process** work should be hand written, including the plan, research notes and first draft. Subsequent drafts and the final product may be word-processed but all spelling and other corrections and alterations should be shown on the first (handwritten) draft.
- **Formatting:** Unless otherwise specified, left hand margins should be at least 2cm in width. The font should be at least 12 point and easily legible. Arial, Times New Roman and Century are all good, readable fonts. Assessment tasks should **ALWAYS** be printed in black ink.
- Where work is ongoing, and students are required to spend time on a task at home and in class, a paper copy of the written piece must be brought to class for each lesson.
- **Checking spelling:** The use of computer spell checkers is encouraged. However, it is important that the use of spell checkers is just one part of the student's work at improving their spelling. Students must be aware that spell checker programs are not fool proof and manual correction may be needed. Spelling errors should be added to a student's personal spelling list. Students should read drafts carefully to make changes to improve their writing generally and to check spelling as well. Spell checkers do not pick up contextual errors such as „where“ and „wear.“

STAFF RESPONSIBILITIES

- Develop a teaching/learning program to meet School Curriculum and Standards Authority guidelines.
- Provide students with a Course Outline and Assessment Guidelines at the beginning of the course. This documentation should include information on weightings of the various components included in the overall assessment, timing of assessment and procedures followed when an assessment is missed.
- Ensure that assessments are fair, valid and reliable.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Keep students and parents informed of academic progress. This would include evidence of excellence as well as cause for concern.
- Be mindful of students' total learning program when setting deadlines for assignments.
- Observe the school's practice of "assessment free" days in the period immediately prior to the beginning of exams.

STUDENT RESPONSIBILITIES

- Read and be fully aware of the Assessment Guidelines provided by teachers at the beginning of the year and complete the prescribed work requirements in each subject by the due date.
- Complete all assessment tasks described in the Course Outline.
- Maintain a good record of attendance. Being **absent more than 5 days per term** would be cause for concern.
- Keep teachers informed of matters relating to assessment. This would include anticipated unavoidable absences, Workplace Learning arrangements, requests for extensions, inability to complete an assessment.

PROVISION OF ASSESSMENT INFORMATION TO STUDENTS

Students will be supplied with:

- the learning area assessment policy.
- the assessment outline for courses.
- the procedures for assessment reviews.
- the course outline.
 - the content of the course, the sequence in which it will be taught and an estimate of how long it will take to teach each section.
 - those assessment tasks, described in broad terms that will contribute to final assessments, their weighting and timing (assessment outline).
- the criteria upon which student achievement will be judged.
- the feedback on the achievement demonstrated on each task.

ASSESSMENT TASK RELIABILITY ISSUES

Cheating

Copying the work of others for an assessment task is cheating. If cheating on an assessment task is established beyond reasonable doubt, the student is penalised. See each Learning Area Assessment Policy.

Plagiarism

Presenting as your own, work which has been copied without acknowledging the source or work which paraphrases/summarises the work of others is plagiarism. The student who copies, paraphrases or summarises the work of others without acknowledging the source and presents this work as their own is penalised (see also each Learning Area Assessment Policy).

Authentication of Out-Of-Class Assessment Tasks

Student achievement on out-of-class assessment tasks is authenticated by the teacher. Teachers will apply one or more of the following strategies to authenticate student work:

- regular interaction between students and teachers
- periodic teacher monitoring of student progress
- use of a teacher-monitored log book to document stages in the development of the task
- administering the task in class with open access to reference notes
- completing the task at home, then measuring achievement by an in-class assessment (under test conditions) on key concepts involved
- assignments completed partially at home and partially at school

Security of assessment tasks

- Teachers use strategies such as developing pools of assessment tasks to address problems that arise from the use of the same task by different classes at different times or the use of the same task from one year to the next.
- Teachers use strategies such as common timing of tasks for addressing problems caused by using externally-set assessment tasks.

Assessment of group tasks

- Assessment of student achievement demonstrated in a group work situation is acceptable.
- All students within a group should have the same opportunities to demonstrate the knowledge, skills or understandings that the assessment task aims to assess.

INABILITY TO COMPLETE ASSESSMENT TASKS

Students unable to complete assessment tasks due to injury or illness

- Students who are unable to complete assessment tasks due to injury or illness are responsible for negotiating with their teachers, alternative/modified assessments and/or opportunities to complete missed tasks.

Students with disabilities and/or specific learning disabilities who are unable to complete assessment tasks

- Students who are unable to complete an assessment task because of their disability and/or specific learning disability are provided with alternative opportunities to demonstrate their knowledge, skills and understandings.
- Students with a disability and/or specific learning disability who require additional assistance to complete an assessment task are provided with special provisions which are consistent with those provided in the WACE and ATAR examinations.

Students unable to complete assessment tasks due to cultural beliefs

- Students who are unable to complete an assessment task because of their cultural beliefs are provided with alternative opportunities to demonstrate their knowledge, skills or understandings.

Students unable to complete assessment tasks due to transfer between courses or subjects

- Students considered to be at risk of not achieving a WACE are counselled to consider changing courses early in the semester or year.
- Students who have not completed assessment tasks because of transferring into a course are provided with an opportunity to demonstrate their achievement of the knowledge, skills and understandings in the syllabus.
- The modified assessment program must provide sufficient information for teachers to estimate the position in relation to other students on the ranked list at the time of allocating grades.

COMPLETION OF A COURSE

- To receive a grade, students must have the opportunity to complete the structured educational program and the assessment program. (unless there are exceptional and justifiable circumstances).
- If a student does not have the opportunity to complete the assessment requirements for a course and the reason of non-completion is acceptable, then the teacher may either make a professional judgement of the grade (if sufficient evidence is available) or submit a notation of „U“ (Unfinished) if a judgement cannot be made but there is an opportunity to submit a grade after more time is provided to complete further tasks (typically during the next semester).
- When it is known in advance that the assessment requirements for a course will not be met (e.g. a student going on exchange) the school will enrol the student in the year in which the course will be completed.
- If a student has been provided with the opportunity to complete the assessment requirements for a course but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the due date of an assignment or on the day of a test, late submission of a long-term assessment task such as a project/assignment/investigation) then the learning area's assessment policy will indicate the implication. In this instance the notation of a „U“ would not be considered.

Summary

- To complete a course, all students are required to have been provided with the opportunity to complete the program and assessments. Exemptions to this requirement are approved by the school in exceptional and justifiable circumstances.
- Students are provided with an opportunity to present evidence supporting their reason for not completing an assessment task.
- A decision is made as to whether the reason for non-completion is acceptable.
- If the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of non-completion, the student and parent/guardian are advised by the teacher.

GOOD STANDING POLICY

Students at Manjimup Senior High School are deemed in *good standing* if they demonstrate acceptable behaviour and attendance, wear correct uniform and show application to their studies.

1. Students will be placed on *provisional standing* if one or more of the following situations occur:
 - If their behaviour is consistently poor or irresponsible, and does not respond to positive behaviour management strategies;
 - If their attendance is unacceptable (late to school or class, unexplained absentees, regular absences);
 - If their commitment to learning is poor;
 - If they do not wear correct uniform.
2. Students are not permitted to participate in extracurricular activities whilst on *provisional standing*. This includes activities such as Work Placement, School Ball, camps, socials, excursions and Country Week. In addition, students are not able to loan laptops or equipment.
3. Students placed on *provisional standing* are required to make an appointment to see the Manager of Student Services to plan their return to good standing. Students will be supported in their endeavours to return to good standing.
4. Parents will be notified in writing when a student is placed on *provisional standing*.
5. All students make choices about their behaviours, and are capable of making decisions that allow them to maintain *good standing*. However, if students continue to breach good standing conditions or fail to adhere to their plan, their *provisional standing* will be extended.
6. If students make no attempt to regain *good standing* and/or continue with behaviours that keep them in *provisional standing*, they will be referred to the Good Standing Committee.
7. The Good Standing Committee:
 - determines further action(s)
 - identifies and recommends appropriate Behaviour Management strategies which relate to the students behaviour which must be implemented. This is written up as an Individual Behaviour Plan.
 - examines the educational provision and reviews other options
8. The committee will include:
 - a convenor (usually the Manager of Student Services)
 - the Year Co-ordinator
 - student
 - parent or care-giver (or nominated advocate)
 - co-opted members as appropriate such as members of the Student Services Team, agencies and advocates for the student or a community member who has not been involved with the case.

YEAR 11 COURSE CHARGES 2017

	CODE	COURSE/SUBJECT	LIST	COST
THE ARTS				
GENERAL	GEVAR	Visual Arts	A	120.00
ATAR	AEVAR	Visual Arts	A	150.00
ENDORSED	PGMPE	Music Performance Ensemble		50.00
ENGLISH				
GENERAL	GEENG	General English	A	70.00
ATAR	AEENG	ATAR English	A	55.00
MATHEMATICS				
GENERAL	GEMAE	Mathematics Essential	B	47.00
ATAR	AEMAA	Mathematics Applications	B	47.00
ATAR	AEMAM	Mathematics Methods	B	47.00
ATAR	AEMAS	Mathematics Specialist	B	47.00
SCIENCE				
GENERAL	GEISC	Integrated Science	B	50.00
ATAR	AEPLY	Biology	B	50.00
ATAR	AECHE	Chemistry	B	50.00
ATAR	AEHBY	Human Biology	B	50.00
ATAR	AEPHY	Physics	B	50.00
HUMANITIES AND SOCIAL SCIENCE				
GENERAL	GEGEO	Geography	A	45.00
GENERAL	GEHIM	Modern History	A	45.00
ATAR	AEECO	Economics	A	45.00
ATAR	AEGEO	Geography	A	45.00
ATAR	AEHIM	Modern History	A	45.00
HEALTH AND PHYSICAL EDUCATION				
GENERAL	GEPES	Physical Education Studies	B	80.00
GENERAL	GEOED	Outdoor Education	B	125.00
VET	SIS2115F	Certificate II in Sport & Recreation (Football Focus)		80.00
VET	SIS2115N	Certificate II Sport and Recreation (Netball Focus)		80.00
VET	SIS2115G	Certificate II Sport and Recreation (General Capabilities)		80.00
TECHNOLOGY AND ENTERPRISE				
GENERAL	GBCN	Building & Construction	B	240.00
GENERAL	GEDESP	Design: Photography	B	145.00
GENERAL	GEFST	Food Science and Technology	B	265.00
GENERAL	GEMDTM	Metals - Materials, Design & Technology	B	230.00
GENERAL	GEMDTW	Wood - Materials, Design & Technology	B	220.00
ENDORSED	AWPL	Workplace Learning Mode 1		20.00
VET	AUR2712	Certificate II in Automotive Mechanical		275.00
VET	MEM2413	Certificate II in Engineering Metals Fabrication		360.00
VET	MSA2107	Certificate II in Manufacturing (Furniture)		350.00
VET	BSB2112	Certificate II in Business Services		65.00
VET	CHC2112	Certificate II in Community Service (Child Care)		75.00
VET	CUA0715	Certificate II in Graphic Design (Visual Arts & Contemporary Craft)		150.00
VET	CUA2715	Certificate II in Engineering Drawing		90.00
VET	LMT21707	Certificate II in Fashion Design and Technology		150.00
VET	SIT2213	Certificate II in Hospitality (Kitchen Operations)		270.00
VET	AHC2110	Certificate II in Rural Operations		60.00

THE ARTS

VISUAL ARTS – GENERAL

GEVAR

The Visual Arts course assists students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Experiences

Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts in their everyday life.

Explorations

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas.

Cost: \$120.00

VISUAL ARTS – ATAR

AEVAR

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Cost: \$150

MUSIC PERFORMANCE ENSEMBLE – ENDORSED

PGMPE

Music Performance Ensemble recognises the significant learning gained through performing in music ensembles including school productions, rock performances, lunchtime concerts, busking and for other occasions. The program enables students to focus on developing performance, interpretation, technique and improvisation skills, performance protocols and etiquette, ensemble skills and knowledge/understanding of their instrument. Students are encouraged to engage in a variety of performances.

Cost: \$50.00

ENGLISH

Language provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts, students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language.

Students learn about the relationship between language and power, and come to understand that well developed language skills provide them with access to sources of power through knowledge; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others.

ENGLISH – GENERAL

GEENG

Prerequisite: Pre-General English and Year 10 teacher recommendation.

This course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including every day, community, social, further education, training and workplace contexts. This pathway is most appropriate for students enrolling in Certificate courses and/or Workplace Learning.

Cost: \$70.00

Books: \$25.00 (approx.)

ENGLISH – ATAR

ATENG

Prerequisite: Achievement of 'A' or 'B' standard in Pre-ATAR Year 10 English and Year 10 teacher recommendation.

English ATAR focuses on developing students' analytical, creative and critical thinking skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. This pathway is most suited to those students with tertiary aspirations as the cognitive complexity of the syllabus content increases from Year 11 to Year 12. It is expected that students will have an *active* desire to read and write sustained texts. This course is demanding and students can expect to be challenged and extended.

Cost: \$55.00

Books: \$50 (approx.)

MATHEMATICS

There are three mathematics courses offered in Year Eleven, a General course and two ATAR courses. Each course is organised into two units. The courses focus on a pathway that will meet the learning needs of a particular group of senior secondary students.

MATHEMATICS ESSENTIAL – GENERAL

GEMAE

A General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training, such as TAFE or in traineeships.

Cost: \$47.00

Books: Nelson Senior Maths Essentials 11

MATHEMATICS APPLICATIONS – ATAR

AEMAA

An ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data. This course is suitable for students who wish to get a sound background for tertiary studies in a non-scientific or technical field.

Cost: \$47.00

Books: Mathematical Applications Unit 1 and Unit 2

MATHEMATICS METHODS – ATAR

AEMAM

An ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. This course is suitable for students with considerable mathematical talent and a willingness to apply themselves. It will provide essential background for students who wish to study at tertiary level in a technical or scientific university course.

Cost: \$47.00

Books: Mathematical Applications Unit 1 and Unit 2

MATHEMATICS SPECIALIST – ATAR

AEMAS

An ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course. It should be studied in conjunction with Mathematical Methods and provides background to tertiary courses with a heavy scientific and mathematical background such as Engineering or high level science. The completion of a Specialist course in high school will provide a strong competitive advantage for students at University, the trade-off being the hard work and dedication required to master the higher level ideas.

Cost: \$47.00

Books: Mathematical Specialist Units 1&2 (One book)

SCIENCE

INTEGRATED SCIENCE – GENERAL

GEISC

Pre-requisite: A minimum 'C' grade in Year 10 Science Course 2 is preferred.

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. It provides opportunities for students to consider scientific developments, and to appreciate different perspectives and world views. This course takes a wide view of science and its flexibility allows the coverage of some areas that may not be studied in traditional school Science programs. Students will study biological and earth systems, physical, and chemical systems within a range of contexts. Each topic addresses factual content, scientific processes, and includes laboratory investigations. Please note, this course is "non-tertiary" based and hence there are no examinations in either Year 11 or Year 12. **As with all General Courses, students will sit a 1 hour 'Externally Set Assessment' prepared by SCSA in Term 2 of Year 12.**

More specifically, the following topics will be studied within a range of contexts:

- Earth systems and cycles in nature
- Natural resources
- Impact of human activity on nature
- Cell structure and function
- Tissues, organs and systems
- Ecosystems and sustainability
- Reproduction and inheritance
- Plant and Animal adaptations
- Atomic structure
- Elements, compounds and mixtures
- Chemical reactions
- Separation of mixtures
- Laws of motion
- Forces
- Forms of energy

Cost: \$50.00

Books: No set texts for this course

BIOLOGY – ATAR

AEBLY

Pre-requisite: A minimum 'B' grade in the Year 10 Course 1 'Biological Sciences' Strand is essential.

Students investigate and describe the cycling of matter and flow of energy within diverse ecosystems, explore a range of biotic and abiotic components and their interactions, and use classification systems for data collection, comparison and evaluation. The requirements of living organisms, plant and animal cell structure, and how organisms exchange materials with the environment are focused on. We study terrestrial and aquatic adaptations at both the cellular and organ-system level, and consider the diverse transport systems found in plants and animals. Biology introduces students to scientific method through investigations and fieldwork.

More specifically, the topics studied include:

- Classification systems
- Ecosystem diversity
- Biotic & abiotic factors - interactions
- Food webs & biomass pyramids
- Carbon and nitrogen cycle
- Populations & communities
- Ecological succession
- Impact of human activities
- Conservation strategies
- Cell structure and function
- Cellular transport
- Photosynthesis
- Respiration
- Respiratory/Circulatory systems
- Plant vascular system structure

Cost: \$50.00

Books: Approximately \$130.00

CHEMISTRY – ATAR

AECHE

Pre-requisite: Preferable 'A' grade or a minimum 'B' grade in the Year 10 Course 1 'Chemical Sciences' Strand is essential. A sound mathematics background is required.

Students use models of atomic structure and bonding to explain the observable properties of materials. There is a focus on energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in reactions. In Semester Two, we continue to develop an understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. We examine the unique properties of water, the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in reactions. Concepts are studied within contexts that exemplify the role of chemistry and chemists in society, and students use a range of practical and inquiry skills to investigate chemical systems.

More specifically, the topics studied include:

- Models of atomic structure
- Flame testing
- Atomic absorption spectrometry
- Bonding - Metallic, ionic & covalent
- Characteristics of nanomaterials
- Types of chemical reactions
- Mass spectrometry
- The mole concept
- Stoichiometry
- Solution Chemistry
- Kinetic Theory
- Calculations – solutions / gases
- Periodic table trends
- Molecular shape and polarity
- Chromatography techniques
- Intermolecular forces
- Energy Changes
- Rates of reaction
- Acids and bases
- Potable water
- Organic chemistry

Cost: \$50.00

Books: Approximately \$65.00

HUMAN BIOLOGY – ATAR

AEHBY

Pre-requisite: A minimum 'B' grade in the Year 10 Course 1 'Biological Sciences' Strand is essential.

Students analyse the structure and function of body systems, and how these body systems work together to support metabolism and body functioning. We study the human reproductive system, mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression. A significant emphasis is placed on using the scientific method when planning investigations and students develop their practical skills when completing laboratory work. The study of Human Biology requires students to familiarise themselves with a large volume of facts. Successful students typically read extensively and establish effective study habits.

More specifically, the topics studied include:

- Scientific method
- Cell structure and function
- Cells, tissues and organs
- Cellular transport
- Metabolism
- Respiratory system
- Circulatory system
- Digestive system
- Musculoskeletal system
- Excretory system
- Structure & function of DNA
- Mitosis and meiosis
- Lifestyle choices & diseases
- Reproductive systems
- Hormonal influence - reproduction
- Embryonic & foetal development
- Reproductive technologies
- Types of inheritance

Cost: \$50.00

Books: Approximately \$125.00 (includes dictionary for use in both Year's 11 and 12)

PHYSICS – ATAR

AEPHY

Pre-requisite: Preferable 'A' grade or a minimum 'B' grade in the Year 10 Course 1 'Physical Sciences' Strand is essential. A sound mathematics background is required.

Using appropriate contexts, students study energy production by considering heating processes, radioactivity and nuclear reactions, and energy transfer and transformation in electrical circuits. We describe, explain and predict linear motion, and explore the application of wave models to sound phenomena. There is an emphasis on understanding the importance of international collaboration, ICT, and other technologies to advancing our knowledge of motion, waves, and innovative ways of meeting the world's energy needs. The course develops skills in interpreting, constructing and using a range of mathematical representations to explain energy transfers, nuclear reactions and electrical circuits. Students develop practical and investigative skills through laboratory work.

More specifically, the topics studied include:

- Kinetic Particle Model
- Temperature and heat
- Heat transfer and calculations
- Nuclear Model of the atom
- Radioactive decay
- Nuclear energy and calculations
- Electric circuits and calculations
- Power
- Motion – Newton's Laws
- Momentum
- Conservation of energy
- Waves

Cost: \$50.00

Books: Approximately \$40.00 (with the possibility of adding a textbook)

HUMANITIES AND SOCIAL SCIENCES (HASS)

There are five Humanities and Social Sciences courses on offer in 2017 – Two General and Three ATAR.

Based on student interests, General Geography and Modern History *may* be combined as 1 x General Humanities course, with students completing 1 unit drawn from each course.

GEOGRAPHY – GENERAL

GEGEO

Pre-requisite: A minimum 'C' grade in Year 10 HASS is preferred, or teacher recommendation.

This Geography course is suited to students who have an interest in the diversity of the world's places, people, cultures and environments, and do not intend to achieve an ATAR. Assessment will comprise a range of task types, many of a practical nature. As with all General Courses, students will sit a 1 hour „Externally Set Assessment“ prepared by SCSA in Term 2 of Year 12.

Unit 1: Environments at Risk

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through sustainable management at local, regional and global levels. Environments studied may include river catchments, coasts, coral reefs, forests, glacial environments, wetlands, and national parks.

Unit 2: People and Places

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time, and the challenges it may face in the future. Regions studied may include a local shire or town, agricultural or industrial area, a tourist region.

Cost: \$45.00

Books: TBA

MODERN HISTORY – GENERAL

GEHIM

Pre-requisite: A minimum 'C' grade in Year 10 HASS is preferred, or teacher recommendation.

This General History course is suited to students who have an interest in history, politics, or the contemporary world, and do not intend to achieve an ATAR. Assessment will comprise a range of task types, many of a practical nature. As with all General Courses, students will sit a 1 hour „Externally Set Assessment“ prepared by SCSA in Term 2 of Year 12.

Unit 1: 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.

Unit 2: 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.

Cost: \$45.00

Books: TBA

ECONOMICS – ATAR

AEECO

Pre-requisite: A minimum 'B' grade in Year 10 HASS is preferred, or teacher recommendation.

Unit 1: Microeconomics

This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur.

Unit 2: Macroeconomics

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment.

Cost: \$45.00

Books: TBA

GEOGRAPHY – ATAR

AE GEO

Pre-requisite: A minimum 'B' grade in Year 10 HASS is preferred, or teacher recommendation.

Unit 1: Natural and Ecological Hazards

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters.

Unit 2: Networks and Interconnections

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences.

Cost: \$45.00

Books: TBA

MODERN HISTORY – ATAR

AE HIM

Pre-requisite: A minimum 'B' grade in Year 10 HASS is preferred, or teacher recommendation.

Unit 1: Understanding the Modern World

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine the **French Revolution** that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent.

Unit 2: Movements for Change in the Twentieth Century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **genocide and terrorism in the 20th Century**, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies.

Cost: \$45.00

Books: TBA

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES – GENERAL

GEPES

Students will engage in a range of sports that focus on the development of knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. Students are introduced to these concepts that support them to improve their performance as team members and/or individuals. Content within the course is developed through six key areas:

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

Cost: \$80.00

OUTDOOR EDUCATION – GENERAL

GEOED

Students will engage in a range of 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, short duration excursions/expeditions in selected outdoor activities. Students will develop a range of skills and knowledge including: Roping; Navigation; Environmental management practices; Expedition planning; Weather and Camp craft.

Key skills of the course may include: Mountain Biking, Hiking, Orienteering, Canoeing, Fishing or Bushwalking. NB: *Students are required to undertake overnight expeditions in order to complete this course. ATAR students are not recommended for this course.*

Cost: \$125.00 (includes camp costs)

CERTIFICATE II SPORT AND RECREATION – (GENERAL) VET

SIS2115G

Students will complete a Certificate II over a two-year period. This program utilises a wide variety of sports settings to develop knowledge and skills. Within this course students will undertake units based around key sporting skills, coaching, umpiring, events management, first aid training, occupational safety and relevant industry based business skills. The skills and knowledge gained would enable these students to perform in a range of sports based settings.

This course enables students to gain a nationally recognized Certificate in the Sport and Recreation Industry. This Certificate leads directly to a Certificate III in Fitness, Certificate IV Fitness, Certificate IV Sport Development and University qualifications. Possible career pathways in the Sport and Recreation Industry include coaching, umpiring, sports medicine, sports teaching and fitness instruction.

Cost: \$80.00

CERTIFICATE II SPORT AND RECREATION (FOOTBALL) VET

SIS2115F

Students will complete a Certificate II over a two-year period. This program utilises Australian Rules Football as a central theme for the development of knowledge and skills. Within this course students will undertake units based around physical fitness, key football skills, coaching, umpiring, first aid training, occupational safety and relevant industry based business skills. The skills and knowledge gained would enable these students to perform in a range of sports based settings.

This course enables students to gain a nationally recognized Certificate in the Sport and Recreation Industry. This Certificate leads directly to a Certificate III in Fitness, Certificate IV Fitness, Certificate IV Sport Development and University qualifications. Possible career pathways in the Sport and Recreation Industry include coaching, umpiring, sports medicine, sports teaching and fitness instruction.

Cost: \$80.00

CERTIFICATE II SPORT AND RECREATION (NETBALL) VET

SIS2115N

Students will complete a Certificate II over a two-year period. This program utilises Netball as a central theme for the development of knowledge and skills. Within this course students will undertake units based around physical fitness, key sporting skills, coaching, umpiring, first aid training, occupational safety and relevant

industry based business skills. The skills and knowledge gained would enable these students to perform in a range of sports based settings.

This course enables students to gain a nationally recognized Certificate in the Sport and Recreation Industry. This Certificate leads directly to a Certificate III in Fitness, Certificate IV Fitness, Certificate IV Sport Development and University qualifications. Possible career pathways in the Sport and Recreation Industry include coaching, umpiring, sports medicine, sports teaching and fitness instruction.

Cost: \$80.00

VET INDUSTRY SPECIFIC – SPORT AND RECREATION

VETIS

All students that are enrolled into a Certificate II Sport and Recreation will also be enrolled into the VET Industry Specific Course. The VET industry specific Sport and Recreation course provides opportunities for the completion of Certificate II qualifications and for students to access workplace learning. Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the sport and recreation industry, as well as skills, knowledge and experiences that are transferable to other industry areas. This course engages students in relevant work placements within the Sport and Recreation industry in order to foster a positive transition from school to work, and provides a structure within which students can prepare for further education, training and employment.

**If Sport and Recreation is taken as an industry specific course it will count towards student's 'C' grade accumulation and is not included in the 8 unit limit for VET or endorsed programs.*

TECHNOLOGY & ENTERPRISE

BUILDING AND CONSTRUCTION – GENERAL

GEBCN

The focus of these units is on introduction to building and construction. The unit introduces properties of common construction materials. Basic plan reading is practiced with application in building as well as skills in areas of content, such as working with materials. The unit explores processes drawn from building projects. A variety of materials are worked with and a range of practical skills are developed.

Students are introduced to the considerations required in building design and explore properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling.

Properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction are taught. Concepts in space and computation are developed. Students work with a variety of materials and develop a range of practical skills.

Cost: \$240.00

DESIGN: PHOTOGRAPHY – GENERAL

GEDESP

In this course students will gain a deeper understanding of how design works; and how ideas, beliefs, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and through exploration of design. Design projects allow students to demonstrate their skills, techniques and application of design principals and processes, to analyse problems and possibilities and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principals of design. Some possible projects could include magazine design, poster design, calendar images, tourism brochures and book covers.

Personal Design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principals and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies. Some possible projects could include advertising photography, scrapbook design, book and magazine covers, montage, poster design and exhibition invitation.

Cost: \$145.00

FOOD SCIENCE AND TECHNOLOGY – GENERAL

GEFST

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail. Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

Food Choices and Health

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 or food preparation techniques, precision cutting skills, and cooking techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually and in teams to generate food products and systems.

Food for Communities

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.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Cost: \$265.00

METALS – MATERIALS DESIGN AND TECHNOLOGY – GENERAL

GEMDTM

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project. The main focus will be on Engineering based around welding and machining with an emphasis on accuracy and finish.

Students interact with products designed for a specific market. They use a range of techniques 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 of constructing what they design.

Cost: \$230.00

WOOD – MATERIALS DESIGN AND TECHNOLOGY - GENERAL

GEMDTW

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project. The main focus on the practical aspect of the course is Leg and Rail Construction using solid timber such as Jarrah or Marri.

Cost: \$220.00

CERTIFICATE II - BUSINESS – VET

BSB2112

In any work place the most valued skills are being able to work well in a business environment. Prepare for the future with a certificate that provides lifelong skills.

This is a two year course delivered in Year 11 & 12 with multiple pathway options. These include work placement with local businesses, traineeships, further study etc.

Students completing this certificate course will gain a qualification as well as the necessary self-management skills that prepare them for further study or employment. Some of the competencies gained include:

- work place communication skills,
- organising tasks/prioritising
- working in a team with colleagues
- using a range of business technology
- producing professional documents, spread sheets etc.

A dedicated and supportive classroom is provided for this course with up to date resources, relevance and continuous improvement.

Cost: \$65.00

CERTIFICATE II - CHILDCARE COMMUNITY SERVICE WORK - VET

CHC2112

Working with children is one of the most valuable and satisfying occupations that people can take part in. The interaction and support that children receive during their pre-school years, from birth to school, provide the foundations for the rest of their lives. The caring of children has changed dramatically over the past few decades. Children are being cared for in center and home based situations by childcare professionals, as parents participate in the paid workforce. There is a growing demand for qualified, professional caregivers and this certificate offers students the opportunity to obtain a qualification which is recognized Australia wide.

This course covers the core and elective units of competencies which form the National Training Package and have both written and practical components. All students will also complete between 60-70 hours of work placement during the year in Childcare Centres, Kindergartens or Pre-Primary Centres. Part of this course requires students to do work placement. This course runs over two years.

Cost: \$75.00 (plus text book)

CERTIFICATE II – ENGINEERING DRAWING - VET

CUA2715

The Engineering Drawing course immerses students in design tasks, developing skills in AutoCAD and various software applications, as well as developing hand drawing skills. The use of computer controlled technology is fundamental to the development of practical design tasks within the course. Technology includes a laser cutter, 3D printer, plasma cutter and vinyl cutter which provide exposure to state of the art production methods. The course is delivered over two years and comprises nine units.

Cost: \$90.00

CERTIFICATE II – FASHION DESIGN AND TECHNOLOGY - VET

LMT21707

The Certificate II in Applied Fashion Design and Technology is for students who have a desire to explore the world of fashion and textiles. To learn how fibres and fabrics are created, to use a sewing machine both domestic and industrial, to design and produce a simple garment, to explore fabric embellishments/decoration,

develop skills and knowledge to operate computer technology in a textile, clothing and footwear workplace, gain an understanding of identifying future trends in fashion, draw and interpret a basic sketch, modify patterns to create basic styles as well as identify and follow defined Workplace Health and Safety policies and procedures.

Students will create and develop an A3 portfolio that showcases a variety of techniques. They will have the opportunity to enter fashion related competitions and events as well as highlighting their own individual flare for design.

Cost: \$150.00

CERTIFICATE II - GRAPHIC DESIGN – VET

CUA0715

This course introduces the students to a variety of advanced photo-media and illustration processes used in Graphic Design. Refining post-production skills for digital images in Photoshop and developing drawing skills in Illustrator. Students engage in a range of video production tasks, learning a range of production techniques. Students learn to become flexible, creative, visual problem solvers, exploring a range of different print and screen based design contexts. Recommended for students aiming to develop their digital photography and exploring the option of graphics design or photography as a career. Course is over two years.

Cost: \$150.00

CERTIFICATE II - HOSPITALITY (KITCHEN OPERATIONS) – VET

SIT2213

This course will run over two years. Student will gain two qualifications: a certificate in Kitchen Operations and a certificate in Operations with a focus on coffee making and café style food.

Hospitality is one of the fastest growing industries in the world. It offers a host of opportunity for enthusiastic, outgoing people. In this nationally recognized certificate student will develop direct pathways into higher certificate at TAFE. The Hospitality Industry offers exciting careers in the following areas: food service attendants, bar attendants, function waiter, front office attendance, housekeeping and kitchen attendance and in supervisory and management roles.

Occupational Health & Safety Regulations require students to purchase and use fully enclosed black footwear and long black pants. A Hospitality "Rutherford's" polo shirt may be purchased from Manjimup Monograms.

Students are required to complete 110 hours in the workplace to further develop their skills. This also provides the student with the opportunity to experience different job roles within this industry.

Cost: \$270.00 Shirt: \$28.00 Text Book: \$65.00

CERTIFICATE II - RURAL OPERATIONS – VET

AHC2110

Students will complete a certificate II over two years. The units of competency reflect the local agriculture industry. Most of the practical components of this course are conducted on the MSHS farm. Some field trips to agricultural related businesses in the South West are also undertaken.

Competencies undertaken in this certificate support agricultural practices in the district including;

- Handling and care of livestock
- Occupational health and safety procedures
- Horticultural crop production
- Operating tractors and farm machinery
- Farm maintenance tasks

A Certificate in Agriculture is a good starting point for employment or further training in Agriculture, Horticulture or Conservation and Land Management.

Cost: \$60.00

TRADE TRAINING CENTRE

CERTIFICATE II - AUTOMOTIVE MECHANICAL – VET

AUR2712

This qualification will provide you with skills and knowledge used in the automotive mechanical service and repair industry sector. You will learn how to service the engine, transmission, suspension, steering, brake and electrical systems and components of relevant vehicles. You will also learn how to apply safe work practices and apply environmental regulations and best practice in a workplace or business.

Students are required to complete 110 hours in the workplace to further develop their skills. This also provides the student with the opportunity to experience different job roles within this industry.

Successful completion of this qualification provides you with the background to gain an apprenticeship as an automotive mechanic or progress to higher qualifications as an automotive specialist.

This course is run over 2 years.

Cost: \$275.00 (work shirt/pants/boots provided at own cost)
Senior First Aid Course: \$30.00

CERTIFICATE II - ENGINEERING METALS FABRICATION - VET

MEM2413

This qualification will provide you with the practical skills and knowledge to cut, shape, join, and finish metal to make, maintain or repair metal products or structures. You will learn skills in using tools, measuring and calculating, drawing and interpreting sketches, mechanical cutting, thermal cutting, gouging, and arc welding. You will also learn about safety in the workplace and quality control. Successful completion of this qualification provides you with the opportunity to become a trades" assistant or gain an apprenticeship within the metals and engineering sector.

Students are required to complete 110 hours in the workplace to further develop their skills. This also provides the student with the opportunity to experience different job roles within this industry.

This course is run over 2 years.

Cost: \$360.00 (work shirt/pants/boots provided at own cost)
Senior First Aid Course: \$30.00

CERTIFICATE II – MANUFACTURING – (FURNITURE) – VET

MSA2107

This course covers the core and elective units of competencies which form the National Training Package for Furnishings, and have both written and practical components.

Students complete units in Occupational Health and Safety, Construction of Solid and Manufactured Material Furniture, Preparing Surfaces for finishing, Use of Hand/Power tools, Static machinery, Calculations, and Interpreting Drawings. The main practical components are based on leg and rail construction (Chest construction), a hallway table, and a pair of bedside cabinets.

Successful completion of this qualification gives students the opportunity to seek various careers in the furniture industry which include Furniture Making, Cabinet Making, and many pathways in the Building and Construction Industry.

Students are required to complete 110 hours in the workplace to further develop their skills. This also provides the student with the opportunity to experience different job roles within this industry.

This course runs over 2 years.

Cost: \$350.00 *Students must provide safety glasses and safety boots*

VOCATIONAL EDUCATION AND TRAINING PATHWAYS

AUTOMOTIVE AUR2712 Trade Training Centre	Certificate II Automotive Mechanical 2 year + Compulsory Workplace Learning in Years 11 & 12	English Compulsory	Mathematics Compulsory	Choice	Choice
FURNITURE MSA2107 Trade Training Centre	Certificate II Manufacturing – (Furniture) 2 years + Compulsory Workplace Learning in Years 11 & 12	English Compulsory	Mathematics Compulsory	Certificate II Engineering Drawing Compulsory	Choice
ENGINEERING MEM2413 Trade Training Centre	Certificate II Engineering (Metal Fabrication) 2 year + Compulsory Workplace Learning in Years 11 & 12	English Compulsory	Mathematics Compulsory	Certificate II Engineering Drawing Compulsory	Choice
HOSPITALITY SIT2213	Certificate II Kitchen Operations 2 Years + Compulsory Workplace Learning in Years 11 & 12	English Compulsory	Mathematics Recommended	Food Science and Technology Compulsory	Choice
BUSINESS BSB2112	Certificate II Business Services 2 years	English Compulsory	Mathematics Recommended	Choice	Choice
CHILDCARE CHC2112	Certificate II Community Service Work (Child Care) 2 years + Compulsory Workplace Learning in Years 11 & 12	English Compulsory	Mathematics Recommended	Choice	Choice
FASHION DESIGN LMT21707	Certificate II Fashion Design & Tech.	English Compulsory	Mathematics Recommended	Choice	Choice
GRAPHIC DESIGN CUA0715	Certificate II Visual Arts & Contemporary Craft (Graphic Design) 2 yrs	English Compulsory	Mathematics Compulsory	Photography Recommended	Choice
GRAPHIC DESIGN: ENGINEERING DRAWING CUA2715	Certificate II Engineering Drawing	English Compulsory	Mathematics Compulsory	Choice	Choice
SPORT AND RECREATION SIS20115	Certificate II Sport and Recreation 2 years	English Compulsory	Mathematics Recommended	Physical Education or Outdoor Education Recommended	Choice
SPORT AND RECREATION (VET Industry Specific) SIS20115	Certificate II Sport and Recreation 2 years Compulsory Workplace Learning in Years 11 & 12	English Compulsory	Mathematics Recommended	Physical Education or Outdoor Education Recommended	Choice
RURAL OPERATIONS AHC2110	Certificate II Rural Operations 2 years	English Compulsory	Mathematics Compulsory	Choice	Choice

OTHER OPTIONS

SCHOOL – BASED TRAINEESHIPS

Students may sign up for a School Based Traineeship in Year 11. It involves students going to a workplace one day a week for two years while completing a Certificate II in their chosen field. While it is a terrific option, you must locate an employer who is willing to take you on. In the past we have had students completing Traineeships in: Agriculture, Automotive, Business, Hospitality, Engineering, Metal Fabrication, Information Technology, Retail and Sport and Recreation.

Students are paid a training wage and must be dedicated and organised in order to keep up with their school work. **See VET Coordinator for more information**

PRE APPRENTICESHIPS IN SCHOOLS (PAIS)

The PAIS program is a fantastic opportunity for young people still attending school to be one step ahead of other young people who want to do an apprenticeship.

PAIS is a school based training program and is intended as a transition from school to an apprenticeship. Students spend three days at school and attend SWIT (Bunbury) and/or the workplace for two days. Entry into PAIS programs is very competitive with selection based on Year 10 grades in English and Mathematics and report comments. Students wishing to join the program undergo a formal interview process, in Bunbury, to ensure that they are suitable candidates.

- Building and Construction Pathways – a general course in Year 11, specializing in Year 12 (wall/floor tiling, bricklaying, carpentry/joinery, ceiling fixing, plastering, painting and decorating). No fees.
 - Plumbing. Fees apply.
 - Electrical. No fees.
-

OTHER SOUTH WEST INSTITUTE OF TECHNOLOGY COURSES

- Certificate II Fashion Design - Fees apply, Bunbury
 - Certificate II Retail Cosmetics - Fees apply, Bunbury
 - Certificate II Information Technology and Digital Media (application) - fees apply, Manjimup Campus
-

WORKPLACE LEARNING

AWPL

Students who undertake a Certificate Course should do some Workplace Learning, as this is designed to help them develop valuable skills through on-the-job training and a sound work ethic in preparation for their entry into the workforce. It gives students an opportunity to put into practice the skills they have learnt in the classroom.

Cost: \$20.00

SCHOOL OF ISOLATED AND DISTANCE EDUCATION (SIDE)

Approval for enrolment is based on eligibility criteria being satisfied, on places being available within subject areas and on documentary evidence being supplied. Year 11 and 12 students at Manjimup SHS may enrol with SIDE where a subject is not catered for on the timetable, however it is dependent on negotiations between parents, SIDE and the school. Please direct enquiries to the Vice Principal.

BIG PICTURE ACADEMY

Our Big Picture Academy is based around key distinguishers that include individual learning plans, exhibitions, projects, internships and portfolios. The design enables students to complete a Certificate II if they choose and for our staff to work closely with students and families to promote engagement and real learning. The Big Picture Education movement is growing across Australia and viewed as a design that is more relevant to young people.

APPENDIX 1:

LIST OF UNITS OF COMPETENCIES IN BUSINESS CERTIFICATE

INDUSTRY AREA	CURRICULUM SUBJECT	CERTIFICATE	COMPETENCY CODE	COMPETENCY NAME
Business Registered Training Provider Manjimup Senior High School	Stand alone Certificate Completed over 2 years	Certificate II Business BSB20112 12 units 295 hours	BSBIND201A	Work effectively in a business environment
			BSBWOR202A	Organise & complete daily work activities
			BSBCMM201A	Communicate in the workplace
			BSBWOR203A	Work effectively with others
			BSBWOR204A	Use Business Technology
			BSBINM201A	Process & maintain workplace information
			BSBWHS201A	Contribute to health and safety of self and others
			BSBITU201A	Produce simple word processed documents
			BSBITU202A	Create & use simple spread sheet
			BSBITU302B	Create electronic presentations
			BSBITU101A	Operate a personal computer
			BSBITU203A	Communicate Electronically

APPENDIX 2:

RTO CODE OF PRACTICE for MANJIMUP SENIOR HIGH SCHOOL

Admission to VET Programs

Admission to VET Programs at Manjimup Senior High School utilises a selection process that gives the student every opportunity to access our Vocational Programs. Students receive information about program selection in their Selection Handbooks. At counselling meetings with parents and students enrolment forms are filled out for all the different VET courses.

Students are counselled before admission to help with selections. This ensures that students from a wide range of social, economic and educational background have equal access to the VET programs.

Schedule of Charges

A list of charges is posted to students prior to the commencements of the course. Charges are collected and safeguarded according to the Financial Management in School Policy and Procedures.

Charges are refunded on a pro-rata basis according to the time the student has spent in the course.

Marketing

Manjimup Senior High School markets and advertises its VET course in an ethical manner. Only those courses and qualifications that we are registered to deliver and assess by the WA Training Accreditation Council will be advertised. The courses and qualifications will be precisely described and endorsed by the Australian Quality Training Framework.

Any information about an individual in our marketing material will appear only if we have the individual's written permission.

Delivery and Assessment

Students can expect to be engaged in learning activities, which will maximise their success. Manjimup Senior High School has the materials, facilities and appropriately trained staff to deliver the training products as nominated.

Staff at Manjimup Senior High School are committed to students being provided with a learning environment which ensures the right to:

- Learn without being disrupted
- Be treated courteously
- Have a clean and safe environment

Assessment of competencies will be carried out according to the Assessment and Delivery Plan for each course. This plan will show what competencies will be assessed, where and when assessment will occur and the assessment methods to be used. The school will keep detailed records of assessment outcomes.

Appeals Processes

Students are given every opportunity to access an equitable process for appeals. Appeals will be dealt with fairly and with due consideration to time. Students who wish to appeal need to contact the VET Coordinator to receive the appropriate form. Students who lodge successful appeals will have the opportunity for reassessment. Students can only appeal the process not the actual mark they receive. Unsuccessful appeals will be forwarded to the Training Accreditation Council.

There is also a charge attached to each Appeal of \$20.00 to be paid at time of application. This is refundable if the Appeal is successful.

Recognition of Prior Learning

Skills Recognition is the term used to describe a number of assessment processes that formally recognise the competencies (skills, knowledge and attitudes) an individual has acquired through formal or informal learning, work experience and/or life experience.

It is the formal recognition of the skills and knowledge a person has, regardless of how or where these skills may have been obtained, i.e. through formal or informal training, work experience (paid and unpaid), voluntary work and life experience. The benefit of using recognition is that you do not need to do unnecessary training. By getting recognition for the skills and knowledge you already have, you can put more effort into the units of competency you actually need to learn.

Students are able to apply for this Skills Recognition by using the following process:

The Skills Recognition Process:

- Candidate's initial contact with the Registered Training Provider (RTO) – Manjimup Senior High School.
- Pre-Interview and self-assessment to raise awareness about competency requirements.
- RTO provides advice and support to the applicant on what type of evidence to provide.
- Candidate submits an application for Recognition and pays a charge of \$20.00 per unit for Competency. It is the responsibility of the applicant to gather suitable evidence to prove they are competent. The more recent the evidence the more value it has.
- RTO conducts two assessments. These can be a combination of current competence during the recognition process, relatively recent evidence presented by the candidate and/or historical evidence showing proof of prior learning at an earlier time. The candidate will be offered support during this process.
- After the Assessment the assessor will notify the candidate of the result and what pathways are available. If the candidate is not happy with the result there is an Appeals Process to follow. They need to contact the VET Coordinator for more information.
- The School and Curriculum Council will store all records for the Recognition Process for a period of 30 years.

Students need to see the VET Coordinator for appropriate Skills Recognition Kit and for more information on the process.

NATIONAL RECOGNITION

Manjimup Senior High School recognises and accepts the AQF qualifications and Statements of Attainment issued by other RTO's enabling individuals to receive positive recognition of their achievements.

CERTIFICATION

All aspects of certification, competencies and assessment procedures will be provided to students prior to commencement of the course.

STUDENT WELFARE AND GUIDANCE SERVICES

Manjimup Senior High School follows a whole school approach to a caring school. Thus all VET students have full access to the range of welfare and counselling services.

Students with Special Needs

Staff delivering VET competencies who have students enrolled with special needs which includes indigenous peoples, peoples from culturally and linguistically diverse backgrounds, learning difficulties, physical disabilities, visually impaired, hearing impaired, physical and intellectual disabilities, will develop suitable fair and flexible assessment programs, by incorporating the Building and Diversity Policy as a framework to build on individual talents and experiences. They will recognise and respond to the diversity of individual needs and to offer choice and flexibility to cater for individual circumstances.

COMPLAINTS AND GRIEVANCES

Students are entitled to be treated fairly and with respect. Still problems can occur. If you think your Registered Training Provider has failed to meet their commitments then there is a procedure for handling complaints and grievances. You will need to contact your VET Coordinator to collect a complaints form to complete. Written complaints will be acknowledged within two days. Written feedback will be given to all parties and recorded on a complaints resolution sheet. If the situation is not resolved then you can take your grievance to the District Director. Refer to the Department of Education and Training Disputes and Complaints Policy.



Manjimup Senior High School
Rutherford Street
Locked Bag 1
Manjimup WA 6258
Email: manjimup.shs@education.wa.edu.au
Website: manjimupshs.wa.edu.au