Georgiana Molloy Anglican School

2025

Journey *into* Secondary School

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Introduction

GMAS has a strong history of fostering academic accomplishments and developing graduates who are well-rounded, confident, and proficient. Recognising the unique potential of each student, our commitment lies in creating a supportive learning environment and delivering a diverse curriculum that empowers individuals to pursue their passions.

As students progress through Secondary School, they undertake a meaningful rite of passage, contemplating future options and pathways in line with their personal preferences, skills, and interests. In Year 10, students face the task of selecting subjects for Years 11 and 12, marking a pivotal moment in their academic journey. Through a combination of consultation and counselling, students receive personalised guidance. The involvement of parents and caregivers is crucial in this process, emphasising the strong partnership between the school, home, and students, ensuring well-informed decisions.

This handbook extends an invitation to explore the diverse offerings available at GMAS. We aspire that the information provided not only sparks inspiration but also serves as a guiding compass, directing you towards future aspirations beyond GMAS.

Mrs Stephanie Braid

Head of Secondary School

Why GMAS

01. Exceptional Staff

Our teaching staff are some of the best in the country. They go 'above and beyond' to ensure that each student is fully supported throughout their Senior School journey. They aren't just traditional teachers, they are role models, counsellors, cheerleaders and mentors who are deeply committed to seeing every student thrive. Students requiring additional support have access to free after-school tutoring for most subjects.

02. Learning Environment

Set amid beautiful open planned and landscaped grounds comprising over 15 hectares, the school offers modern, technology-rich facilities which create an environment conducive to learning and social engagement. The entire school's infrastructure is in place to support and enhance the educational curriculum and co-curricular programs on offer.

03. Individual Learning Plans

GMAS provides an inclusive environment for students' individual learning needs, including our gifted and talented students and those requiring learning support. Students of all abilities are nurtured and encouraged to develop their own unique skill sets and individual strengths.

04. Leadership Opportunities

GMAS offers a diverse range of leadership opportunities for all Senior School students. Student leaders are role models for other students in the School and are in a position to affect positive change on campus. Students are supported in becoming effective leaders with enhanced public speaking, teamwork, problem solving and organisational skills.

05. Links and Connections

Our students benefit from our strong links with Australian universities and training organisations. Our music students have had access to leading performers and teachers from the University of Western Australia Music department and the Western Australian Academy of Performing Arts. We also hold strong relationships with South Regional TAFE and the Bunbury Regional Trade Training Centre to deliver our VET pathways. GMAS has established a range of community connections to benefit our students.

06. Student Wellbeing

Our pastoral care program is woven throughout our daily operations and curriculum, ensuring each student's academic, emotional, social, physical and spiritual needs are being supported. Students have direct access to counselling, chaplaincy and learning support. They also have the opportunity to participate in over 50 co-curricular sporting, academic and recreational pursuits, designed to instil a strong sense of wellbeing.

07. Diverse Curriculum

With over 60 academic subjects and over 60 VET Certificate courses on offer, our Senior School curriculum caters for a wide range of interests. GMAS challenges our students to make the most of their capabilities while equipping them with the skills, knowledge and experience required to pursue their career and ambitions after they leave school.

08. Personal Accomplishment

GMAS is a school that strives to promote accomplishment in all things, challenging the students to go beyond mediocrity and achieve their full potential. Our students are encouraged to become independent, critical thinkers with an ongoing love of learning. Each term, we recognise and reward students who have achieved personal excellence in arts, service, academia or sport.

09. Flexible Study Options

Students at GMAS are able to access a variety of pathways to university, TAFE or the workplace. In Years 11 and 12, students have the option to:
select an academic pathway comprising of ATAR subjects, general subjects or a combination of both
engage in Curtin Ready Pathway
engage in part time offsite Vocational Education & Training (VET) at one of our partner training institutes
obtain a Certificate I, II or III qualification
enter into a school-based traineeship
participate in workplace (on the job) learning
enrol in a certified endorsed program
engage in a combination of the above.

10. Dedicated Pathways Team

Our students are supported by our dedicated Pathways department, who ensure that students are well informed in their chosen pathways and career decisions. The Pathways department provides careers guidance to all students as a group or individually, coordinates work experience and placements, VET certification, careers events, and liaises with tertiary and other training institutes to deliver a comprehensive VET program at school.

Wellbeing

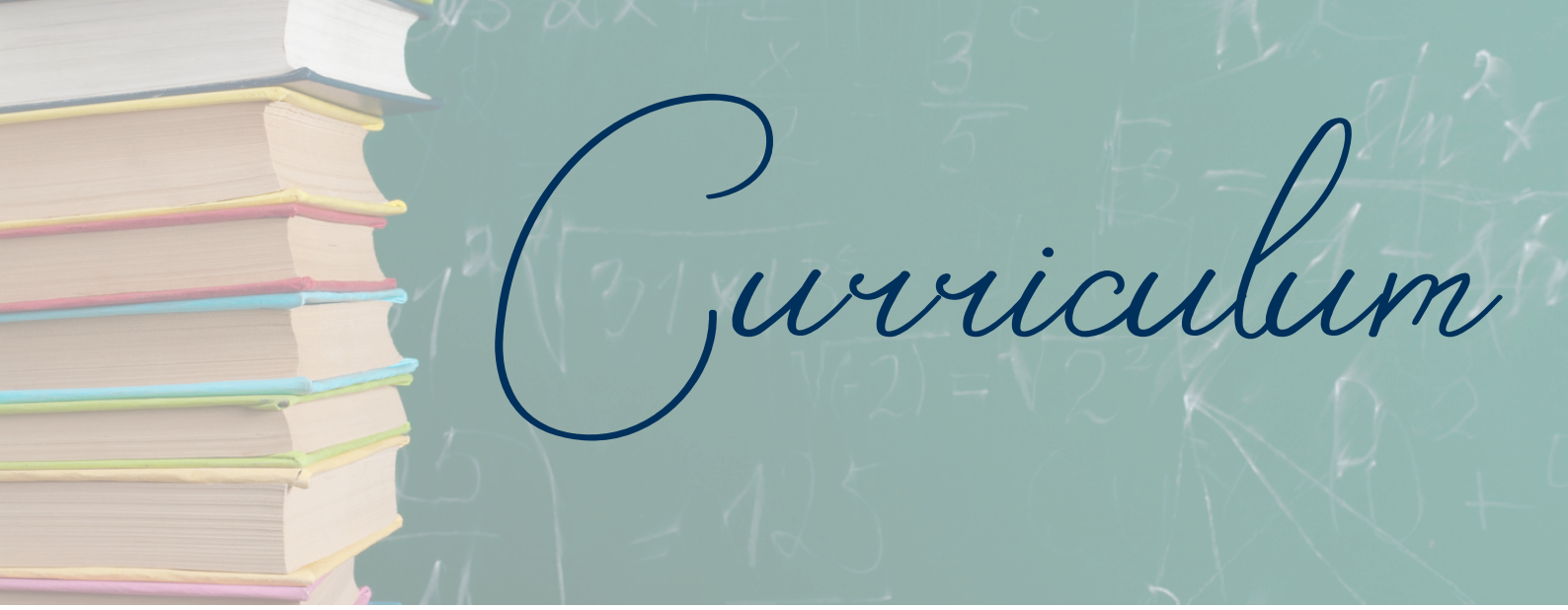
A HOLISTIC APPROACH

We believe in encouraging the of the whole person and we promote a safe and caring learning community where every student is supported in having a strong sense of wellbeing and identity.
We aspire to be inclusive, open and responsive to the diverse needs and abilities of all students. Taking the time to learn each student's unique personality, interests and culture, we can create a responsive environment where diversity is celebrated and a love of learning unfolds.

We have an ongoing commitment to fostering a positive and supportive school environment that aims to enhance our community by promoting positive relationships and personal responsibility. Our approach is structured around restorative practices which prioritise repairing harm and restoring relationships. This approach encourages students to reflect on their actions, understand the consequences of their behaviours, take responsibility for their choices and, through discussion, grasp the significance of the resulting harm.

PASTORAL CARE

Students at GMAS primarily belong to both a Home Room class and a House group. The Home Room class consists of either Year 7 students, Year 8 and 9 students or Year 10, 11 and 12 students. whilst the House group consists of students from
Years 7 to 12.
The Home Room teacher is central to this care and is always the first person to approach for help or advice on most matters.
Heads of House work closely with each House Group and Home Room teachers throughout the year and ensure ongoing support and encouragement for all students.
The Head of Middle School is also available to help with any concerns if not resolved by the Home Room teacher or relevant Head of Year.
Assistant Head of Secondary and the Head of Secondary School.

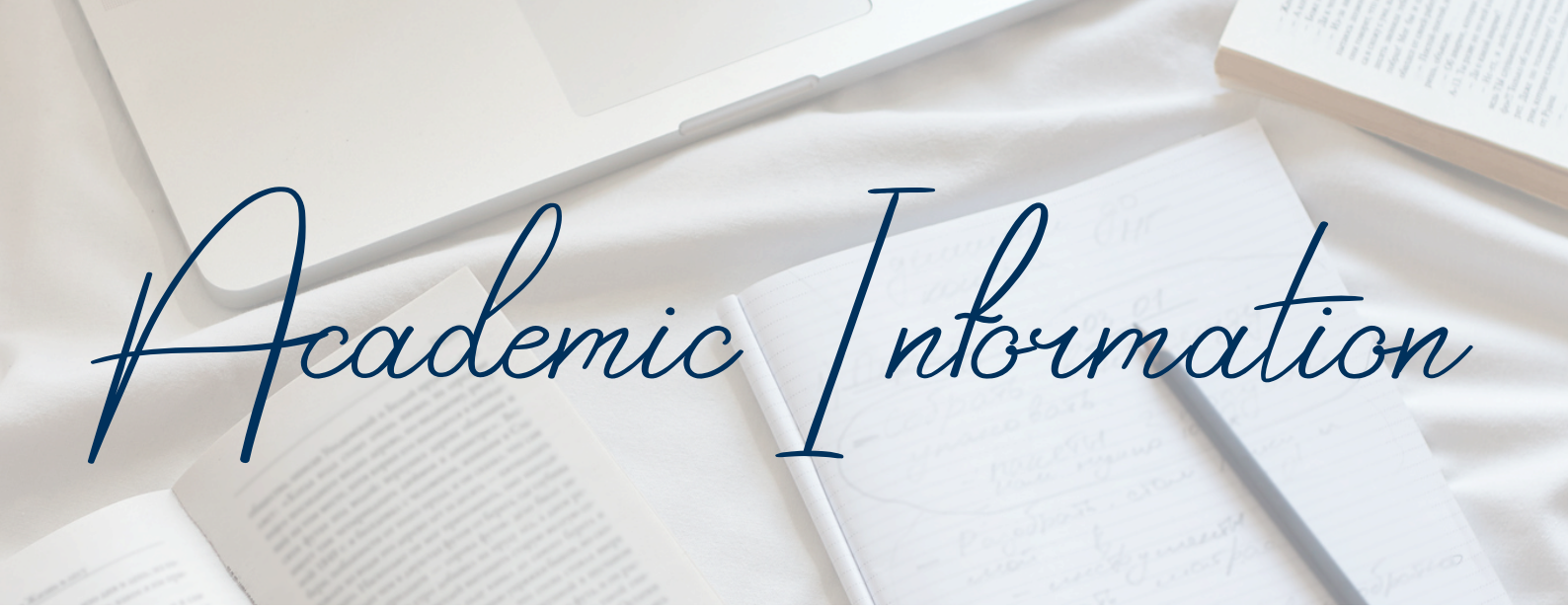


Curriculum

GMAS is committed to providing an educational program that stimulates natural curiosity whilst also engaging and encouraging students to develop a thirst for learning, providing them with a strong foundation of knowledge, skills and strategies required for Senior School and beyond. Our course offerings are deliberately broad and diverse, designed to support the development fo the whole person. Year 7 and 8 students study a common course which is made up of compulsory courses which are studied for the entire year and of elective courses which are studied on a rotation basis. This allows students the opportunity to have a wide variety of experiences. Students in Year 9 study a mix of core and elective courses to spark their interests and desired pathways.

STREAMING & LEARNING SUPPORT

Academic streaming of students will commence in Year 8 for some of the core courses, using information and academic results gathered throughout Year 7. This allows the teachers to work closely with their students and tailor the learning experiences more closely to the ability levels of the class. These groupings are flexible and students will move between them periodically. English and Mathematics also have an Enrichment class facilitated by our Learning Support team, that allows for students to receive additional support as required.



Academic Information

ASSESSMENT

Teaching and learning is undertaken in accordance with the guiding principles for teaching, learning and assessment as noted in the Western Australian Curriculum and Assessment outline. Teachers will match learning and assessment by constructing an appropriate range of tasks. All courses use a variety of assessment types such as class work, assignments, oral presentations, tests, folio work and group activities, with the emphasis varying from course to course.

When a student is absent for a formal test the class teacher, in consultation with the Head of Department, determines whether it is necessary for the test to be completed on the student's return. This decision will be dependent on the significance of the test results to the evidence of performance available.

A full copy of the assessment policy is on the School website.

GIFTED & TALENTED PROGRAM

Prometheus is our Gifted and Talented program for students from Year 5 through to Year 10. The program has two key aims:

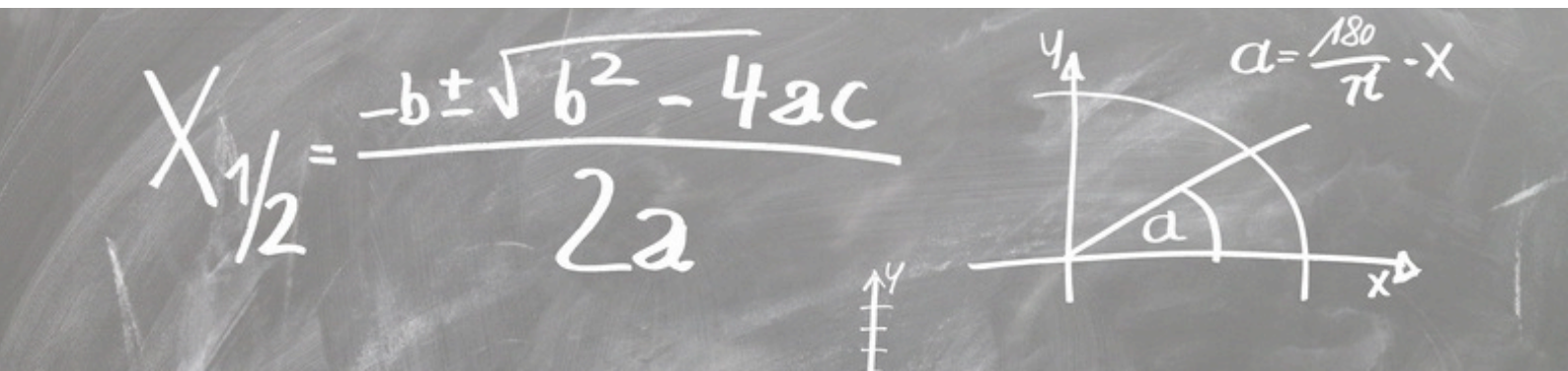
to develop critical, creative and collaborative thinking skills and support students to become innovative and resourceful global citizens

to improve student wellbeing, so that students can engage confidently and meaningfully in their education and lives beyond

Year 7 & 8 Course Offering

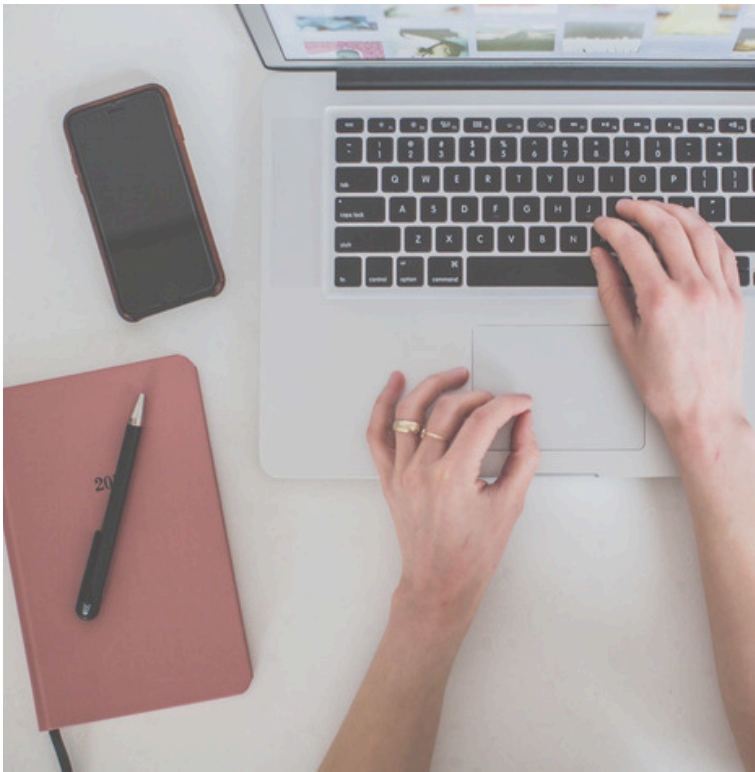
COMPULSORY COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
English	English	4
Mathematics	Mathematics	4
Science	Science	3
Humanities & Social Sciences (HASS)	Humanities & Social Sciences	3
Health and Physical Education	Health education	1
Health and Physical Education	Physical education	2
Languages	Japanese	2
Christian Religious Studies	RAISE	1
Digital Literacy	Digital Literacy	1



ELECTIVE COURSES

LEARNING AREA	COURSE	
Technology	Digital technology	All electives are studied for 2 periods per week for a 13 week rotation
Technology	Food technology	
Technology	Materials Technology	
The Arts	Drama	
The Arts	Graphic Design	
The Arts	Music	
The Arts	Visual Art	



Year 9 Course Offering

COMPULSORY COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
English	English	4
Mathematics	Mathematics	4
Science	Science	4
Humanities & Social Sciences (HASS)	Humanities & Social Sciences	4
Health and Physical Education	Health Education	1
Health and Physical Education	Physical Education	2
Vocational Education Training (VET)	Year 9 Pathways Program/Future Ready	1
Christian Religious Studies	RAISE	1

ELECTIVE COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
Technology	Engineering	Students select 4 electives to be studied for 1 period each week for the whole year. Indicates a course levy applied for materials and resources
Technology	Food Technology	
Technology	Materials Technology	
Technology	Texiles and Design	
Technology	Children, Family and Community	
The Arts	Drama	
The Arts	Music	
The Arts	Visual Art	
Science	Sustainable Living	
Health & Physical Education	Health Education	
Health & Physical Education	Physical Education	
Languages	Japanese	

Academic Course Information

ENGLISH

CONTACT: MRS SOPHIE NORRIS

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs will balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.
In Secondary School, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the School curriculum, local community, regional and global contexts.

SCIENCE

CONTACT: MISS LEAH STONE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

Throughout Middle School, students develop their understanding of

- microscopic and atomic structures
- how systems at a range of scales are shaped by flows of energy and matter
- interactions due to forces
- the ability to quantify changes and relative amounts

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge of science's contribution to our culture and society, and its applications to our lives.

MATHEMATICS

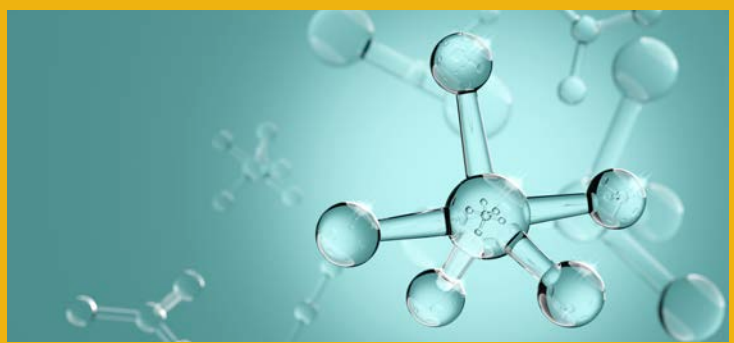
CONTACT: DR AMANDA DRAPER

The proficiency strands of understanding, fluency, problem-solving and reasoning are an integral part of the mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

HUMANITIES & SOCIAL SCIENCES

CONTACT: MRS FIONA FORREST

Humanities & Social Sciences (HASS) consists of civics and citizenship, economics and business, geography and history. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.



HEALTH EDUCATION

CONTACT: MRS ROBYN VOGEL

Health Education is a discussion-based course which provides the students with an understanding of current issues that relate to their development both physically, mentally, and socially. In Health Education students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong and learn how to apply problem-solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.

PHYSICAL EDUCATION

CONTACT: MRS ROBYN VOGEL

Physical Education at GMAS is a developmental program which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and enables them to promote their own and others' health and wellbeing. The focus is on participating competently and confidently in physical activities such as play, games, sports, dance, adventure pursuits and other active recreation. Some sports studied include cricket, cross country, Australian rules football, athletics, basketball, touch rugby, softball, volleyball and handball, as well as community and recreational activities such as boxing, golf and circuit workouts.

RAISE

CONTACT:

RAISE provides experiences and opportunities for students to understand and appreciate the Bible, the story of the church, philosophy and beliefs, world religions, meditation, prayer and worship, ethical living and decision making. This course follows the Anglican Schools Commission (ASC) course program.

FUTURE READY

CONTACT: MR PHIL DEROOST

(Compulsory course for Year 9 and Year 10).
This course is organised into two main interrelated strands: skills for learning and work and a future pathway program. Students focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and working in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop an understanding of work, career pathways and post-school destinations. Students will also develop their character strengths and learn to use these to maximise their learning, relationships and wellbeing.
Towards the end of Year 9, each student will have the opportunity to complete an individual pathway planner, meet with the Head of Year 10 and the Head of VET/Careers and discuss their pathway plans for Senior Schooling. In Year 10, students will also prepare for a week long work placement

Elective Course Information

YEARS 7-10

TECHNOLOGY

"Technology is everywhere - entwined in almost every part of our culture. It affects how we live, work, play, and most importantly learn." Danny Mareco

Technologies enrich and impact on the lives of people and societies globally. This dynamic learning area, provides opportunities for students to work independently and collaboratively.

YEAR 7 AND 8

YEAR 7 AND 8 DIGITAL TECHNOLOGY

Within Digital Technologies, students have practical opportunities to incorporate design thinking as they develop innovative digital solutions. Students become effective users of digital systems and explore how information and data is conveyed and displayed in the digital world. They are encouraged to use a range of software and hardware for their projects, including embedded systems and robotics.

YEAR 7 AND 8 MATERIALS TECHNOLOGY

Within Materials Technology, students engage in the use of resistant materials to meet a given design brief. Students will consider; correct workshop safety, proper and safe hand and small power tool use, knowledge of materials and acceptable finishing techniques in the production of their designs. Upon completion of the course, students will have gained experience in design and will have applied this to several small projects made from a variety of timber, metal and plastic materials.

YEAR 7 AND 8 FOOD TECHNOLOGY

The proficiency strands of understanding, fluency, problem-solving and reasoning are an integral part of the mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability.

YEAR 9

YEAR 9 FOOD TECHNOLOGY

Teenagers love to eat! So, let's teach you how to cook great tasting food that's quick to prepare and even (just secretly) better for you than bought food and fast food. Students will learn about what influences choices in what they eat, how to get value for their money in buying food and some great recipes along the way. Students will make many tasty recipes, and explore the richness, pleasure and variety food adds to life.

YEAR 9 SYSTEMS ENGINEERING

In Year 9, students have the option to continue to develop knowledge and practical applications of digital technology skills, through the creation of computer games. With exposure to a range of software, students will be enabled to develop an understanding in the areas of emerging technologies, programming, design, teamwork, creativity, and critical thinking. The course has a strong focus on computational reasoning and problem-solving and will allow students to create digital games, with a potential to enter these into National competitions.

YEAR 9 MATERIALS TECHNOLOGY

This course introduces students to a variety of materials commonly used in an outdoor setting and is primarily a hands-on course. They will have the opportunity to produce a range of challenging and innovative projects. The course introduces students to the manipulation of these materials using a wide range of tools and processes for wood and metal. Through the overarching emphasis on working safely in a workshop setting, students will also apply the technology process to investigate suitable materials for the projects, design parts of the plans, and then produce and evaluate their designed solutions.

TECHNOLOGY

YEAR 9

YEAR 9 BUILDING AND CONSTRUCTION

This course introduces students to a variety of potential DIY situations around the home. Students will utilise a set of basic hand tools to solve common problems and create small projects which endeavour to make their house more functional and appealing. An understanding of the building laws and OH&S implications and considerations, which limit home development, will be addressed as well as the knowledge and understanding of tool skills over a range of materials to create suitable solutions.

YEAR 9 TEXTILES

Students will explore how technology influences the textiles world, learn how to design, create, and evaluate textile items and enjoy hands-on experience. They will investigate fibres, fabrics, patterns, and construction techniques. Students will carry out design projects that allow students to broaden their knowledge of textiles, investigating the principles of design and apply these to the production of design projects using textile-related technologies.

YEAR 9 CHILDREN, FAMILY AND COMMUNITY

This course provides opportunities to develop in each student an understanding of the development, health and wellbeing of infants and children. Through emphasis on practical activities, students will explore the stages of child development from conception to school age that are of value for future working with children and parenting roles. It is a very rewarding and engaging course that has a broad appeal to students who have a future interest in working with children.

YEAR 10

YEAR 10 COMMUNITY AND FAMILY

This course provides opportunities to develop in each student an understanding of the development, health and wellbeing of infants and children. Through emphasis on practical activities, students will explore the stages of child development from conception to school age that are of value for future working with children and parenting roles. It is a very rewarding and engaging course that has a broad appeal to students who have a future interest in working with children.

Focus areas covered in the course are:

- stages of child development from pregnancy, childbirth and key milestones
- the role the family plays in the development of young children
- the role of play in a child's development
- early childhood education
- ways to care and work with children

This course leads directly to Year 11 General Children, Family and Community.

YEAR 10 ENGINEERING STUDIES

The Engineering course in Year 10 allows students to build on their understanding and skills in the areas of emerging technologies, computational thinking, digital systems and critical and creative thinking. Students can expect to create both physical and digital projects, incorporating the use of robotics, embedded systems, electronics, programming and game development software. Students create solutions individually, collaboratively and interactively for sharing in online environments.

Focus areas covered in the course are:

- the technology process – creating digital solutions that include investigating, designing, producing and evaluating their works
- skill development in the areas of programming, computational thinking, game design, robotics and embedded systems
- explore informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future

This course leads directly to Year 11 Engineering Studies.

TECHNOLOGY

YEAR 10

YEAR 10 FOOD TECHNOLOGY

This course encourages a fun, interactive and practical approach to the study of food and healthy eating. Students will design and create a wide range of foods, while developing an understanding of foods and healthy eating patterns. Students will gain the skills to safely create and produce a range of dishes and a variety of cuisines. There will be a focus on developing cooking techniques, understanding the properties of food, recognising the effects of processing and planning meals to ensure healthy eating habits. Students will explore Food Science and the changes that occur to food during cooking, processing, packaging and preserving. They will become knowledgeable in food selection, health, trends and international cuisine. Students will be able to develop their cooking skills while understanding the technology process of designing, planning and preparing food for a range of occasions.

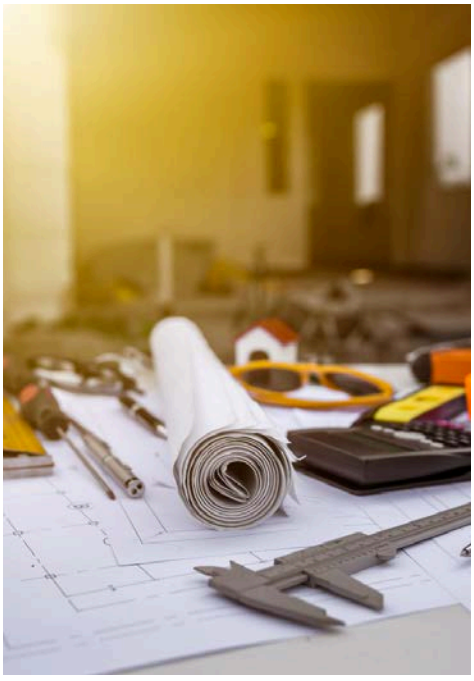
YEAR 10 MATERIALS TECHNOLOGY

This course continues to develop students skills and understanding of working with a variety of materials and machining processes commonly used inside the home and is primarily a hands-on course. Students will have the opportunity to follow set plans to produce a range of challenging and innovative projects. The course introduces students to the manipulation of natural and man-made woods, using an expanding range of hand and power tools as well as industry standard CNC router and LASER engraver. Through the overarching emphasis on working safely in a workshop setting, students will also apply the technology process to investigate suitable materials for the projects, design parts of plans, and then produce and evaluate their designed solutions.

Focus areas covered in the course are:

- the technology process – creating digital solutions that include investigating, designing, producing and evaluating their work
- practical skills and understanding of hand, power and fixed machines to produce models to a high standard of quality

This course leads directly to Year 11 General Materials – Woodwork, or General Building and Construction.



Elective Course Information

THE ARTS

DRAMA

Drama focuses on group work, improvisation, role-plays, voice, movement, role, audience and characterisation. Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

The Year 9 elective Drama course takes students back through the history of drama, exploring the evolution of theatre art. The course starts where it all began in Ancient Greek Theatre, where students work together to become a unified Greek Chorus in a performance. The course then moves onto Shakespearean Theatre, analysing how different directors can interpret the same script by the great bard. A left turn is then taken as the course moves through postmodernism, where anything goes with the goal of creating effective presentational minimalism. This is an enjoyable course where students are given the opportunity to develop individual acting skills, with the aim to improve their vocal and physical performance while building team skills through collaborative performance activities.

MEDIA

Media focuses on developing specific production skills, which include photography, film production, audio, and design. Students develop, create and present media works using video, DSLR cameras, audio equipment, and software including Final Cut Pro, iMovie, Garageband, Adobe Photoshop and basic animation software. Students develop media language by responding, reflecting and evaluating their own work and that of others using the appropriate media terminology.

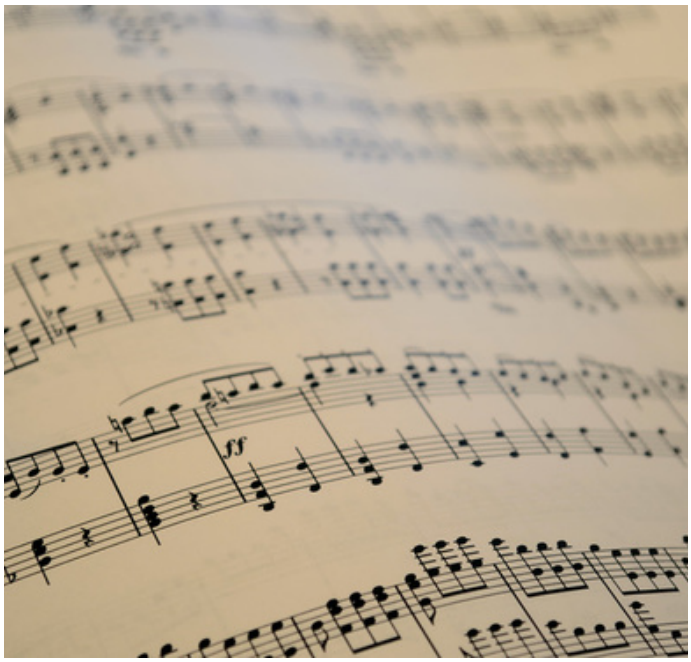
The Year 9 course introduces students to contemporary concepts and skills associated with the study and practice of the media. The focus of the course is to develop an understanding of how narrative is constructed in various forms. A wide range of tasks expose students to the use of digital DLSR cameras and professional editing programmes like Final Cut Pro, Adobe Lightroom, Photoshop and After Effects. The course also enables students the enjoyable experience of planning and producing their own short films and other texts. Media is a versatile learning area and suits a variety of course choices and career paths.

THE ARTS

MUSIC

The Middle School Music program begins with short, interactive taster courses in Years 7 and 8 before branching out into a more thorough learning experience in the Year 9 elective. In Year 7, students begin with the basic elements of music, including note names, duration and musical terms through the context of the orchestra before following into practical keyboard skills. The Year 8 course builds on these elements by taking a more contemporary approach, looking at the history of the Blues and focusing on guitar and rock band instrument techniques. The Year 9 elective course works through various contemporary genres. As part of this course, students complete a Grade 1 Theory textbook as well as composition, listening and performing assessments. Tasks range from a folk music composition to remixing projects.

The Year 9 elective Music course winds its way through various contemporary music genres, exploring the popular music we hear around us in everyday life. Students are given the opportunity to build on their GarageBand sequencing skills as well as practical instrumental skills they previously experienced in Years 7 and 8 on the keyboard, ukulele, guitar, bass, and drums. Complementing this practical skill development, students progress through a Grade 1 Theory textbook, or other appropriate level depending on prior experience. Opportunities for both individual and collaborative group work, and to incorporate other instruments learnt outside of the classroom, are provided in tasks that range from folk and rap compositions to remixing projects.



PHOTOGRAPHY

ThisYear 9 elective course introduces students to a wide range of concepts and skills associated with the study and practice of digital photography. The focus of the course is to develop practical skills using the manual settings of a digital DSLR camera, such as shutter speed, ISO, and aperture. Students study a variety of topics including studio lighting, portraiture, landscapes, event photography, and digital manipulation using effects in Adobe Photoshop and Lightroom. They will learn techniques in improving their photographs by applying art elements, design principles and composition. This course is also aimed at students wishing to study Media, Photography or Design in Senior School.

VISUAL ARTS

The elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through the years. The focus is on developing drawing skills using a range of media, artwork in the form of painting, collage, printmaking, textiles, ceramics or sculpture and may be figurative, imaginative, decorative, abstract or expressive in style. Students develop visual literacy by responding, reflecting and evaluating their own artwork and that of others using appropriate art terminology and recommended frameworks. The aim is to make students aware of art in their own community and in other communities. Artwork is displayed in the classroom, within the School environment and exhibited in the annual Arts Spectacular exhibition.

The Year 9 Visual Arts course is split into two separate semester projects. The first project focuses on drawing, painting and colour theory and the second project explores drawing and printmaking. Drawing is foundational across all disciplines, as is design development, exploring approaches to idea generation, problem-solving and experimenting with media and skills. Influences from other artists, art styles and cultures are explored and applied. Students complete three written tasks which assess visual analysis, investigation and evaluation or response.

Elective Course Information

SCIENCE

YEAR 9 SUSTAINABLE LIVING

There are many cycles in nature including; water, carbon, nitrogen, life and reproductive.
Human activities and natural influences have the potential to disrupt these cycles which can lead to short and long term environmental issues.
This course will explore some of these issues and how we can plan for a more sustainable future focusing on a number of sustainable practices on site at GMAS including; aquaponics, bee keeping, solar power, organic gardening and Cows Create Careers. Initiatives in the local community will also be explored.
Aspects such as environmental management and other careers in sustainability will also be covered as well as; entrepreneurship, cottage industries and lifestyle practices that all fit in with the ideal of "thinking globally, acting locally" (for a sustainable future).
The course will involve both theory, field work and excursions/incursions and may also lead to short or longer courses in Years 11 and 12, or post-secondary schooling, on; bee keeping, Environmental Management and other related content.

YEAR 10 PSYCHOLOGY

Students who are interested in studying psychology in Years 11 and 12 can now select Introduction to ATAR Psychology as an elective in Year 10 to begin building an understanding of how psychology helps to explain how we think, feel and behave. The Year 10 course will focus on human behaviour and relationships. Teachers can select from a range of contexts that tap into students' interests and build on some of the informal understandings they may have already developed. Students will learn about the language of psychology and how human behaviour can be explored in relation to individuals, groups and society. They will be introduced to psychological research and access research through journal articles, audio visual material and the internet. The course will assist students to generate ideas and gain knowledge that will help them to become more confident, competent and independent in their everyday lives.

HEALTH AND PHYSICAL EDUCATION

YEAR 9 SPORT SCIENCE

Advanced Physical Education provides opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic and lifetime activities. The emphasis is on active participation, sportsmanship, teamwork, developing organisation skills and supporting reading and writing across the curriculum.
A course levy of $85 applies to this course.

YEAR 9 OUTDOOR EDUCATION

Our Outdoor Education course is designed to foster personal growth, challenge, and well-being by immersing students in a variety of engaging activities. It includes a 2-day, 1-night camp where students participate in surfing, coast steering, hiking, snorkelling, and horse riding, promoting resilience and self-confidence. Additionally, the course offers a day excursion to explore the natural environment and a Wadandi cultural experience, providing insight into the rich traditions and wisdom of the local Indigenous community. Through these experiences, students will develop a deeper appreciation for nature and the benefits of outdoor activity, while enhancing their personal development and well-being.
A course levy of $400 applies to this course.

HEALTH AND PHYSICAL EDUCATION

YEAR 10 OUTDOOR EDUCATION

Through interaction with the natural world, the Outdoor Education elective course aims to develop students' understanding of their relationships with the environment, others, and themselves. Students participate in a range of outdoor activities and learn the knowledge and skills needed to participate safely. They are taught how to assess risk, identify and apply appropriate management strategies, and respond to emergencies. The course lays the groundwork for students to lead healthy, safe, and active lives, focusing on challenge and adventure activities, with a particular emphasis on free diving and ocean safety training, personal development, self-confidence, and increased situational awareness. Students will experience a 2-day, 1-night camp featuring rock climbing/abseiling and freediving, along with a day excursion, a dedicated freediving course, resilience training, and sailing lessons.

A course levy of $400 applies to this course.

YEAR 10 SPORT SCIENCE

Advanced Physical Education is a course designed to meet the needs of students who exhibit an obvious interest in health and fitness, physical activity and sport. The focus of the course is an equal share of practical sporting activities and a theoretical component. Advanced Physical Education in Year 10 offers an introductory course to those students interested in selecting a Health & Physical Education course of study in Years 11 and 12. The course aims to provide students with interesting and meaningful learning experiences and a diverse range of physical activities to motivate students in their sporting pursuits. Four practical sport units (lasting one term each) are to be completed during the year and could be selected from a list such as: volleyball, squash, tennis, badminton, surf lifesaving, self-defence, circuit training, golf, archery and baseball.

A course levy of $210 applies to this course.

YEAR 10

Curriculum

As students enter into Senior School, the curriculum is thoughtfully designed to support the development of the whole person, a person with positive self-image who seeks the best from their ability and respects the rights of others.
Year 10 is a formation year where we prepare students for the challenges of senior schooling. It is a time when students are counselled into making informed decisions regarding their course selection.
All Year 10 courses at GMAS are based on the Western Australian Curriculum, accessible on the School Curriculum and Standards Authority (SCSA) website.
Students need to be aware that elective selections made in Year 10 and the level of study (streams and grades) completed in core course learning areas (English, Mathematics, Science, and Humanities) will impact on courses available to study in Years 11 and 12.
It is important that when students are in Year 10, they are aware of the desired pre-requisites for entering WACE courses. These pre-requisites can be viewed in the Year 11 and 12 section of this handbook.

STREAMING & LEARNING SUPPORT

Timetabling in Year 10 consists of two major components. The first component comprises of the compulsory (core) courses of English (4 periods), Mathematics (4 periods), Science (4 periods) and Humanities and Social Sciences
(4 periods). In addition, students are required to study the following non-core compulsory courses: Physical Education (2 periods), Christian Religious Studies (1 period), Health Education (1 period) and Work Studies (1 period). The second component comprises of two elective (non-core) courses per year, each having 2 allocated periods each week. These courses are outlined in the pages to follow. Minimum enrolments in a course are required for it to run.

Year 10 Course Offering

COMPULSORY (CORE) COURSES

ENGLISH

CONTACT: MRS SOPHIE NORRIS

The Year 10 English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Competency in Year 10 English is essential for many courses in Year 11.

SCIENCE

CONTACT: MISS LEAH STONE

Year 10 Science builds upon understandings taught in Year 9. Students are streamed based on their performance in the previous year. Students further develop their knowledge of chemistry, physics, genetics, biology and evolution. They develop questions, hypotheses and appropriate methods of investigation including field work and experimentation. Studies in this learning area can lead to a range of Science and Physical Education studies in Year 11.

MATHEMATICS

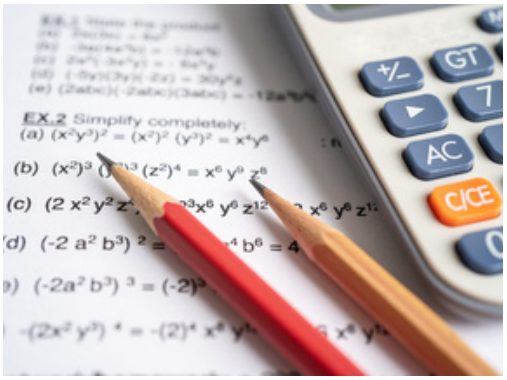
CONTACT: DR AMANDA DRAPER

The Year 10 Mathematics course builds on the concepts, skills and performance developed in Year 9. The Year 10A and Year 10 Mathematics syllabus' follow the Western Australian Curriculum. Assessments will include examinations, topic tests and problem solving investigations. Learning programs are differentiated to cater for student needs. Mathematics 10A are designed to lead to more advanced mathematics pathways in Year 11, including Mathematics Methods and Mathematics Specialist. This course also introduces the use of the Casio Classpad technology.

HUMANITIES & SOCIAL SCIENCES

CONTACT: MRS FIONA FORREST

Humanities & Social Sciences (HASS) investigates people as social beings as they have existed and interacted with each other and the environment in time and place. It encompasses history, geography, economics, civics and citizenship. Studies in this learning area can lead to Geography, Modern History, Economics, Politics and Law pathways in Year 11.



COMPULSORY (NON- CORE) COURSES

JAPANESE

CONTACT: MRS SOPHIE NORRIS

(Compulsory course for Year 7 and 8, elective course for Year 9 and Year 10).
Students will focus primarily on learning to read and write the first of three script-based alphabets (with mnemonic aids and actions to help them), basic introductions of themselves and their friends and how to count. Students look at events of cultural and historical significance related to the time of year they are studying Japanese. Students who study Japanese will benefit from learning new problem-solving skills, different study techniques and a better understanding of grammar.

HEALTH EDUCATION

CONTACT: MRS ROBYN VOGEL

In Year 10, students consider the reliability of online health information, respectful relationships and issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students also take part in the Keys For Life road safety program which enables students to obtain their learner driver permits.

PHYSICAL EDUCATION

CONTACT: MRS ROBYN VOGEL

Through utilisation of community resources, the Year 10 Physical Education course looks at exercise in the community and recreational activities rather than the standard competitive sports. Some of the activities the Year 10 students may be participating in is golf, boxing, aerobics, circuit workouts and bocce. Students are able to assume direct control of physical activites in coaching, coordinating and officiating roles. They explore motion, forces, leadership and teamwork.

FUTURE READY

CONTACT: MR PHILLIP DEROOST

The Work Studies course assists students in planning and shaping their future. Students are provided with the essential knowledge, understanding and skills needed for participating in a rapidly changing world of work. The Year 10 course follows six modules including self assessment, career options and goals, personal career strategy, financial literacy, work experience preparation (including a week long placement) and a digital marketing project/industry presentation.

Elective Courses

ELECTIVE COURSES - THE ARTS

CONTACT: MR PHIL WATTS

ADVANCED PHOTOGRAPHY

Advanced Photography is a practical course for students who have studied the Introduction to Photography course in Year 9. Students will continue to develop knowledge of manual photography and will learn a vast range of photographic techniques. The course focuses on individualised topics, giving students the opportunity to explore how to manipulate shutter speed, aperture and ISO in creative situations. Students are tasked with becoming proficient in software programs as used in the creative industry, including Adobe Suite applications such as Photoshop and Lightroom.
*Pre-requisite: Year 9 Photography

VISUAL ARTS

The Visual Arts course encompasses both the practice and theory of the broad areas of art, craft and design. Students will be given opportunities to express their imagination by developing skills and personal imagery, through the engagement of making and presenting artworks. The course places value on uniqueness and individuality. It will assist students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. Innovation will be encouraged through a process of inquiry, exploration and experimentation; transforming and shaping ideas to develop resolved artworks. Students will engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. Students will gain knowledge, understanding and appreciation of art and culture, in both Australian and International contexts. Analysis and evaluation of their own works and the works of others will contribute to an appreciation of the role of art in the community and in daily life.

DRAMA

Students will explore the elements of drama in this exciting, energetic, hands-on, performance-based course. They will develop their acting skills and techniques and work through the dramatic process of plan, practise, polish and perform, in individual and group activities. They will also be required to participate in at least two drama concerts throughout the year. Costuming, lighting, sound and make-up techniques are an integral part of the process. Finally, students will utilise a drama journal, where they apply critical reflection on their own and others' dramatic processes. This course offers solid preparation for further Drama studies in Year 11 and 12. Students will explore theoretical apsects and the history of theatre. This course would suit students who can work together on projects and who are appreciative of all styles within this performing art.

MUSIC

Year 10 Music is an engaging course designed to immerse students in a variety of music experiences, enhancing their appreciation of this performing art, exploring how we utilise and consume it in our everyday lives. Students are given the opportunity to study across a broad range of music contexts with major tasks incorporating film music, scoring and song writing techniques. Instruction is given in sequencing and MIDI software, utilising audio recording and virtual instruments for composition. Students are also given the 'hands on' opportunity of experiencing performing in a live collaborative music ensemble. Developing instrumental skills gained on the keyboard and guitar in Middle School, students are encouraged to explore the music elements and techniques employed by their favourite artists and to then put these into practice in their own works.

ELECTIVE COURSES - TECHNOLOGY

CONTACT: MR CLINTON MACLOU

ENGINEERING

The Engineering course in Year 10 allows students to build on their understanding and skills in the areas of emerging technologies, computational thinking, digital systems and critical and creative thinking. Students can expect to create both physical and digital projects, incorporating the use of robotics, embedded systems, electronics, programming and game development software. Students create solutions individually, collaboratively and interactively for sharing in online environments.

Focus areas covered in the course are:

- the technology process – creating digital solutions that include investigating, designing, producing and evaluating their works
- skill development in the areas of programming, computational thinking, game design, robotics and embedded systems
- explore informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future

This course leads directly to Year 11 Engineering Studies.

FOOD TECHNOLOGY

This course encourages a fun, interactive and practical approach to the study of food and healthy eating. Students will design and create a wide range of foods, while developing an understanding of foods and healthy eating patterns. Students will gain the skills to safely create and produce a range of dishes and a variety of cuisines. There will be a focus on developing cooking techniques, understanding the properties of food, recognising the effects of processing and planning meals to ensure healthy eating habits. Students will explore Food Science and the changes that occur to food during cooking, processing, packaging and preserving. They will become knowledgeable in food selection, health, trends and international cuisine. Students will be able to develop their cooking skills while understanding the technology process of designing, planning and preparing food for a range of occasions.

MATERIALS TECHNOLOGY

This course continues to develop students skills and understanding of working with a variety of materials and machining processes commonly used inside the home and is primarily a hands-on course. Students will have the opportunity to follow set plans to produce a range of challenging and innovative projects. The course introduces students to the manipulation of natural and man-made woods, using an expanding range of hand and power tools as well as industry standard CNC router and LASER engraver. Through the overarching emphasis on working safely in a workshop setting, students will also apply the technology process to investigate suitable materials for the projects, design parts of plans, and then produce and evaluate their designed solutions.

Focus areas covered in the course are:

the technology process – creating digital solutions that include investigating, designing, producing and evaluating their work

practical skills and understanding of hand, power and fixed machines to produce models to a high standard of quality

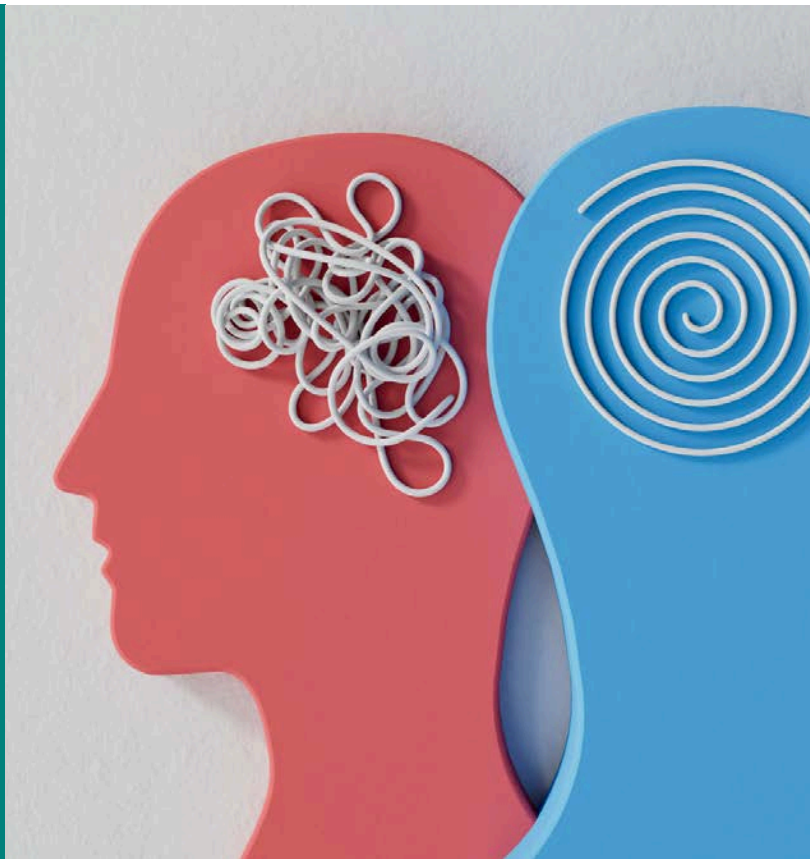
This course leads directly to Year 11 General Materials – Woodwork, or General Building and Construction.

ELECTIVE COURSES - SCIENCE

CONTACT: MISS LEAH STONE

PSYCHOLOGY

Students who are interested in studying psychology in Years 11 and 12 can now select Introduction to ATAR Psychology as an elective in Year 10 to begin building an understanding of how psychology helps to explain how we think, feel and behave. The Year 10 course will focus on human behaviour and relationships. Teachers can select from a range of contexts that tap into students' interests and build on some of the informal understandings they may have already developed. Students will learn about the language of psychology and how human behaviour can be explored in relation to individuals, groups and society. They will be introduced to psychological research and access research through journal articles, audio visual material and the internet. The course will assist students to generate ideas and gain knowledge that will help them to become more confident, competent and independent in their everyday lives.



ELECTIVE COURSES - ENGLISH AND LANGUAGE

CONTACT: MRS SOPHIE NORRIS

JAPANESE

Whether you love the 'Kawaii culture', anime or the ancient Samurai, this course should have something to interest you. Year 10 Japanese students will have the opportunity to build on their existing understanding of Japanese language and culture. They will build fluency in reading and writing Hiragana, learn Katakana and Kanji (two other Japanese alphabets), study various language topics and explore Japanese culture: origami, art, cooking and calligraphy. The course will also include a range of different study techniques that can be especially helpful when learning a foreign language. It will be useful for those hoping to travel to Japan in the future, either on a GMAS tour or with family. Australian universities, including UWA, have introduced a 10% bonus (on your scaled language mark, used to calculate your ATAR) for studying languages to a Year 12 level.

ELECTIVE COURSES - HEALTH AND PHYS ED

CONTACT: MRS ROBYN VOGEL

OURDOOR EDUCATION

Through interaction with the natural world, the Outdoor Education elective course aims to develop students' understanding of their relationships with the environment, others, and themselves. Students participate in a range of outdoor activities and learn the knowledge and skills needed to participate safely. They are taught how to assess risk, identify and apply appropriate management strategies, and respond to emergencies. The course lays the groundwork for students to lead healthy, safe, and active lives, focusing on challenge and adventure activities, with a particular emphasis on free diving and ocean safety training, personal development, self-confidence, and increased situational awareness. Students will experience a 2-day, 1-night camp featuring rock climbing/abseiling and freediving, along with a day excursion, a dedicated freediving course, resilience training, and sailing lessons.

A levy of $600 applies to this course.

SPORTS SCIENCE

Advanced Physical Education is a course designed to meet the needs of students who exhibit an obvious interest in health and fitness, physical activity and sport. The focus of the course is an equal share of practical sporting activities and a theoretical component. Advanced Physical Education in Year 10 offers an introductory course to those students interested in selecting a Health & Physical Education course of study in Years 11 and 12. The course aims to provide students with interesting and meaningful learning experiences and a diverse range of physical activities to motivate students in their sporting pursuits. Four practical sport units (lasting one term each) are to be completed during the year and could be selected from a list such as: volleyball, squash, tennis, badminton, surf lifesaving, self-defence, circuit training, golf, archery and baseball.

A levy of $210 applies to this course.

YEAR 11 & 12

Curriculum

The Year 11 and 12 curriculum offers students a wide range of courses that match their interests and skills while preparing them for further study, traineeships or the workforce. The majority of courses have minimum prerequistites that must be met in order to enrol in that course. This information is provided on the following pages. When selecting Senior School pathways, students are encouraged to talk through their options and goals with their teachers, Heads of Department, family and friends. A variety of resources are listed at the back of this handbook which students may find helpful in their decision making. GMAS offers parents and students the opportunity to attend information sessions and one-on-one course selection counselling to assist students in achieving their goals. As students mature and learn more about their career options, their chosen career path may well change. Course choices should be broad enough to allow for flexibility for their future education and training. It is our goal to support students through their final years of schooling, ensuring they continue to enjoy their learning journey while providing them with the experience and qualifications needed to pursue their ambitions after they leave school.

Essential Information

What is WASSA?

All students who complete Year 12 receive a Western Australian Statement of Student Achievement (WASSA), regardless of their chosen pathway. The WASSA formally records a student's achievement in every course, qualification and program undertaken in Years 11 and 12. WASSA is different to WACE.

What is WACE?

The Western Australian Certificate of Education (WACE) is a certificate awarded to Secondary School students who achieve the requirements outlined below. WACE is recognised by universities, industry, TAFE and other training providers and is a requirement for school leaver entry into university.

Meeting the Requirements

The WACE requirements page on the Authority website (https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements) has full details of what students need to do to achieve a WACE in 2023. The page also includes information about study options, sample programs and frequently asked questions (FAQs).

The WACE Checker can help students track their eligibility. (https://wacechecker.scsa.wa.edu.au). Students should contact their school if they have concerns about their enrolment.

Want to know more?

WACE Manual

http://senior-secondary.scsa.wa.edu.au/further-resources/wace-manual

Year 12 Information Handbook

http://senior-secondary.scsa.wa.edu.au/further-resources/year-12-information

WACE Requirements

1. General Requirements

You must:

- Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy complete a minimum of 20 units, or equivalents complete at least four Year 12 ATAR courses

OR

- At least five Year 12 General courses and/or ATAR courses or equivalent

OR

- A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses

2. Literacy and Numeracy Standard

For the WACE literacy and numeracy standard you may:

- Pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN)

OR

- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12

Breadth and Depth

3.

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

This requirement must include at least:

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

Achievement Standard

4.

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

Unit Equivalent

5.

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

Academic Pathways

What is ATAR?

The Australian Tertiary Admissions Rank (ATAR) is a number between 0.00 and 99.95 that reports the rank position of a student relative to other students. If you have an ATAR of 70.00, for example, it indicates that you've achieved as well as or better than 70% of the Year 12 school leaver age population in the state. The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states.

ATAR Courses

ATAR courses are for students who are aiming to go straight to university. These courses are set by the School Curriculum and Standards Authority (SCSA) and are examined externally. Student results in ATAR courses are used to calculate a student's ATAR.

Study Requirements

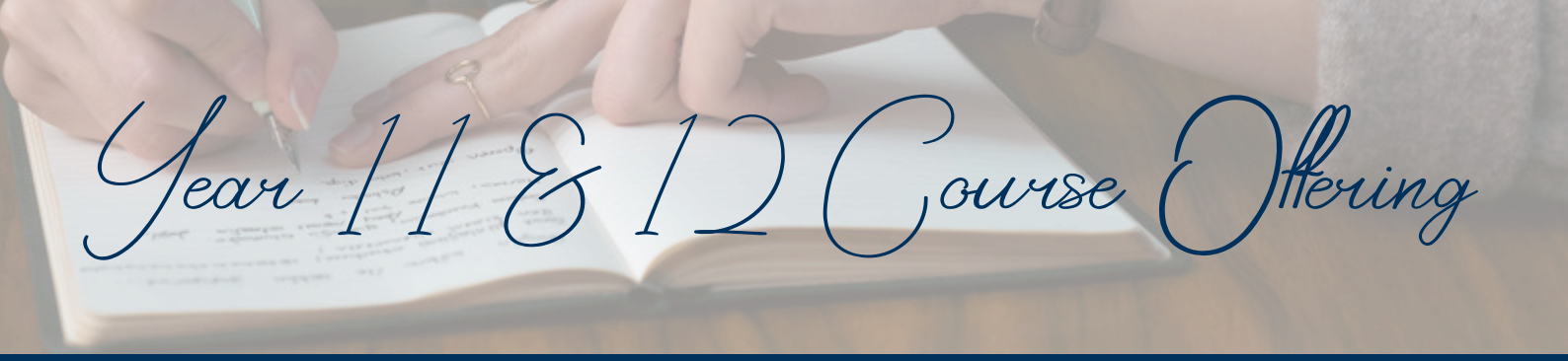
- At least one course must be selected from both List A and List B, with a total of six courses including English
- A minimum of four Year 12 ATAR courses must be selected
- ATAR courses require a minimum of a 'C" grade in year 10 English as a base prerequisite

Selecting an ATAR Course Pathway

- Choose six courses from those listed in this handbook
- Alternatively, choose five courses plus a study period if undertaking a Certificate III or higher or an off-campus qualification
- Ensure that you meet prerequisites of selected course (listed under each course descriptior)

University Admission

In addition to achieving the WACE, school leaver admission is based upon the student's ATAR, competence in English, and (in some cases), completion of prerequisite courses. The Tertiary Institutions Service Centre (TISC) is the ulimate authority on admission requirements for school leavers and their website (www.tisc.edu.au) provides detailed information. Alternative entry pathways are avaliable through our VET offerings.



Year 11 & 12 Course Offering

ATAR COURSES LIST A

COURSE NAME	PREREQUISITES
English	60% in Year 10 English
Literature	65% in Year 10 English
Modern History	60% in Year 10 English and 65% in Year 10 HASS
Economics	60% in Year 10 English and 65% in Year 10 HASS
Music	60% in Year 10 English and Music Practical – Grade 4 (AMEB) and Theory Grade 3 (AMEB) or equivalent, plus weekly lessons with a qualified teacher
Drama	60% in Year 10 English
Visual Art	60% in Year 10 English

ATAR COURSES LIST B

COURSE NAME	PREREQUISITES
Mathematics Specialist	70% or higher in Mathematics Extension OR 85% or higher in Mathematics Mainstream
Mathematics Methods	60% or higher in Mathematics Extension OR 75% or higher in Mathematics Mainstream
Mathematics Applications	50% or higher in Year 10 Mathematics Extension OR 60% or higher in Year 10 Mathematics Mainstream
Chemistry	65% in Extension Science OR 75% in Mainstream Science AND 60% in Extension Mathematics OR 70% in Mainstream Mathematics
Physics	65% in Extension Science OR 75% in Mainstream Science AND 65% in Extension Mathematics OR 75% in Mainstream Mathematics

ATAR COURSES LIST B

COURSE NAME	PREREQUISITES
Human Biology	65% in Extension Science OR 75% in Mainstream Science
Biology	65% in Extension Science OR 75% in Mainstream Science
Physical Education Studies	65% or above in Science. Desirable that Year 10 Sport Science is completed
Accounting and Finance	65% in Year 10 English and 60% in Year 10 Mathematics
Engineering	65% in Year 10 Maths and 65% in Year 10 Science

GENERAL COURSES LIST A

COURSE NAME
English
Children, Family and Community
Music
Visual Art
Drama
Ancient History

GENERAL COURSES LIST B

COURSE NAME
Mathematics Essential
Outdoor Education
Physical Education
Materials Design Technology
Food Science Technology
Human Biology
Engineering
Psychology

SHORT COURSES ON CAMPUS

COURSE NAME	DURATION	COST
Barista Training	10 Hours	$90
Construction Industry White Card	Online	Approx $40
HLTAID003 Provide First Aid	1 Day	Approx $145

SCHOOL BASED APPRENTICESHIP AND TRAINEESHIPS

COURSE NAME
Certificate III Business
Certificate II/III Financial Services
Certificate II Information, Digital Media and Technology
Certificate I/II/III Retail Services
Certificate II/III Tourism
Certificate II/III Hospitality

CERTIFICATE COURSES ON CAMPUS

COURSE NAME	DURATION	WORK PLACEMENT
Certificate II Workplace Skills	1 Year	
Certificate III Events/Tourism	2 Years	55 Hours
Certificate III Education Support	2 Years	100 Hours
Certificate III Sport and Recreation	1-2 Years	

CERTIFICATE COURSES OFF CAMPUS-SOUTH REGIONAL TAFE BUSSELTON

COURSE NAME	DURATION	WORK PLACEMENT
Certificate IV Preparation for Health and Nursing Studies	Terms 1-4, Thursday/ Friday	
Certificate II Applied Digital Technologies	Terms 1-3, Thursday/ Friday	
Certificate II Horticulture	Terms 1-3, Thursday/ Friday	
Certificate III Education Support	Terms 1-3, TBC	100 Hours
Certificate III Business	Terms 1-3, Thursday/ Friday	
Certificate III Accounts Administration	Terms 1-3, Thursday/ Friday	

CERTIFICATE COURSES OFF CAMPUS-
SOUTH WEST REGIONAL TAFE BUNBURY

COURSE NAME	DURATION	WORK PLACEMENT
Certificate II Conservation and Land Management	Terms 1-3, Thursday/ Friday	
Certificate II Sport and Recreation	Terms 1-3, Thursday/ Friday	
Certificate II Retail Cosmetics	Terms 1-3, Thursday/ Friday	
Certificate II Workplace Skills	Terms 1-2, Thursday/ Friday	
Certificate II Salon Assistant	Terms 1-2, Thursday/ Friday	
Certificate II Tourism	Terms 1-2, Thursday/ Friday	
Certificate III Accounts Administration	Terms 1-3, Thursday/ Friday	
Certificate II Applied Digital Technologies	Terms 1-3, Thursday/ Friday	
Certificate II Hospitality	Terms 1-2, Thursday/ Friday	
Certificate II Retail Services	Terms 1-3, Thursday/ Friday	63 Hours

CERTIFICATE COURSES OFF CAMPUS- SOUTH WEST REGIONAL TAFE BUNBURY

COURSE NAME	DURATION	WORK PLACEMENT
Certificate II Horticulture	Terms 1-3, Thursday/ Friday	
Pre-Apprenticeship Servicing Technology (Light Vehicle Servicing)	Terms 1-4, Thursday/ Friday	183 Hours
Pre-Apprenticeship Servicing Technology (Heavy Vehicle Servicing)	Terms 1-4, Thursday/ Friday	183 Hours
Pre-Apprenticeship Commercial Cookery (Kitchen Operations)	Terms 1-3, Thursday/ Friday	
Pre-Apprenticeship Building & Construction (Carpentry & Joinery)	Terms 1-3, Thursday/ Friday	220 Hours
Pre-Apprenticeship Building & Construction (Bricklaying & Blocklaying)	Terms 1-3, Thursday/ Friday	220 Hours
Pre-Apprenticeship Building & Construction (Painting & Decorating)	Terms 1-3, Thursday/ Friday	125 Hours
Pre-Apprenticeship Electrotechnology (Career Start)	Terms 1-3, Thursday/ Friday	157 Hours

CERTIFICATE COURSES OFF CAMPUS- SOUTH WEST REGIONAL TAFE MARGARET RIVER

COURSE NAME	DURATION	WORK PLACEMENT
Certificate IV Preparation for Health and Nursing Studies	Terms 1-4, Monday	
Certificate II Kitchen Operations (Pre-apprenticeship)	Terms 1-3, Monday	163 Hours
Certificate II Community Services	Terms 1-3, Monday	100 Hours
Certificate II Hospitality	Terms 1-3, Thursday	
Certificate II Music Industry	Terms 1-3, Monday	

BUNBURY REGIONAL TRADE TRAINING CENTRE

Bunbury Catholic College

Eaton Community College

Manea Senior College

COURSE NAME	COST	COURSE DURATION	DAYS	SITE	WORK PLACEMENT
Certificate IV in Preparation for Health and Nursing Studies	Nil	2 days / week over 3 terms	Thursday and Friday	MSC	Not required
Certificate II in Plumbing	Nil	1 day / week over 3 terms	Thursday	BCC	158 hours MPA Skills to assist finding
Certificate II in Building and Construction (Pathway - Trades) (continuing students) CTF SCHOLARSHIP	CTF Funded	1 day / week over 2 years	Friday	ECC	110 hours per year
Certificate II in Building and Construction (Pathway - Trades) (new students) Term 4 2023 commencement	DTWD Funded	1 day / week over 3 terms	Monday (to commence term 4 2023)	ECC	Not required
Certificate II in Building and Construction (Pathway - Trades) (new students) CTF SCHOLARSHIP	CTF Funded	1 day / week over 3 terms	Thursday	ECC	220 hours TBC

Certificate II in Automotive Servicing	$3,250.00	1 day per week over 3 terms	Tuesday	ECC	Not compulsory but recommended
Certificate II in Automotive Vocational Preparation	$2,950.00	1 day / week over 3 terms	Friday	ECC	Not compulsory but recommended
Certificate III in Aviation (Remote Pilot)	$2,300.00	1 day / week over 3 terms	Wednesday	ECC	Not required
Certificate II in Workplace Skills	$1,115.00	1 day / week over 3 terms	Wednesday	BCC	Not required
Certificate III in Business	$1,250.00	1 day / week over 3 terms	Monday	MSC	Not compulsory but recommended
Certificate IV in Business	$1,320.00	1 day / week over 3 terms	Tuesday	MSC	Not required
Certificate III in Early Childhood Education and Care	$1,540.00	1 day / week over 3 terms	Tuesday	MSC	160 hours
Certificate III in School Based Education Support	$1,270.00	1 day / week over 3 terms	Tuesday	BCC	100 hours
Certificate III in Community Services	$1,485.00	1 day / week over 3 terms	Thursday	MSC	Not required
Certificate IV in School Based Education Support	$1,590.00	1 day / week over 3 terms	Monday (Commence Term 4 2023)	BCC	100 hours

Certificate IV Community Services	$1,590.00	1 day / week over 3 terms	Friday	MSC	Not required
Certificate II in Medical Service First Response	$1895 plus $190	1 day / week over 3 terms	Thursday	MSC	Not required
Certificate III in Health Services Assistance	$2695 plus $190	1 day / week over 3 terms	Friday	MSC	Not required
Certificate III in Dental Assisting	$5390 plus $190 (Over 2 years)	2 days / week over 7 terms (includes WPL)**	Friday and Thursday	MSC	300 hours
Certificate IV in Dental Assisting (pre- req Cert III Dental Assisting)	$2,790.00	2 days / week over 1 year	Friday and Thursday	MSC	Not required
Certificate II in Engineering Pathways	$2,950.00	1 day / week plus WPL over 3 terms	Friday and Thursday (2 classes)	BCC	Not compulsory but recommended
Certificate II in Retail	$2,250.00	1 day / week over 2 terms	Wednesday	BCC	Not compulsory but recommended
Certificate II in Hospitality	$2,450.00	1 day / week over 3 terms	TBC	TBC	5x 4 hour service periods in hospitality workplace
Certificate II in Electrotechnology (Career Start)	Nil	2 days / week over 3 terms (includes WPL)	Monday and Tuesday **OR** Thursday and Friday	ECC	162 hours

Elective Courses

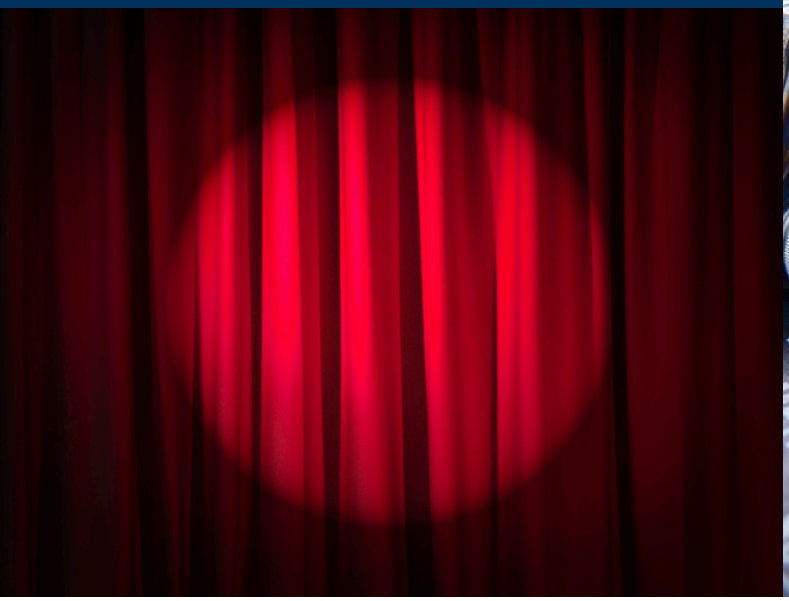
ELECTIVE COURSES - THE ARTS

CONTACT: MR PHIL WATTS

DRAMA - ATAR

SUBJECT CODE: DRA
LIST: A
YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH

ATAR Drama facilitates the achievement of four outcomes: drama ideas, drama skills and processes, drama responses and drama in society. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. New technologies are utilised, including digital sound and multimedia. The focus in this course is on individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.



DRAMA - GENERAL

SUBJECT CODE: DRA
LIST: A

The General Drama courses focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

ELECTIVE COURSES - THE ARTS

CONTACT: MR PHIL WATTS

MUSIC - ATAR

SUBJECT CODE: MUS
LIST: A
YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH AND MUSIC PRACTICAL – GRADE 4 (AMEB) & THEORY GRADE 3 (AMEB) OR EQUIVALENT + WEEKLY LESSONS WITH A QUALIFIED TEACHER

ATAR Drama facilitates the achievement of four outcomes: drama ideas, drama skills and processes, drama responses and drama in society. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. New technologies are utilised, including digital sound and multimedia. The focus in this course is on individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

MUSIC - GENERAL

SUBJECT CODE: MUS
LIST: A

Students listen to, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry. The Music General course syllabus is designed around the same four key outcomes as the Music ATAR course. The course consists of a written component and a practical component. The written component incorporates 'aural and theory', 'composition and arrangement', and 'investigation and analysis'. The practical component is independent of the written component and requires individual tuition from an instrumental teacher.

ELECTIVE COURSES - THE ARTS

CONTACT: MR PHIL WATTS

VISUAL ARTS - ATAR

SUBJECT CODE: VAR
LIST: A
YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH

This course enables students to 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.

VISUAL ARTS - GENERAL

SUBJECT CODE: VAR
LIST: A

The Visual Arts General course aims to enable students to make connections to relevant fields of study and to 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.

ELECTIVE COURSES - ENGLISH & LANGUAGES

CONTACT: MRS SOPHIE NORRIS

ENGLISH - ATAR

SUBJECT CODE: ENG
LIST: A
YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH

In this course, students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. Students learn the conventions of English language to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking.

JAPANESE - GENERAL

SUBJECT CODE: JSL
LIST: A

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills. The Japanese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. It is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

ENGLISH - GENERAL

SUBJECT CODE: ENG
LIST: A

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

LITERATURE - ATAR

SUBJECT CODE: LIT
LIST: A
YEAR 11 PREREQUISITE: 65% IN YEAR 10 ENGLISH

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Students respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

ELECTIVE COURSES - HEALTH & PHYS ED

CONTACT: MRS ROBYN VOGEL

OUTDOOR EDUCATION - GENERAL

SUBJECT CODE: OED
LIST: B

The Outdoor Education course offers students the opportunity to obtain a Recreational Skippers Ticket qualification and participate in sailing lessons at the local Geographe Bay Yacht Club (GBYC). A highlight of the program is a seven-day camp to Exmouth, where students will sail or sea kayak along the coast and camp remotely, with all expenses covered. Later in the year, students will plan and undertake a three-day camp, choosing from activities such as canoeing, hiking, or mountain biking. Additionally, students will have the chance to earn a First Aid Certificate, equipping them with essential life-saving skills.

A levy of $730 applies to this course for compulsory camps, excursions and training courses.

PHYSICAL EDUCATION STUDIES - ATAR

SUBJECT CODE: PES
LIST: B
YEAR 11 PREREQUISITE: 65% OR ABOVE IN SCIENCE. DESIRABLE THAT YEAR 10 SPORT SCIENCE IS COMPLETED

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

PHYSICAL EDUCATION STUDIES - GENERAL

SUBJECT CODE: PES
LIST: B

The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

ELECTIVE COURSES - HUMANITIES AND SOCIAL SCIENCES

CONTACT: MRS FIONA FORREST

ACCOUNTING AND FINANCE - ATAR

SUBJECT CODE: ACF
LIST: B
RECOMMENDED: 65% IN YEAR 10 ENGLISH AND 60% IN YEAR 10 MATHEMATICS

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

ANCIENT HISTORY - GENERAL

SUBJECT CODE: HIA
LIST: A

The Ancient History General course enables students to evaluate life in early civilisations, based on the analysis and interpretation of physical and written remains which provide evidence for ancient sites, events and individuals. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies, for example, social organisation, systems of law and religion. Possible depth studies could include Ancient Rome, First Nation People in Australian and the Celts.

ECONOMICS - ATAR

SUBJECT CODE: ECO
LIST: A
YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH
65% IN YEAR 10 HASS

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing.

MODERN HISTORY - ATAR

SUBJECT CODE: HIM
LIST: A
YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH
65% IN YEAR 10 HASS

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

ELECTIVE COURSES -MATHEMATICS

CONTACT: DR AMANDA DRAPER

MATHEMATICS SPECIALIST - ATAR

SUBJECT CODE: MAS
LIST: B
YEAR 11 PREREQUISITE: 70% OR HIGHER IN MATHEMATICS EXTENSION; OR 85% OR HIGHER IN MATHEMATICS MAINSTREAM

This course 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. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. This is the only ATAR Mathematics course that cannot be taken as a stand-alone course and it must be studied in conjunction with the Mathematics Methods course as preparation for entry to specialised university courses such as Engineering, Physical Sciences and Mathematics. The pairing of Mathematics Methods ATAR and Mathematics Specialist ATAR can help to maximise ATAR in Year 12 for capable mathematics students. Ten percent of the scaled score for both Mathematics Methods and Mathematics Specialist is added to the TEA (used for calculating ATAR) regardless of whether these subjects are in the student's top four.

MATHEMATICS METHODS - ATAR

SUBJECT CODE: MAM
LIST: B
YEAR 11 PREREQUISITE: 60% OR HIGHER IN MATHEMATICS EXTENSION; OR 75% OR HIGHER IN MATHEMATICS MAINSTREAM

This course focuses on the use of calculus and statistical analysis; introducing new and exciting mathematical skills in addition to advancing the use of the Casio Classpad calculator. 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. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of technical disciplines at the tertiary level. It is recommended that capable mathematics students study Mathematics Methods ATAR in conjunction with Mathematics Specialist ATAR as this pairing can be beneficial to their ATAR in Year 12. Ten percent of the scaled score for Mathematics Methods is added to the TEA (used for calculating ATAR) regardless of whether this subject is in the student's top four.

MATHEMATICS ESSENTIAL - GENERAL

SUBJECT CODE: MAE
LIST: B

A course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It uses and builds on concepts from Years 7 to 10 to provide 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. Students will have the opportunity to apply the mathematical thinking process to real-world problems.

ELECTIVE COURSES - MATHEMATICS

CONTACT: DR AMANDA DRAPER

MATHEMATICS APPLICATIONS - ATAR

SUBJECT CODE: MA LIST: B
YEAR 11 PREREQUISITE: 50% OR HIGHER IN YEAR 10 MATHEMATICS EXTENSION; OR 60% OR HIGHER IN YEAR 10 MATHEMATICS MAINSTREAM

This course 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 both builds on, and adds to, concepts from Years 7 to 10, introducing new mathematical skills and the use of the Casio Classpad calculator. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

ELECTIVE COURSES - SCIENCE

CONTACT: MISS LEAH STONE

BIOLOGY - ATAR

SUBJECT CODE: BLY
LIST: B
YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN MAINSTREAM SCIENCE

This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues. In Biology, students develop their understanding of biological systems, the components of these systems and their interactions, how matter flows and energy is transferred and transformed in these systems, and the ways in which these systems are affected by change at different spatial and temporal scales.

CHEMISTRY - ATAR

SUBJECT CODE: CHE LIST: B
YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN MAINSTREAM SCIENCE AND 60% IN EXTENSION MATHEMATICS OR 70% IN MAINSTREAM MATHEMATICS

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including Biology, Geology, Medicine, Molecular Biology and Agriculture and prepares them for further study in the sciences.

ELECTIVE COURSES - SCIENCE

CONTACT: MISS LEAH STONE

HUMAN BIOLOGY - ATAR

SUBJECT CODE: HBY
LIST: B
YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN MAINSTREAM SCIENCE

This course 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. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. This is the only ATAR Mathematics course that cannot be taken as a stand-alone course and it must be studied in conjunction with the Mathematics Methods course as preparation for entry to specialised university courses such as Engineering, Physical Sciences and Mathematics. The pairing of Mathematics Methods ATAR and Mathematics Specialist ATAR can help to maximise ATAR in Year 12 for capable mathematics students. Ten percent of the scaled score for both Mathematics Methods and Mathematics Specialist is added to the TEA (used for calculating ATAR) regardless of whether these subjects are in the student's top four.

PHYSICS - ATAR

SUBJECT CODE: PHY
LIST: B
YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN MAINSTREAM SCIENCE AND 65% IN EXTENSION MATHEMATICS OR 75% IN MAINSTREAM MATHEMATICS

In Physics ATAR, students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena.

PSYCHOLOGY - GENERAL

SUBJECT CODE: PSY
LIST: LIST B
YEAR 11 PREREQUISITE: 60% IN EXTENSION SCIENCE OR 70% IN MAINSTREAM SCIENCE

In the Psychology ATAR course, students will be introduced to psychological knowledge, which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how we examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill, which students can apply throughout their study, work and everyday lives.

ELECTIVE COURSES - TECHNOLOGY

CONTACT: MR CLINTON MACLOU

ENGINEERING - ATAR AND GENERAL

SUBJECT CODE: BCN
LIST: B

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students further develop their engineering and technology skills in planning and implementing a process whilst manipulating tools and machines to produce a final prototype that meets designed solutions. The majority of the course will focus on mechatronic based Arduino or Raspberry Pi control projects. Those students with a desire to take a pathway in a electronic control or technical careers will find this course highly beneficial as it prepares them for the experiences they will later encounter.

MATERIALS DESIGN TECHNOLOGY - GENERAL

SUBJECT CODE: CFC
LIST: A

The Materials Design and Technology General course is a practically enriched course that allows students the opportunity to work with a combination of natural and manmade wooden or metallic materials. Using these to individually design and manufacture two typical highly decorative household products over the course of the academic year. The four units covered across the course promote and support design thinking, innovation and continued skills development. Successful students will research and test materials using a variety of strategies to develop innovative and creative ideas to the design situation and bring their final project to fruition. Students will also apply time management and workplace safety when planning and implementing their process whilst they manipulate these tools and machines to produce high-quality products. Those students with a desire to take a pathway in construction, trade, design or technical careers will find this course highly beneficial as it prepares them for the experiences they will later encounter.

CHILDREN, FAMILY & THE COMMUNITY - GENERAL

SUBJECT CODE: CFC
LIST: A

In Physics ATAR, students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena.

FOOD SCIENCE - GENERAL

SUBJECT CODE: FST
LIST: B

Food Science and Technology General course students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. 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.

Vocational Education & Training

What is VET?

Vocational Education and Training (VET) engages Senior School students in work related learning built on strategic partnerships between GMAS, training organisations, business, industry and the wider community. VET courses are delivered by a Registered Training Organisation (RTO) such as TAFE and/or private training providers.

A Year 10 student, in consultation with the Head of VET, is able to access the Senior School VET program. Some external courses attract fees which are set by the RTOs and notified on acceptance of a position in the course.

South Regional TAFE and the Bunbury Regional Trade Training Centre run a comprehensive 'Try A Trade' program which is available to interested year 10 students throughout the year. Students can register for these programs with the Head of VET at the start of the year, or as each program is advertised.

Certificate Courses

VET qualifications will place students in good stead to embark on their chosen career paths. Qualifications range across four levels of Certificates (Certificate...)

GMAS Delivers six Certificate courses on campus, almost all of which are free of charge. Our certificate courses are delivered by IVET and AIET as our preferred Registered Training Organisations.

Students are also able to enrol in over 60 Certificate courses at our partner registered Training Organisations including TAFE and the Bunbury Regional Trade Training Centre (BRTTC).

Completion of a certificate course counts towards WACE graduation.

VET Pathways

GMAS offers VET pathways that cater for varying student aspirations and academic abilities. There are many benefits to undertaking a VET course whilst at school, including

- Gaining a nationally recognized qualification
- Gaining an apprenticeship or traineeship
- Developing relevant industry knowledge and experience
- Networking and establishing links with employers
- Achieving points towards WACE graduation
- Providing a pathway to employment or further study (including alternate entry to university)

On Campus Courses

BUSINESS

Certificate II Workplace Skills
Certificate III Business

Delivered by: IVet (RTO 32413)
Contact: Mrs Megan Grosse

The Certificate II Workplace Skills and III Business qualifications develop your practical skills and knowledge to undertake a range of tasks in an office or business environment. You will learn skills to develop a broad range of competencies in varied office tasks, including customer service, basic accounting, workplace health and safety, workplace schedules and organisation.
The Certificate III course can only be taken in Year 12 or after the completion of Certificate II.
A requirement of this course is the completion of a St John's Ambulance First Aid Certificate which costs approximately $140.

EDUCATION SUPPORT

Certificate II in Education Support

Delivered by: FEC (RTO 50354)
Contact: Mrs Megan Grosse

This qualification reflects the role of workers who assist
teachers and support student learning in a range of
classroom settings.
Students complete general administrative as well as
operational tasks to support students with learning
under the guidance of a teacher or other educational
professional.
Work requires use of discretion and judgement within
the boundaries of established policies and procedures.

Resources

TERITARY INSTITUTES

Curtin University
www.curtin.edu.au

Edith Cowan University
www.ecu.edu.au

Murdoch University
www.murdoch.edu.au

South Regional TAFE
www.southregionaltafe.wa.edu.au

University of Notre Dame
www.notredame.edu.au

University of Western Australia
www.uwa.edu.au

GOVERNING BODIES

TISC Tertiary Institutions Service Centre
For information about tertiary courses and admissions.
www.tisc.edu.au

School Curriculum & Standards Authority (SCSA)
Responsible for the Year 11 and 12 curriculum, assessment, standards and reporting for WA schools. Official source of information for WACE.
www.scsa.wa.edu.au

CAREER SERVICES

Department of Training & Workforce Development
www.dtwd.wa.gov.au

Defence Force Careers
www.defencejobs.gov.au

Centrelink
(Department of Human Services)
www.centrelink.wa.edu.au

Jobs & Skills Centres
www.jobsandskills.wa.edu.au

Job Search
www.jobsearch.gov.au

Job Guides Online
www.myskills.gov.au

OTHER

Family and Friends
Students are encouraged to speak with someone who is currently employed in the type of work they are interested in. These people are in the best position to provide detailed information about the specific career.

UCAT Preparation (Med School entry)
www.medentry.edu.au

Other Information

HOMEWORK EXPECTATIONS

Students at GMAS are supported in achieving a sustainable homework schedule that offers a balanced approach to school and home life.
Approximate homework times per night for Middle School students are as follows:

- Year 7 - 30 minutes to 1 hour
- Years 8 and 9 - 1 hour to 90 minutes

Homework expectations include:

- daily revision of lessons which can be done by writing three key points about concepts learnt in classes each day into a revision notebook
- ongoing revision and study for assessments such as tests
- work set by teachers to be done overnight or by a set date
- assignments to be completed and handed in by the set date
- independent reading

1:1 DEVICE

Every student in Secondary School has access to their own device throughout their learning journey. We believe in the importance of empowering our students for a digital future by educating them to become safe and responsible online users. The ICT Helpdesk is located in the Library and our staff are on hand to offer students technical support during school hours.

STUDENT SERVICES

Student Services is the primary service point for students and parents regarding attendance, late arrivals, medical assistance, lost property and messages. Student Services is located opposite the Café.

Outside the Classroom

CAFE

The Café is open from 8.30am to 1.00pm and provides a range of wholesome, healthy food. Daily specials are updated once a term and with most products made on site, limiting the use of pre-made and/or highly processed foods. To view the current menu or to order online, visit our website.

IGNITE PROGRAM

GMAS runs a school wide 'Ignite' program ensuring students across all year levels are offered real-life experiences in a variety of contexts throughout their schooling life. Exposure to meaningful encounters on school camps, service activities and community immersions enables students to develop a mindset that looks beyond their experiences to the broader community. Students strengthen their skill set in the areas of leadership, communication and resilience.

In Secondary School, students are provided various opportunities to attend a multi-day camp, which enables them to display independence and resilience, grow and develop leadership skills.

PARENTS AND FRIENDS (P&F)

The P&F is an essential branch of our GMAS community. The P&F provides assistance in areas such as co-curricular activities, working bees, outdoor education and social activities. All parents are welcome and encouraged to be actively involved in the P&F.

CO-CURRICULAR OPPORTUNITIES

GMAS offers over 50 different co-curricular activities, as well as many after school academic support tutorials. All students in the Middle School are encouraged to participate in the immensely diverse co-curricular program, with activities being held before and after school, and on weekends. Activities are supervised by our staff and volunteers from our school community. As part of our commitment to the physical and emotional wellbeing of every child, the majority of activities come at no additional cost to families.