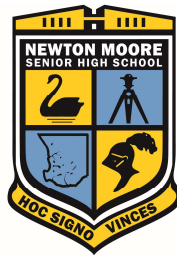


# NEWTON MOORE SENIOR HIGH SCHOOL

*Achieving Today for Tomorrow*



NEWTON MOORE SENIOR HIGH SCHOOL  
*Achieving Today for Tomorrow*

## Senior School Handbook 2025



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# NEWTON MOORE SENIOR HIGH SCHOOL

‘The School of Choice’

## PRINCIPAL’S WELCOME

Making your choice of Senior School courses is an important step towards determining your future pathway. As parents and students, you are about to go on a journey in which you should ask many questions of yourselves and others to ensure that you make informed and realistic decisions about your future study directions. It is both exciting and overwhelming, but we look forward to supporting you on that journey. Individual care for students to help them “Achieve Today for Tomorrow” is at the core of how we work at Newton Moore Senior High School.

This book contains information to help students and parents decide which pathway to take after Year 10. It’s essential that you select a program which provides you with:

- A reasonable likelihood of success.
- Clearly defined opportunities to enter employment, training or higher education (University or Registered Training Organisation (RTO)) in your preferred career.

Before selecting courses, students, with their parents’ assistance, should:

- Seek advice from their teachers and seriously consider their recommendations.
- Consider their past academic performance including National Assessment Program for Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment (OLNA). Studying a subject beyond what you have previously demonstrated will be challenging and is more likely to not result in success.
- Become informed about the requirements for entry into post-secondary courses – Australian Tertiary Admission Rank (ATAR) minimum scores for entry into courses at various Western Australian universities or results (OLNA and grades) required to gain entry into Registered Training Organisations such as the South Regional TAFE. Research online or contact the relevant organisation.
- Seek further information from our staff, Deputy Principals, VET Coordinator, Careers Practitioner etc.
- Consider carefully how much personal satisfaction and enjoyment you have gained from various courses in Years 7-10. You are more likely to have success in courses that you enjoy.
- Assess your level of commitment. Your senior school study program is a 2-year commitment that will generate your greatest success only through dedication and hard work.

During Term Two (of Year 10) students will be able to complete their course preferences online. Once submitted, senior staff will review students’ selections and confirm their place in each course. Information sessions and face-to-face meetings will provide the essential information that students will need in making their decisions. Parent/guardians will be supported with evening information sessions and one-on-one meetings with a Deputy Principal (on request).

These are challenging times for our Year 10 students. They are advised to spend time and effort assessing their own abilities, interests and values; seeking accurate, up-to-date information; examining all of the alternatives and discussing them with others.

Newton Moore Senior High School has an impressive history of student achievement. We pride ourselves on delivering comprehensive learning programs to meet the educational needs of our students. Each staff member is committed to supporting every student to achieve their potential.

Parents can be rest assured that their child will be nurtured and cared for while completing their final years of secondary education at Newton Moore Senior High School.

Susan Kerr  
Principal

# WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

## THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

A Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students who complete study at Year 11 and 12 level. It formally records a student's achievement in every course, qualification and endorsed program that the student has completed in senior secondary schooling (including VET/endorsed programs at Year 10 level). It provides evidence of achievement.

## THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to students who successfully complete senior secondary schooling and meet the WACE requirements.

To achieve a WACE, students must satisfy a number of requirements throughout Year 11 and 12. A summary of these are below:

- Complete 20-unit equivalents
- Achieve a minimum of 14 x 'C' grades (6 of which are achieved at Year 12 level)
- Meet the literacy and numeracy standard (OLNA)

Students can achieve unit equivalents through their school studies but also through outside activities such as employment, community activities (surf life savings, cadet programs, volunteering, representation in state and national sports etc.). Students who are actively involved in activities outside of school are encouraged to speak to a Deputy Principal or VET coordinator to determine the activity provides WACE credit.

The complete list of Endorsed programs and their unit equivalence can be found on the School Curriculum and Standards Authority (SCSA) website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

Further information about WACE achievement can be found at <http://www.scsa.wa.edu.au>

# MAKING YOUR COURSE SELECTIONS

At Newton Moore Senior High School, we pride ourselves on offering flexible pathways and a demonstrated commitment to working with students individually to create a course load that best suits their skills and post-school aspirations.

The following pathways are available:

## **ATAR Pathway**

Students who wish to gain direct university entrance will study an ATAR pathway. This consists of 4 or more ATAR level courses with 1-2 general courses, certificates or endorsed programs. A student's best 4 ATAR scores are used in determining the ATAR rank for entrance into university.

## **VET /General Pathway**

Students who are work ready may choose this option. Typically, students will complete courses (Mathematics, English and other General subjects of choice) alongside Certificate courses (on or off site) and/or work placement. Work placement also involves enrolment in the Workplace learning endorsed program within their course provision. Other VET pathways include School Based Traineeships and Aboriginal School Based Traineeships.

## **Alternate options**

Students who secure employment or training (minimum of 25 hours per week) may apply for an exemption to attend school. This option requires approval by the Department of Education through a Notice of Arrangement. The school and training organisations can assist students with this process.

It is important that you consider your career goals before selecting your Senior School Pathway. Many careers have specific educational requirements. It is essential that you consider these before making pathway and course choices.

## **MINIMUM ENTRY REQUIREMENT**

In the following pages, you will find details about individual courses and certificates. Some will show 'Minimum Entry Requirements'. These refers to the standard of academic performance that students need to demonstrate for a particular course. 'Minimum Entry Requirements' for specific courses are determined through the analysis of historical data, case studies and consideration of the rigor and academic standards of each course.

Minimum Entry Requirements guide students and parents in the course selection process, so that students choose courses that are appropriate for their academic abilities. The Minimum Entry Requirements are a sound predictor of future success.

# COURSE OFFERINGS

The table below summarises the courses on offer at Newton Moore Senior High School.

ATAR COURSES	GENERAL AND FOUNDATION COURSES	CERTIFICATE QUALIFICATIONS
50% external examination, 50% school assessment	School assessment only	School and RTO Assessment
English	English	SFI20119 Certificate II Aquaculture RTO NMSHS NPC: 50562
Mathematics: Applications	English: Foundation	BSB20120 Certificate II Workplace Skills RTO NMSHS NPC: 50562
Mathematics Methods	Mathematics: Essentials	CHC22015 Certificate II Community Services (Childcare-Aged care) RTO IVET NPC: 40548
Mathematics Specialist	Mathematics: Foundation	CHC24015 Certificate II Active Volunteering RTO IVET NPC: 40548
Biology	Engineering Studies	SIS20313 Certificate II Sport and Recreation RTO IVET NPC: 40548
Human Biology	Human Biology	SIS30122 Certificate III in Sport, Aquatics and Recreation RTO IVET NPC:40548 <i>(Following completion of the Certificate II in year 11)</i>
Chemistry	Science in Practice	Dual Certificate CHC22015 Certificate II in Community Services/HLT23221 Certificate II in Health Support Services RTO IVET NPC:40548
Engineering Studies	Geography	Many other Certificates are available through external Registered Training Organisations.  Please refer to the VET section at the end of this booklet.
Physics	Modern History	
Geography	Outdoor Education	
History	Physical Education Studies	
Psychology	Food Science and Technology	
Physical Education Studies	Materials Design and Technology - Wood	
	Visual Arts	

**\*Flexible Delivery Model:** Newton Moore Senior High School is committed to ensuring that our students have access to as many course options that we can flexibly offer to our students. Some courses are offered as part of our Flexible Delivery Model – this may include courses delivered via e-learning (on-line) or off-grid (before or after school). Some off-grid courses are delivered at other local schools. Throughout semester two we are made aware of further course option available through this mode of delivery and will keep students informed.



# ENGLISH

Pathway	Course	Minimum Entry Requirement
ATAR	English	B Grade in Yr. 10 English
VET	English - General	Completed Yr. 10 English
VET	English - Foundations	Category 1 or 2 in OLNA Reading and/or Writing

## English ATAR (AEENG)

- The English ATAR course focuses on developing students' analytical, creative, critical thinking and communication skills in all language modes.
- Encourages students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures.
- Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.
- The course is designed for students who have educational and employment aspirations primarily focused on continuing their studies at university.

## English General (GEENG)

- 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 further education, training and workplace contexts.
- Designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills.
- Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

## English Foundation (FEENG)

- The English Foundation course aims to develop students' skills in reading, writing, viewing, and speaking and listening in work, learning, community and everyday personal contexts.
- Designed for students who have not yet demonstrated the literacy standard in OLNA.
- The course is focused on supporting student improvement in literacy, where literacy is defined broadly to include reading ability; verbal communication skills; skills in writing, including spelling, punctuation and grammar; and visual literacy.
- Sound literacy skills are necessary for comprehending and producing texts; for communicating effectively in a learning or working environment, and for effective communication within a community.

# HEALTH & PHYSICAL EDUCATION

Pathway	Course	Minimum Entry Requirement
ATAR	Physical Education Studies	B grade in Yr. 10 PE C grade in Yr. 10 English
General	Physical Education Studies	
General	Outdoor Education	

## Physical Education Studies ATAR (AEPES)

- ATAR Physical Education Studies contributes to the development of students' physical, social and emotional growth.
- Education about physiological and biomechanical principles, and the application of the principles to analyse and improve personal and group performances in physical activities.
- Learning through integrated written, oral and active learning experiences.
- 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 (GEPES)

- Contributes to the development of students' physical, social and emotional growth.
- 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.

## Outdoor Education Studies General (GEOED)

- Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves.
- Focuses on outdoor activities in a range of environments, including bushwalking, snorkeling, mountain biking, climbing and orienteering.
- Development of essential life skills and physical activity skills.
- Development of a comprehensive understanding of the environment and the opportunity to develop a positive relationship with nature.
- Development of skills to enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.



# HUMANITIES AND SOCIAL SCIENCES

Pathway	Course	Minimum Entry Requirement
ATAR	Geography	B grade in Yr. 10 HASS
ATAR	Modern History	B grade in Yr. 10 HASS
ATAR	Psychology	B grade in Yr. 10 HASS
General	Modern History	C grade in Yr. 10 HASS
General	Geography	C grade in yr. 10 HASS
ATAR/General	ECU UniPrep	

## Geography ATAR (AEGEO)

- The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments.
- The course has a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.
- The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.
  - First unit - Natural and Ecological Hazards, students explore the management of hazards and the risk they pose to people and environments.
  - Second unit - Global Networks and Interconnections, students explore the economic and cultural transformations taking place in the world to better understand the dynamic nature of the world in which they live.

## Geography GENERAL (GEGEO)

- The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.
- Unit 1 – Geography of environments at risk.  
Protection and management of the environment.
- Unit 2 – Geography of people and places  
Natural and cultural characteristics of a region, how it has changed over time and the challenges that may be faced in the future.

## Modern History ATAR (AEHIM)

- Aims to develop students' knowledge and understanding of specific events, ideas, movements and developments that have shaped the modern world.
- Students undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings.

- Develops an understanding that leads to the development of informed citizens.
- First unit - Understanding the modern world – Capitalism: The American Experience 1907 – 1945. Provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.
- Second unit - Examines significant movements developed in response to the ideas studied in Unit One, that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society with a focus on Nazi Germany 1918-1945.

### **Modern History General (GEHIM)**

- Provides students with an understanding of the driving forces behind present local and global issues.
- Helps students to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. The students are encouraged to use the evidence from sources to create and support their own interpretations and to communicate their findings in a variety of ways.
- Unit 1- People, place and time, provides students the opportunity to study significant individuals, such as Napoleon and George Washington, throughout history and their importance within the time period.
- Unit 2 - Power and authority allows students to form an understanding of how power and authority is distributed throughout a group or society. Students will study the influence and significance of the British in Australia and the Asia Pacific and highlight the influence that individuals and groups have on the structures of authority and its effect on society.

### **Psychology ATAR (AEPSY)**

- Introduction to psychological knowledge which supports an understanding of individual thought, feeling and behaviour.
- Learning about how their behaviour may be impacted by social situations and the presence of others.
- Develop an understanding of major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology.
- Application of research methods and ethical principles as they analyse data to illustrate how empirical evidence is used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Being able to use and apply the scientific method as well as critical thinking strategies are valuable skills which students can apply throughout their study, work and everyday lives.

## **ECU University Preparation Program (UniPrep)**

- Edith Cowan University's University Preparation (UniPrep) program is designed to complement students' Year 11 and 12 studies providing an alternate entry pathway to university.
- Successful completion of WACE and UniPrep will provide students with an indicative ATAR score of 70.
- This will allow entry into many of the ECU undergraduate courses.

This program consists of four units: Learning Skills; Academic Writing; Humanities; and Mathematics.

# MATHEMATICS

Pathway	Course	Minimum Entry Requirement
ATAR	Mathematics: Specialist	A Grade in Yr. 10 Mathematics
ATAR	Mathematics: Methods	A Grade in Yr. 10 Mathematics
ATAR	Mathematics: Applications	High C or B Grade in Yr. 10 Mathematics
VET	Mathematics: Essential	Completion of Yr. 10 Mathematics
VET	Mathematics: Foundations	Category 1 or 2 in OLNA Numeracy

## Mathematics Specialist ATAR (AEMAS)

- 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.
- Extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices.
- Not recommended be taken as a stand-alone ATAR Mathematics course but studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

## Mathematics Methods ATAR (AEMAM)

- Focuses on the use of calculus and statistical analysis.
- 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.
- Study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.
- 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.
- Designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

## Mathematics Applications ATAR (AEMAA)

- 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.
- Designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.
- Studies focus on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and

growth and decay in sequences. It also provides opportunities to analyse univariate and bivariate data, including time series data.

### **Mathematics Essential General (GEMAE)**

- Focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.
- Provides the opportunity for students to prepare for post-school options of employment and further training.

### **Mathematics Foundation (FEMAT)**

- Provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment.
- Support the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy.
- Supports the preparation of students for post-school options of employment and further training.

# SCIENCE

Pathway	Course	Minimum Entry Requirement
ATAR	Biology	High C grade in Year 10 Science
ATAR	Chemistry	B grade in Year 10 Science
ATAR	Engineering Studies	High C grade in Year 10 Science
ATAR	Human Biology	High C grade in Year 10 Science
ATAR	Physics	B grade in Year 10 Science
General	Engineering Studies	C grade in Year 10 Science
General	Human Biology	C grade in Year 10 Science
General	Science in Practice	C grade in Year 10 Science

## Biology ATAR (AEBIO)

- A unique appreciation of life and a better understanding of the living world are gained through studying the nationally recognised Biology ATAR 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.
- Development of a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, ecology, medical and health sciences or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## Chemistry ATAR (AECHE)

- A nationally recognised course that 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.
- Prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.
- 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.



### **Engineering Studies ATAR (AEEST)**

- The Engineering Studies ATAR course in Mechatronics, provides opportunities for students to investigate, research and present information through a design process, and then undertake project management to make a functioning product, a sumobot.
- These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society.

### **Human Biology ATAR (AEHBY)**

- Students explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics.
- Through investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.
- Practical tasks are an integral part of this course and development of a range of laboratory skills i.e., biotechnology techniques.
- Develop the skills to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

### **Physics ATAR (AEPHY)**

- A nationally recognised course 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.
- Opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.
- Planning and conducting investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format.
- Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

### **Engineering Studies General (GEEST)**

- 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 in Mechatronics.
- Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution in the field of Mechatronics.

## Human Biology General (GEHBY)

- The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.
- Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

## Science in Practice (GESIP)

- Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity.
- The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others.
- Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.

# TECHNOLOGY AND ENTERPRISE COURSES

Pathway	Course	Minimum Entry Requirement
VET	Food, Science and Technology	
VET	Materials Design Technology- Wood	

## Food Science and Technology General (GEFST)

- Opportunities to explore and develop food-related interests and skills whilst learning how food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing.
- Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality.
- Gain knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations.
- Investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.
- Investigate the principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups.
- Understanding of occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products.
- Enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

## Materials Design and Technology General – Wood (GEMDTW)

- Interaction with wooden products that have been specifically designed to meet certain needs and markets. Students will gather information about existing products and will then construct and conceptualise their own product ideas.
- The process enables students to learn about the origins, classifications, properties and suitability of a variety of wood, and are introduced to a range of production equipment and techniques.
- Development of wood handling skills and production management strategies, being given the opportunity to create their design ideas through the production of their own project.

# THE ARTS

Pathway	Course	Minimum Entry Requirement
VET	Visual Art	

## Visual Arts General (GEVAR)

- Students engage in traditional, modern and contemporary media and techniques.
- Promotes innovative practice, with students 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.
- Develop the appreciation of other artists work and engage in their own art practice.

# SIDE (online learning)

(School of Isolated & Distance Education)

Below is a sample of the ATAR courses on offer.

- Visual Arts
- Media Production & Analysis
- Health Studies
- Economics
- Politics & Law
- Indonesian: Second Language\*
- Japanese: Second Language\*
- Applied Information Technology
- Accounting & Finance
- Computer Science

## **\*Enrolment in a WACE Language**

If you wish to study a WACE language course, you will need to complete an Application for Permission to Enroll which can be obtained from the school or the SCSA website.

Enrolment criteria considerations include education, residency and time spent in the country where that language is spoken and use of that language outside of the classroom. It is your responsibility to ensure the form is fully and accurately completed before it is submitted.

Your enrolment in a Language should be discussed with a Deputy Principal and the relevant language teacher before submission of an application.

# VOCATIONAL EDUCATION AND TRAINING (VET)

Newton Moore SHS offers a comprehensive VET program allowing students to gain full qualifications or statements of attainment for Units of Competency from nationally endorsed Training Packages. Newton Moore SHS is a Registered Training Organisation (RTO), and the school's offerings are subject to registration under the requirements of the Australian Quality Training Framework (AQTF).

VET programs are designed to:

- allow students to continue working towards graduation whilst working towards their chosen career.
- equip students with entry-level training qualifications developed when on work placement in their chosen industry.
- provide an essential component of a good student pathway and transition program by including activities that provide students with the opportunity to explore the world of work, identify career options and pathways, and build career development skills.

Students choosing a VET program will be required to sit a formal interview during Term Four to:

- ascertain the work readiness of the student.
- the readiness of the student to study in an adult learning environment.
- outline, in detail, the opportunities and expectations of the VET program.

Newton Moore also offers students the opportunity to complete Endorsed Programs. Endorsed programs address areas of learning not covered by other courses. Examples include Workplace Learning, Employment Advantage, and Developing Social Skills.

The effectiveness of senior secondary education is enhanced when students make strategic decisions about subjects and programs. These decisions prepare them for their transition into post compulsory education, training or employment. It is expected that students moving to the VET program complete one week of work experience in the area of their interest while they are in Year 10.

## **NMSHS VET programs comprise of:**

### **School Based Courses**

- English - General or Foundation
- Mathematics - General or Foundation
- Course of Study Options can be located with Learning Area descriptions.

### **School/Workplace/TAFE based Courses.**



- 1-2 Certificate II or III Qualifications (NMSHS, South Regional TAFE or a School Based Traineeship)
- 1 -2 days of Work Placement (including ADWPL Endorsed program)

**The following VET Certificates are delivered on site at NMSHS:**

- BSB20120 Certificate II Workplace Skills (over two years)
- CHC22015 Certificate II Community Services (one year)
- CHC24015 Certificate II Active Volunteering (one year)
- SFI20119 Certificate II Aquaculture (over two years)
- SIS20313 Certificate II Sport and Recreation (one year)
- SIS30122 Certificate III in Sport, Aquatics and Recreation RTO IVET NPC:40548 (Year 12 following completion of the Certificate II)
- (Dual Certificate) CHC22015 Certificate II in Community Services/HLT23221 Certificate II in Health Support Services RTO IVET NPC:40548 (over two years)

**BSB20120 CERTIFICATE II Workplace Skills – (RTO NMSHS NPC: 50562)**

**Certificate II Workplace Skills is delivered in a classroom environment with a trainer. This course typically runs for five hours per week for two years.**

This qualification will provide students with the practical skills and knowledge to prepare for work in any business environment. Students perform a range of administrative tasks including word processing, spreadsheets, health and safety and the operation of a range of general office equipment. Successful completion of this qualification provides students with the opportunity to enter a range of business-related vocations or higher qualification.

**CHC22015 Certificate II Community Service (NMSHS is in partnership with IVET NPC 40548)**

This one-year qualification will provide students with the practical skills and knowledge to prepare for work within the childcare or community services industries. These could include elderly care, disability care, nursing, childcare work or assistant teaching. Students participate in an on-site playgroup, organizing and evaluating activities each week with children aged 1-5 years. Successful completion of this qualification will enhance employment prospects in the community services industry.

**CHC22015 Certificate II Active Volunteering (NMSHS is in partnership with IVET NPC 40548)**

This one-year qualification reflects the role of people working in a voluntary capacity across a range of industries and organisations in a variety of contexts. Certificate II Active Volunteering provides pathways to other vocational training and establishes work skill that are transferrable into a number of other industries. To achieve this qualification, the candidate must have to complete at least 20 hours of volunteer work, which is organised by the school and completed throughout the year.

**SFI20111 Certificate II Aquaculture – RTO NMSHS NPC: 50562**

This nationally recognised qualification represents the entry point into Aquaculture and Marine Science and provides people with a range of hands-on skills and knowledge relevant to work as a field hand. This two-year qualification involves the knowledge and skills of monitoring and maintaining aquatic systems and wetlands including the growing of barramundi, marron and silver perch.

The qualification will have application for people working:

- on aquaculture farms or fish out/put-and-take operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters.
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- for companies providing contract specialist services for aquaculture operations

**SIS20313 Certificate II Sport and Recreation (NMSHS is in partnership with IVET NPC 40548)**

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This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance and cafe service in locations such as fitness centres, out- door sporting grounds or complexes or aquatic centres. All job roles are performed under supervision. Students will be able to adapt to different situations and implement their knowledge in a practical setting.

Areas studied include:

- Skilled Movement and Sports Coaching
- Sociology of Sport and Sports Injuries
- Practical Activities (examples, Surfing, Canoeing, Touch, Volleyball, Tennis)

### **SIS30112 Certificate III in Sport, Aquatics and Recreation RTOC IVET NPC:40548**

*The Certificate III is available following completion of the Certificate II in Sport and Recreation*

This qualification reflects the role of individuals with well-developed skills and knowledge required to deliver recreational services. This qualification provides a pathway to work for any type of sport, aquatic or recreation organisations including commercial, not-for-profit, community and government organisations.

The Certificate III complements the Certificate II Sport and recreation through learning the skills of conducting coaching sessions, delivering a range of recreational pursuits and appreciating the nature of working with individuals and teams to respond to interpersonal conflict and facilitate diverse groups effectively through utilizing skills in communication and teamwork.

### **Dual Certificate CHC22015 Certificate II in Community Services/HLT23221 Certificate II in Health Support Services RTO IVET NPC:40548**

Students complete the Certificate II in Community Services in year 11 and then continue on to complete the Health Support Services component in year 12. The Certificate II in health Support Services qualification provides foundation knowledge and skills to deliver health services to customers, maintain patient records and apply basic principles of first aid and practices of infection prevention and control. Successful completion of this qualification will enhance employment prospects in the health and/or community services industry.

## **Endorsed Programs**

### **Workplace Learning (ADWPL)**

Workplace Learning is an endorsed program where students work at various companies throughout upper school to develop a set of transferable skills. Students are given a logbook to record the number of hours completed and the tasks undertaken in the workplace. Students must also provide evidence of their knowledge and understanding of workplace skills by completing a skills journal after each fifty-five hours completed in the workplace.

### **Employment Advantage**

The Employment Advantage program teaches young people how to find work and thrive in the job market. This endorsed program consists of 5 online modules that students are supported in completing that address job search motivation, developing presentation and job interviews skills, understanding how to win the job

you want and developing a positive work ethic to maximise employability. The completion of this program is equivalent to one WACE C grade.

### **Developing Social Skills**

Developing Social Skills (for the Workplace) is a further endorsed program designed to develop personal insight and social confidence in preparation for your people to enter the competitive workforce. It consists of three units: Demonstrate Physical Intellect, Utilise Appropriate Business and Social Manners and Personal Presentation and Dress Codes. The completion of this endorsed program is equivalent to one WACE C grade.

## **School Based Traineeships/Apprenticeships**

### **School Based Apprenticeships (SBA)**

School based apprenticeships allow students in Year 11 and 12 to start an apprenticeship while still enrolled at school. Apprenticeships are structured programs where students learn on the job and attend training with a registered training provider.

Apprentices enter into a legally binding contract with an employer who teaches all aspects of a trade whilst completing the apprenticeship. The contract is between the employer, the student and parent/guardian.

### **School Based Traineeships (SBT)**

School based traineeships allow students in Year 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

Students enter a legally binding contract between the employer, the student and parent/guardian to complete the traineeship and gain hands-on skills and work experience while earning a wage.

The benefits of a School Based Traineeship are:

- Students enjoy a combination of school and paid employment and make an early start on a career.
- An opportunity to graduate and achieve the West Australian Certificate of Secondary Education (WACE).
- Complete a nationally recognised industry qualification, whilst obtaining valuable employability skills.

Please note:

Students may be required to complete SBT, SBA and work placements on weekends, during holidays and after school hours.

## South Regional TAFE Offerings

TAFE offers a variety of programs to Year 11 and Year 12 students. These programs are highly competitive and involve an application/interview process. Selection will be based on student achievement, attendance, attitude, performance at an interview, and genuine interest in the industry area. Applications are due July/August of the year prior to commencement. Students remain enrolled at the school but are typically required to attend TAFE 1-2 days per week.

The table below is an example of previous offering by South Regional TAFE for 2023. The availability of these qualifications cannot be guaranteed as they are influenced by factors such as: student demand, availability of staff and funding. The final 2024 selection will be available from late June.

National ID	Qualification
<b>Agriculture, Animals, Science and the Environment</b>	
AHC21020	Certificate II Conservation & Land Management
AHC20416	Certificate II in Horticulture
<b>Education and Community Services</b>	
CHC22015	Certificate II Community Services (General
CHC22015	Certificate II Community Services (Childcare focus)
CHC22015	Certificate II Community Services (Education Support)
52480WA	Certificate II in Introduction to Disability Services (Pre-traineeship)
<b>Health, Beauty and Fitness</b>	
SIS20115	Certificate II Sport and Recreation
SHB20116	Certificate II Retail Cosmetics
SHB20216	Certificate II Salon Assistant
<b>Business and Finance</b>	
FNS30317	Certificate III Accounts Administration
BSB20120	Certificate II Workplace Skills
ICT20120	Certificate II in Applied Digital Technologies
<b>Hospitality, Tourism and Events</b>	
SIT20316	Certificate II Hospitality
SIT20416	Certificate II Kitchen Operations (Pre-apprenticeship only)
SIR20216	Certificate II Retail Services
SIT20116	Certificate II Tourism
<b>Building and Construction</b>	
52893WA	Certificate II Building and Construction- Bricklaying and Blocklaying
52893WA	Certificate II Building and Construction- Painting and Decorating
52893WA	Certificate II Building and Construction- Carpentry and Joinery
UUE22011	Certificate II Electrotechnology
<b>Engineering and Mining</b>	
MEM20413	Certificate II Engineering (Pathways)
<b>Automotive</b>	
AUR20516	Certificate II Servicing Technology- Light Vehicle
AUR20516	Certificate II Servicing Technology- Heavy Vehicle

## Health Science Hub

The Health Science Hub is now located in Bunbury and offers a variety of Certificate courses to Year 11 and Year 12 students, focusing purely on Health and Science industry related qualifications that can be completed in a year.

These courses do **come at an additional cost to** students, and many have essential entry requirements.

A Certificate IV satisfies many university entrance requirements and can provide entry into non-competitive courses.

Below are the proposed offerings by Health Science Hub for 2024. The availability of these qualifications cannot be guaranteed as they are influenced by factors such as: student demand, availability of staff and funding.

National ID	Qualification
<b>Health and Nursing Pathway</b>	
HLT33115	Certificate III in Health Services Assistance
52895WA	Certificate IV in Preparation for Health and Nursing Studies
<b>Animal and Marine Pathway</b>	
ACM30122	Certificate III in Animal Care Studies
22608VIC	Certificate IV in Science (Biology) – Animal and Marine Biology focus
<b>Health/Allied Health Pathway</b>	
HLT36015	Certificate III in Population Health
HLT 33021	Certificate III in Allied Health Assistance
22582VIC	Certificate IV in Tertiary Preparation (Health and Disease)
HLT43021	Certificate IV in Allied Health Assistance
<b>Mental Health and Psychology Pathway</b>	
CHC32015	Certificate III in Community Services
22606VIC	Certificate IV in Tertiary Preparation – (Psychology and Mental Health)
<b>Laboratory and Forensics Pathway</b>	
MSL30122	Certificate III in Laboratory Skills
22608VIC	Certificate IV in Science (Biology) – Forensics Science Focus
<b>Sports And Wellness Pathway</b>	
SIS30321	Certificate III in Fitness
22608VIC	Certificate IV in Tertiary Preparation (Sports and Nutrition)

# VET – Complaints, Appeal Policy and Procedures

## Background

As outlined in the *Standards for Registered Training Organisations (RTOs) 2015*, and to be compliant with Standard 6, all Registered Training Organisations (RTO) must have a complaints and appeals policy. This must provide appropriate and transparent mechanisms to acknowledge and deal with complaints to fairly, efficiently and effectively process and finalise the complaint or appeal.

## Policy Statement

Newton Moore SHS, as a nationally recognised RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal.

If it is considered that more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

The designated person will maintain a secure Complaints and Appeals Register, which documents all formal complaints, appeals and their outcomes.

Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes outlined in the school's Quality Manual appropriate corrective action will be taken to eliminate or mitigate the likelihood of recurrence.

The principal, (as the chief executive officer) of NMSHS RTO is ultimately responsible for ensuring that NMSHS RTO complies with standards for RTSS. This includes the complaints and appeals policy and procedure.

## Intent

It is Newton Moore SHS's intent to resolve all complaints and appeals in a fair, effective, transparent and efficient manner to ensure a minimum of disruption to the business of NMSHS RTO and without detriment to the student.

## Responsibility

Newton Moore SHS's Principal is responsible for the implementation of this policy and procedure. The school's VET coordinator is responsible for the implementation and management of procedures and ensuring all staff are fully trained in its operation and students are made aware of its availability.

Students will be provided with more details and information on processes in the Student Induction File.



