

HARVEY

Senior High School



2019

Quality Education Close to Home

Senior School Selections

Harvey Senior High School

‘Quality Education Close to Home’

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 decisions about what are the right courses for you. It is both exciting and overwhelming but we look forward to supporting you on that journey.

We ask that our Year 10 students and their parents look closely at the information in this book so that informed and realistic decisions are made.

This book contains information to help you to decide which pathway to take after Year 10 and into Year 12. 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 academic performance in Lower School courses including NAPLAN and OLNA results.
- Become informed about what requirements are for entry into post-secondary courses – Australian Tertiary Admission Rank (ATAR) minimum scores for entry into courses at various Western Australian universities or results required to gain entry into Registered Training Organisations such as the South Regional TAFE or the Bunbury Regional Trade Training Centre (BRTTC). Research online or contact the relevant organisation.
- Consider carefully how much personal satisfaction and enjoyment you have gained from various subjects in Lower School. You are more likely to have success in subjects that you enjoy.
- Be realistically aware of your capabilities since the study of a subject beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it.

- In Term Three, students and their parents/guardians will be invited to attend a course counselling interview. These interviews are the opportunity to receive specific information about the Senior School courses and pathways offered by Harvey Senior High School. It is essential that parents and students attend a course counselling interview.
- These are challenging times for our Year 10 and 11 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.
- Harvey 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 confident that their child will be nurtured and cared for while completing their final years of secondary education at Harvey Senior High School. We look forward to working with you and your child in ensuring their success in Senior School.
- Please refer to the Year 10 Information Handbook 2019 for important information about the Western Australian certificate of Education (The WACE), The Western Australian Statement of Student Achievement (The WASSA), Literacy and Numeracy requirements and VET information. This can be found at: <https://scsa.wa.edu.au/publications/year-10-information>

Di Clayton
Principal

SUBJECT SELECTIONS FOR 2019

Year 10 Students

Students are to choose ONE subject from each of the following lines:

Student Name:			
Career Pathway:			
Line	If you are choosing SSEP all you have to do is tick the box at the bottom of this page		
1	General English Year 11 \$55.00 (Compulsory for all students except those in SSEP)		
	Courses to Choose from ONE from each Line (Please tick)		
2	Maths Essentials (General) \$60.00		
3	Physical Education Studies \$80.00 (General)	Food Science Technology \$160.00 + Textbook (General)	Information Technology \$45.00 (General)
4	Outdoor Recreation \$160 Approx. (Certificate II)	Visual Arts \$160.00 (General)	Building and Construction \$140.00 (General)
5	Design: Photography \$40.00	Human Biology \$70.00 (General)	Wood \$155.00 (General)

Senior Secondary Engagement Program (SSEP) \$235.00

I would like to enrol into the Senior Secondary Engagement Program (SSEP) in 2019

The viability of running a course will depend on the number of students selecting it and other whole-school issues. For example, you may not be placed into a course because the classes are full or two of your choices occur at the same time on the timetable. The fact that the course appears in this booklet does not mean that it will definitely be running. (if numbers are insufficient)

MAKING YOUR COURSE SELECTIONS

Harvey Senior High School is committed to ensuring that its students make Course selections for Senior School that meet their educational and career needs.

What to consider?

What are your career aspirations and interests?

It is really 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.

ATAR Courses

Harvey Senior High School currently makes decisions about offering ATAR courses based on student interest and ability. In 2019 we are not offering an ATAR pathway. Parents should be aware, however, that this does not preclude students entry into University as this can be achieved via alternative pathways such as VET. Students who are considering a University pathway should contact the VET coordinator of our school for advice.

GENERAL Courses

ENGLISH COURSES

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 everyday, community, social, further education, and training and workplace contexts. The course is 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.

HEALTH & PHYSICAL EDUCATION COURSES

Certificate II in Outdoor Recreation

This qualification is nationally recognised and provides the skills and knowledge for an individual to be competent in performing skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Students plan and then participate in a wide range of outdoor activities, such as mountain biking, body boarding, bushwalking, paddling, orienteering and snorkelling. Students would be challenged through differing natural environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Students will spend one hour per week in the classroom covering the essential theory content and three hours per week exploring practical contexts. Students are expected to attend camps and excursions to demonstrate their skills in the outdoor environment.

This has competency based, ongoing assessment that is coordinated within the training package. Upon the successful completion of all units of competencies in the course, students will be issued with a Certificate II in Outdoor Recreation. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

Future employment opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many unforeseen areas evolving in the outdoors industry. The completion of this certificate will also provide a pathway for further studies in the sport and recreation industry.

Physical Education Studies General (GEPES)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. 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.

MATHEMATICS COURSES

Mathematics Essential General (GEMAE)

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

SCIENCE COURSES

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.

TECHNOLOGIES

Food Science and Technology (GEFST)

The Food Science and Technology ATAR course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organize, implement and manage production processes in a range of food environments, and understand systems that regulate food availability, safety and quality. The effect of under-consumption and over-consumption of nutrients on health, and diet-related health conditions that affect individuals and families, are examined. Recipes and processing techniques are trialled and adapted to develop food products which are assessed for suitability and end use. Students examine influences on the supply of food, and issues associated with food safety, security and sustainability. Biotechnology, genetic modification processes, food consumption patterns, and issues of food diversity and equity in Australian society are reviewed. The food and allied health sectors represent a robust and expanding area of Australian and global employment markets.

Applied Information and Technology General (GEAIT)

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use of a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies in a range of technology-based careers and a set of skills that equip students for the 21st Century and give them an appreciation of the impact of information technology on society.

Building and Construction General (GEBCN)

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

Design General – Photography (GEDPH)

In the Design General Course students develop skills and processes for current and future industry and employment markets in the context of Photography. Students are equipped with the knowledge and skills to understand and produce a range of photography techniques including composition techniques, design principles and processes using industry level software and equipment. This is primarily a practical course however there are theoretical components where students plan and research their own photography ideas. This course will enhance employability and career opportunities in the creative media industries including magazines, newspapers and graphic design.

Materials Design and Technology General – Wood (GEMDTW)

Students interact 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.

Throughout the process, students learn about the origins, classifications, properties and suitability of a variety of wood, and are introduced to a range of production equipment and techniques. They develop wood handling skills and production management strategies, and are given the opportunity to create their design ideas through the production of their own project.

THE ARTS

Visual Arts (GEVAR)

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

SENIOR SECONDARY ENGAGEMENT PROGRAM (SSEP)

The program is designed to engage or re-engage students back into education by providing them with a range of individually tailored training, work place and social activities to enable them to go onto employment, training or further education.

This is a flexible program that will build students confidence, increase their employment prospects, provide them with on the job training and improve their Literacy and Numeracy so that they can successfully gain entry into different Training Organisations (for example, the South West Institute of Technology formerly known as TAFE) employment or education.

The program will be individually tailored to ensure each student achieves their plan whilst being in a safe, supportive and caring environment with staff that care about their lives. The teacher and support worker play a crucial part of this program and their focus will be on building strong relationships with students, parents and the community to motivate your child and ensure that they have the skills to support them throughout their lives. In 2019 this will be at our offsite campus in the Harvey town centre.

SSEP students will complete Workplace Learning during the Year (Cost: \$60.00 see next page for details).

The program incorporates:

- Flexible hours of contact time for the student. Attendance requirements of the Department of Education are met by this program.
- Focuses on improving Literacy and Numeracy – directed at increasing their abilities in Maths and English
- A safe and supportive environment
- Building social, emotional and life skills
- Increasing employability skills

VOCATIONAL EDUCATION AND TRAINING (VET)

VET PROGRAMS

VET programs are programs of study that combine School Curriculum and Standards Authority subjects, qualifications from national endorsed training packages and Workplace Learning. These programs are suitable for those students who have a career focus. It is highly recommended that students selecting a VET program complete one week of work experience in the area of their interest while they are in Year Ten.

VET programs are designed to allow students to continue working towards graduation as well as to equip them with entry-level training qualifications and extended time in industry.

VET programs are comprised of:

- Workplace Learning – Endorsed Program
- Certificate II (minimum) Qualification. Possible alternative / training at South Regional TAFE or Regional Trade Training Centre (BRTTC).

At the successful completion of the certificate course, students will be presented with a certificate level qualification. This certificate is recognised nationally. This certificate gives advanced standing for specific Training WA courses as well as providing practical learning in the particular industry area.

Students choosing a VET program will be required to sit a formal interview during Term Three. The interview is to ascertain the work readiness of the student as well as the readiness to study at an adult learning environment.

Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills.

The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1-unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA (see page 3).

Endorsed Programs

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. The program may have been developed by the Authority, or it may have been developed by a private provider, such as a university, community organization, training institution, or a school, and subsequently endorsed by the School Curriculum and Standards Authority.

Endorsed programs address areas of learning not covered by courses.

Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority:

- are listed on the student's WASSA
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

For WACE purposes a student can count a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12.

Each endorsed program is allocated one, two, three or four unit equivalents.

An example of an Authority-developed endorsed program is

- ADWPL – Workplace Learning
- Keys for Life
- Skippers Ticket

Further information about endorsed programs can be found at <http://wace1516.scsa.wa.edu.au/vet/endorsed-programs>

Please Note: All information is presented in good faith and is believed to be accurate based on data, guidelines and estimates available at the time of compilation. Readers need to be aware that the contents of this document may be subject to change

South Regional TAFE

Various PAIS and VIS programs are offered at Harvey Senior High School by outside trainers. These programs are highly competitive. Students on PAIS are enrolled at the school and may be required to attend South Regional TAFE, TTC's or the workplace ONE or TWO days per week. They complete the other two or three days of learning at school.

Students are required to submit a formal application to be considered into enrolment into courses.

Courses Offered in Partnership with Harvey Senior High School

South Regional TAFE, TTC's and schools in the district have set up a partnership arrangement which enables students to engage in a variety of other courses. The certificate qualifications listed below represent the breadth of studies that may be available in 2019. Most students access these qualifications on either Thursday and/or Friday. Students complete their school program at Harvey Senior High School on Monday-Wednesday. There may be a cost associated with some of the courses listed.

The qualifications listed below are offered across the district and involve a rigorous application process. Selection will be based on such things as student achievement, attendance, attitude, performance at an interview, preparation of a resume portfolio and genuine interest in the industry area.

The availability of these qualifications to students for 2019 cannot be guaranteed as they are influenced by factors outside of the control of the school. These factors include: student demand, availability of staff and funding received to deliver the courses.

Please refer to the [VET in Schools Training Options 2019](#) booklet for specific course options.

Harvey Senior High School

SENIOR SCHOOL COURSE COSTS 2019

Learning Area	\$
THE ARTS	
Design: Photography (General)	\$40.00
Visual Arts (General)	\$150.00
ENGLISH	
English (General)	\$55.00
HEALTH AND PHYSICAL EDUCATION	
Outdoor Recreation (Cert II)	\$160.00*
Physical Education (General)	\$80.00
MATHEMATICS	
Maths (General)	\$60.00
Maths (ATAR)	\$60.00
SCIENCE	
Human Biology (General)	\$70.00
Design & TECHNOLOGY	
Building & Construction (General)	\$140.00
Food Science	\$160.00 + Textbook
Wood (General)	\$155.00
Information Technology	\$45.00
SENIOR SECONDARY ENGAGEMENT PROGRAM	
SSEP	\$235.00
VET AND WPL	
Workplace Learning	\$60.00

NOTES

- *Costs are accurate at the time of printing but may change subject to price increases and approval by the Finance Committee and School Board. Text books may be required in addition to the costs above.*
- *Certificate II in Outdoor Recreation: Please note there will be additional costs for camps/excursions. Students will also be required to gain their Senior First Aid Certificate as an additional cost.*
- *Certificate Courses delivered via TAFE, private RTO's, Auspiced or with TTC's*

Payment is to be made directly to the Training Organisation/TAFE/TTC/Auspicing Fees prior to the commencement of the training.

Harvey Senior High School

2019 Proposed Additional Optional Course Costs

Learning Area	Description	Cost \$
The Arts	Visual Arts – Excursions Up to	240
Design and Technology		
	Design and Tech: Food and Fibre & Food Science	
	Excursion/s to Perth and/or Bunbury	30.00
	Additional material/s costs (\$ up to)	50.00
	APEX Teenage Fashion Awards	115.00
	Design and Tech: Inc. Materials, General Workshop, Wood and BCN	
	Additional material/s for high cost projects (per item)	60.00
English	English	
	Year 11 – Leadership Development Excursion	50.00
	Excursions Up to	115.00
HASS	Excursions Up to	60.00
Cert II Outdoor Recreation	Outdoor Education	
	Sea Trek	450.00
	Skippers Ticket	120.00
	Excursions (details to be provided)	40.00
	Physical Education	
	Sporting events and carnivals Up to	125.00
	Swimming Pool entry for Term 1 classes Up to <i>(Students with a season pass will be exempt from this cost)</i>	30.00
Mathematics	Mathematics	
	Participation in Mathematics competitions	20.00
Media	Media	
	Excursions Up to	60.00
	USB 8 GB	15.00
Science	Biological Science Camp	350.00
	Excursions and Incursions Up to	80.00
SIDE	Courses studied through School of Isolated Distance Education - Up to	300.00
Vocational Education and Training (VET)	Certificate Courses/SBT/PAIS/VETIS	
	Registered Training Organisations require additional items to meet Industry Standard	
	Clothing and personal protection equipment inc steel cap boots	265.00
	Books/Training Manuals Up to	200.00
	Keys for Life	8.00
	External Provider Costs	Up to
	These are provided/advertised to students and parents in the SWIT Booklets	\$10 000

	Work Place Learning	
	Excursion to Career Expos and workplaces	50.00
	Excursion to Workplaces	20.00
	Replacement name badge (if misplaced)	20.00
School Events	First Aid	170.00
	Young Drivers	25.00
	White card	100.00
	School Ball/End of year events	120.00
	Leaver's jackets 50% paid at end of Year 11, 50% paid start of year 12	140.00
	Country Week – Bag, Jacket & Embroidery	730.00
	Year 12	
	Presentation Folder and Sash for Graduation	40.00
	Graduation Dinner	40.00
	Incursions/Excursions/Guest Speakers	100.00
	Year 11	
	Incursions/Excursions/Guest Speakers	100.00
	SSEP	
	Field Trips	100.00
	Camp	350.00

** Costs are subject to approval by the School Finance Committee and the School Council. Parents will be advised of changes to costs.*

Course Charges

All Year 11 and 12 courses attract Compulsory Charges.

This school is only too aware that the payment of school charges can be a burden for some families. We offer a number of ways to pay these charges including cash, cheque, credit card or internet bank transfer. Payment plans can also be arranged to assist parents/guardians to spread these educational costs over the year. Health Care Card recipients are able to apply for government assistance in Term 1, they should contact the school for further information. In some cases of financial hardship, the Principal will consider full or partial waiver of contributions or charges. However, we do need to talk to you about this. Ignoring accounts and reminders is unhelpful to all parties. The school is also keen to assist parents in selecting options that they can afford. To this end course charges will always be provided to parents prior to selection of courses. The costs are accurate as at the time of printing this booklet. The Finance Committee and School Council are still to finalise the endorsing of the costs.

Many courses cost significant amounts of money to run for our students and require the full or part payment of the compulsory charges by all parents/guardians.

Frequently asked questions

Why has a literacy and numeracy standard been introduced?

Answer:

Concern has been expressed by industry, universities and State training providers that some students are not demonstrating sufficient literacy and numeracy skills for enrolment in some training and pre-apprenticeship courses, university courses or for the workplace.

The OLNA is referenced to a national standard (the *Australian Core Skills Framework*) that describes work-ready literacy and numeracy. The assessment will provide additional information to students, parents and teachers in relation to what literacy and numeracy skills are required to meet the demands of life and work in a knowledge-based economy.

Who has to sit the OLNA?

Answer:

Students will be required to sit the OLNA in Semester 1, Year 10 unless, on the basis of their Year 9 NAPLAN results, they have demonstrated the minimum standard of literacy and/or numeracy required for the WACE. There are three components – reading, writing and numeracy. Students will be required to sit the assessment for any component in which they have not achieved Band 8 or higher of Year 9 NAPLAN.

Students who have not met the literacy and numeracy standard will be required to sit the online assessment each semester until mid-Year 11. If required after that, students may choose which next available opportunity they will sit the assessment. A school may determine that a student's standard has not improved sufficiently to warrant re-sitting the assessment.

Students will have up to six opportunities in March and September of each year before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.

How will students who have not demonstrated minimum literacy and numeracy be supported?

Answer:

In terms of support for students who do not demonstrate the minimum standards of literacy and numeracy:

- the Authority has developed support documentation to assist Year 10 teachers to identify specific skills and understandings where students will require additional help and provide advice on strategies teachers may use to address these shortcomings
- the Authority has developed new Foundation English and Foundation Mathematics courses for Year 11 and 12 students requiring additional support with their literacy and numeracy skills
- the Authority has developed other Foundation courses, which include: Career and Enterprise, English, English as an Additional Language/Dialect, Health Studies/Physical Education Studies/Outdoor Education, Applied Information Technology and Mathematics

- the Authority acknowledges that –
 - these students are already in schools and that resources are already being directed to supporting them
 - the Australian Curriculum, which is currently being introduced in Western Australian schools P–10 as the Western Australian curriculum, is very explicit in terms of content relating to literacy and numeracy.
 - the importance of explicit teaching of literacy and numeracy skills and understandings has been well documented and secondary schools are rising to the challenge of meeting the needs of students who require additional support and interventions
 - schools already have a clear indication through NAPLAN assessment results and their own data about which students may not demonstrate minimum standards of literacy and numeracy (these new assessments will provide students, parents and teachers with additional information in relation to what literacy and numeracy skills are required to meet the demands of life and work in a knowledge-based economy).

Can students change from one study pathway to another or are they ‘locked in’?

Answer:

Yes, students can switch between course types. Schools will work with individual students to determine the enrolment that best meets their interests, aspirations and needs.

Will comparisons between results in the General courses at different schools be fair?

Answer:

Yes. The Authority will provide schools with a set of grade descriptions for each course. Schools will measure student performance against these standards when awarding grades.

The Authority will implement a range of moderation processes to assist schools with their assessment and measurement of student achievement. This will help ensure results are fair and comparable, regardless of the school students are attending or the courses they are studying.

What does it mean for those students who do not get a WACE?

Answer:

Students who do not achieve a WACE will receive the WASSA. This was previously known as the Statement of Results. These students will have the option of either continuing their study at a senior campus, enrolling in literacy and numeracy programs provided by State training providers or in some instances, remaining in their school for a further year of study. With successful completion, they will be able to achieve a WACE.

Answers to other frequently asked questions are available on the Authority website at

<http://wace1516.scsa.wa.edu.au/the-wace>

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