

# EAST KIMBERLEY COLLEGE



# SENIOR SCHOOL HANDBOOK 2023



# Welcome

We warmly welcome you and your student to our College. As an Independent Public School, our College offers students all the benefits of a larger metropolitan school, yet encompasses all the strengths and connectedness of a typical rural community. Our College strives to ensure all students are engaged in our rich learning environment. We foster individual student interests, encourage active participation in the learning process, and assist students to develop their ability to apply knowledge and skills to real life experiences and challenges.

An unwavering focus on student achievement continues to be at the forefront of the minds, and in the hearts, of all staff at East Kimberley College. A strong pastoral care culture is a central feature which underpins our direction as we know successful students have a strong sense of belonging and connectedness to the College community values. Building community confidence is a significant component of being a recognised and respected educational institution and we value our strong partnerships with parents, carers and the wider community. We are fortunate to have an extremely active and supportive Parents and Citizens Association and a proactive College Board.

We value our families as first educators in students' lives and we foster our values through our motto "Seek, Strive, Believe, Achieve". At East Kimberley College our belief is that "every student matters every day". We look forward with great anticipation to getting to know you and your student, and working closely with you to ensure the partnership between home and College remains strong and vibrant. We work towards building strong interpersonal relationships between students and teachers and in building and sustaining positive relationships, we create an environment which promotes quality learning.

Our emphasis on explicit instruction and commitment to build strong foundation skills in the early years, embedded evidence based strategies through the primary and lower secondary years, and a comprehensive senior secondary offering, enables a seamless education journey which prepares young people for the 21st Century as active and positive contributors to society. We offer a comprehensive curriculum with the provision of a range of study options for senior secondary students including a full Tertiary Entrance Program and a range of vocational and employment pathways.

Our School Board and staff agree that quality education, support for families, community engagement and strong partnerships will provide the strongest platform for students to achieve their potential. I encourage you to explore our East Kimberley College website and contact College representatives if you would like more information. I feel confident your student will enjoy a vibrant and caring environment with outstanding learning opportunities which we believe your student, will enjoy.



## Vision

The school of choice empowering students to succeed.

## Motto

Seek | Strive | Achieve | Believe

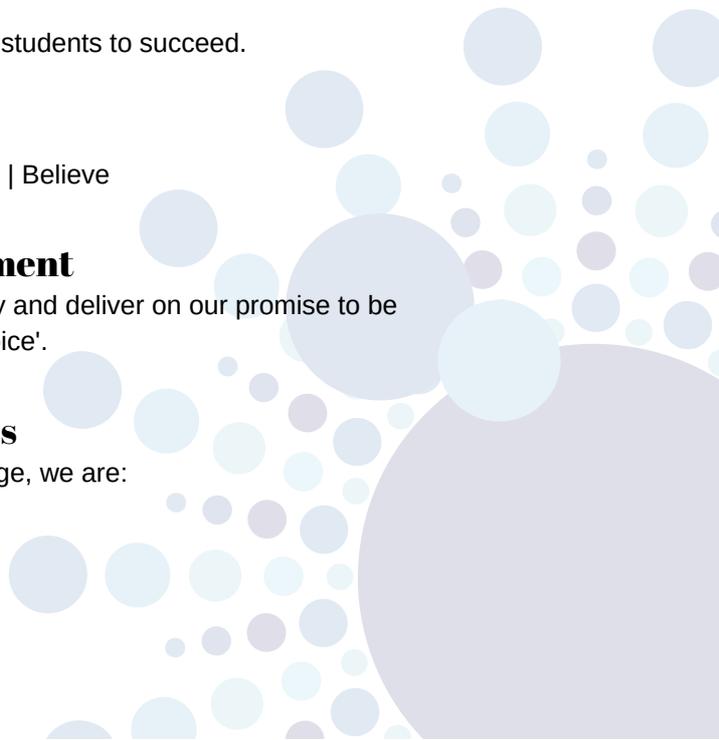
## Our Commitment

To exceed the expectations of the community and deliver on our promise to be the 'school of choice'.

## Our Values

At East Kimberley College, we are:

Respectful  
Responsible  
Prepared  
Safe



# The East Kimberley College Team

The Secondary Leadership Team consists of the following:

## Principal

The Principal is responsible for the management of East Kimberley College including both the Primary and Secondary sectors. Parents and community members are welcome to contact the Principal with any matters of interest or concern.

## Associate and Deputy Principals

- Jenny MacNeill, Associate Principal
- Tristan Abbott, Deputy Principal (Year's 10-12 and Engagement)
- Tim Bucknell, Deputy Principal (Year's 7-9)
- Geoff Burrows, Student Services Coordinator

## Head of Learning Areas (HoLA) and Program Coordinators

- Lisa Clark, Humanities HoLA (English and HaSS)
- Anna Burrows, Maths/Science HoLA
- Matt Welburn, Health and Physical Education (HPE) Teacher in Charge
- Kellie Jackson, Senior School Coordinator
- Libuse Dessert, Vocational Education Training (VET)/Workplace Learning (WPL) Coordinator
- Peter Treeby, Kimberley Education for Life (KEFL) Coordinator

The Deputy Principals and Student Services Manager are responsible for the day-to-day management of their respective areas of the College, including curriculum, student welfare and discipline, timetables, student absences, and new enrolments. All are available for parent interviews should you have any concerns or enquiries and all contact with the Principal and/or teachers should go via the Front Office in the first instance on 9168 4400 or email: [eastkimberley.col@education.wa.edu.au](mailto:eastkimberley.col@education.wa.edu.au). A comprehensive list of teaching staff can be found on the College [website](http://www.eastkimberleycollege.wa.edu.au) ([www.eastkimberleycollege.wa.edu.au](http://www.eastkimberleycollege.wa.edu.au), About Us, Staff).



## College Priorities

The priorities (2019-2020) which have been identified as the prime focus for College planning are:

- Academic Rigour and Successful Student Pathways
- Excellence in Professional Practice
- Community Pride, Perception and Partnerships
- High Standards of Student Behaviour, Engagement and Attendance



# Term Dates 2023

## SEMESTER ONE

Term 1 Wednesday 1 February - Thursday 6 April

SCHOOL HOLIDAYS Friday 7 April - Sunday 23 April

Term 2 Monday 24 April - Friday 30 June

SCHOOL HOLIDAYS Saturday 1 July - Sunday 16 July

## SEMESTER TWO

Term 3 Monday 17 July - Friday 22 September

SCHOOL HOLIDAYS Saturday 23 September - Sunday 8 October

Term 4 Monday 9 October - Thursday 14 December

Please note: there are School Development Days which have not yet been set. These days will be noted on the College Calendar on our website: <https://eastkimberleycollege.wa.edu.au/term-dates-times/> once finalised.

## School Hours

School classes commence at 8.00am and the day ends at 2.08pm except for Wednesday's, where classes will commence at 8.00am and the day will end at 1.50pm.

Note: with the exception of students who participate in approved programs (eg. Clontarf football training, basketball training, athletics training) students should not be on College grounds before 7.45am. Supervision does not commence until this time. Parents/carers are reminded of their responsibility to contribute to making a safe environment for their children.

## College Communication

The College keeps in touch with families via various methods for events, fundraisers, assemblies, etc. These include:

- **Connect** - Secondary students have access to the Department's online communication system. Connect is a secure, efficient and effective service provided by the Department of Education to all staff, students and parents to access to important aspects of schooling - building links between school and home. This facility is not yet available to Primary School students.
- **College Newsletter** – distributed in Weeks 4 and 10 of each term and emailed to families. A link is also provided on the East Kimberley College Facebook page and on the website.
- **Facebook** – please follow our East Kimberley College Facebook page to keep updated on what is happening at the College.
- **Website** - the College website is a great resource for families. You can find a link to email Absentees, the Canteen Menu, Student Council, School Board and the College Calendar outlining upcoming events. Check it out [here](#) or enter [www.eastkimberleycollege.wa.edu.au](http://www.eastkimberleycollege.wa.edu.au) into your browser.



# The Handbook

This handbook contains information for students currently enrolled in Year 10. It is designed to provide a reference point for the Western Australian Certificate of Education (WACE) requirements, university and TAFE requirements and other vital information. The School Curriculum and Standards Authority (SCSA) provide additional information about assessment and certification. The Tertiary Institutions Service Centre (TISC) regularly updates its website with information relevant to students who plan to attend a university following high school.

If you are entering Year 11, this will be the first year that you have complete control over the subjects you select in order to best match your interests and strengths and to meet your career pathway needs.

This handbook presents a summary of subjects available at East Kimberley College and other vital information necessary to make decisions about your senior schooling. To make the best choices:

**Read this handbook:** Sounds simple, but unless you actually read this handbook you won't make the best choices you can.

**Share this handbook with your parents/carers:** It's important that your parents/carers are aware of the information in this handbook and you involve them in the decisions you make.

**From there discuss your options with your Careers teacher/ Senior School Coordinator:** Your Careers teacher is the first person at school to discuss your decisions with. They will guide you through the school processes and/or the other people you might need to see.

**Finally, think very carefully about the choices you make:** Think about what you want to do after you finish Year 12. If you have a set pathway in mind, think about the subjects that will get you there. If you're not sure yet (which is okay) pick subjects that will maximise your choices at the end of Year 12. Either way it is very important that you leave as many doors open as possible at the end of Year 12. Pick a pathway that is challenging and one that you will achieve success in. Use teacher recommendations as a guide and understanding that your teachers are generally correct.

This is your future. Your education will determine the quality of life you have. Choose well, set your goals high and do the very best you can – be the best you can. **This handbook contains information for students currently enrolled in Year 10. It provides a reference point for studies in Year 11 and Year 12 and, in particular, for the WACE.**

**Further information and advice is also available to you and your parents from school staff, such as counsellors, year coordinators, VET coordinators and deputy principals.**

Further information and advice is also available to you and your parents from school staff such as counsellors, Year Coordinators, the Vocational Education and Training (VET) coordinator and Deputy Principals.

*By law, all student must remain in education, training or approved employment until the student reaches the age of 17 years and 6 months.*

**Before you read any further, remember the following:**

ATAR	Australian Tertiary Admission Rank
OLNA	Online Literacy and Numeracy Assessment
SCSA	School Curriculum and Standards Authority
The Authority	School Curriculum and Standards
TISC	Tertiary Institutions Service Centre
VET	Vocational Education Training

WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement
KEFL	Kimberley Education for Life

# Year 11 and 12 Contributions and Charges

East Kimberley College receives government funds each year to cover the expenses of running the school. Financial support provided by parents has always played a vital role in the provision of resources that extend the school's capacity to add value to students' learning experience. For example, parent contributions allow schools to provide class sets of text books instead of students having to provide their own.

## Determining Charges

East Kimberley College endeavours to keep its charges to a minimum while maintaining a high standard of educational programs. The level of financial support requested of parents requires the approval of the School Board, which plays an important role in the school's financial planning arrangements to meet the needs of students while minimising the financial burden on parents.

Each student is charged only for resources specific to each of their courses, therefore each student's charges will vary according to their choice of courses.

There will be additional charges in some courses where extra cost activities are part of the Year 11 and 12 educational programs such as excursions and camps that students are expected to attend and which the course charges do not cover.

Participation in these extra components is voluntary but conditional on payment of the cost of providing the activity.

## Collection of School Charge Payments

All Year 11 and 12 courses attract a compulsory charge, that is, they are NOT voluntary and the estimated cost for each course is included in this booklet.

Full payment of charges should be made prior to the start of the 2023 school year. It is acknowledged that some families may struggle to pay charges. To help overcome the problem of paying all charges in advance, a time payment arrangement may be organised by contacting the Manager Corporate Services (Business Manager) on 91684403 prior to the commencement of the 2023 school year.

NB: Students with unpaid charges may be removed from high cost courses.

## Education Program Allowance

Financial assistance is available for eligible families who are holders of a valid Centrelink Pensioner Card, Health Care Card or Veterans' Affairs Pensioner Card. Applications are available from the school's administration and completed forms need to be returned to the Accounts Office before the end of Term 1 each year.

In 2023, the allowance consists of two parts:

- \$115 Clothing Allowance paid directly to the parent/ guardian or to the school
- \$235 Education Program Allowance paid directly to the school

## Course Charges and Booklist

Once the course selection and timetabling processes are completed, every student will receive a detailed list of the charges associated with their program.

This will include:

- the charges associated with each course
- any other compulsory charges by the school
- any voluntary contributions approved by the School Board
- any text books that need to be purchased and the recommended retail price

The booklist and schedule of charges will be forwarded to parents/guardians in Term 4. If students change their courses during the school year a new schedule of charges will be issued.

**All subject charges for Year 11 and 12 courses and certificates are compulsory and should be paid by the end of Term 1, 2023. Year 11 Courses and certificates which incur fees of \$100.00 or more require a 50% deposit which must be paid by in full by **Friday October 21, 2023**.** Deposits not paid by the due date may result in the removal of students from the selected course or certificate for the following year.

Students removed from high cost courses or certificates will need to select a replacement subject.

Payment options are available for all families.

Please contact our Corporate Services Manager, to arrange a payment plan.

## WASSA & WACE

### Western Australian Statement of Student Achievement (WASSA)

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling. Senior secondary school typically takes two years. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements.
- achievement of the literacy (reading and writing) standard.
- achievement of the numeracy standard.
- achievement of awards.
- school grades, school marks and combined scores in ATAR courses.
- school grades and school marks in General and Foundation courses.
- completed Preliminary units.
- completed VET industry specific courses.
- successfully completed VET qualifications and VET units of competency.
- completed endorsed programs.
- number of community service hours undertaken (if reported by the school).



### Western Australian Certificate of Education (WACE)

The WACE is awarded by the School Curriculum and Standards Authority (Authority) when students successfully meet the requirements of the WACE.

If you wish to achieve a WACE, the Authority requires you to complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses or a Certificate II (or higher) VET qualification.

#### WACE requirements

To meet the WACE requirements, you must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy.
- complete a minimum of 20 units, or equivalents as described below:
  - 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.

*\*In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or has an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements. Note: for ATAR courses with practical components, students must complete both the written and practical examinations.*

*\*\*Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher.*

*\*\*\*In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.*

*\*\*\*\*The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see the WACE Manual for further information).*

# WACE Requirements

## Breadth & Depth

To meet the breadth and depth requirement, you must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET or endorsed programs. This requirement includes 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.

A full list of List A and B subjects is available at <https://eastkimberleycollege.wa.edu.au/course-outlines-2/>.



## Achievement Standard

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

## Unit Equivalents

The WACE requirements for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

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. You may obtain unit equivalents through:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met).

You can find unit equivalents for endorsed programs on the Authority's approved list of endorsed programs (see <http://seniorsecondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsedprograms>).



## WACE requirements 2022 and beyond

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.

3

### Breadth and depth

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.

4

### Achievement standard

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.

5

### Unit equivalents

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.

# Online Literacy & Numeracy Assessment (OLNA)

## Literacy and numeracy standards

You must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the Australian Core Skills Framework (<https://www.education.gov.au/australian-coreskills-framework>).

For the WACE literacy standard, you must demonstrate the minimum standard of literacy either by successfully completing the literacy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in Year 10, or subsequently, or by pre-qualifying through achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN).

For the WACE numeracy standard, you must successfully complete the numeracy component of the OLNA in Year 10, or subsequently, or by pre-qualifying through achieving Band 8 or higher in the numeracy test of Year 9 NAPLAN.

This means that, if you have achieved Band 8 or above in the reading, writing or numeracy component of the Year 9 NAPLAN you will be considered to have pre-qualified for that component and do not need to sit the OLNA for that component.

## Sitting the OLNA

If you have not pre-qualified in reading, writing or numeracy you are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If you do not meet the standard in Semester 1, then you must sit the OLNA in Semester 2 of Year 10, and, if required, in Semester 1 of Year 11. You 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.

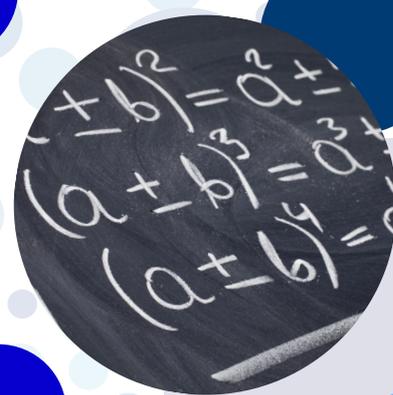
If you do not achieve a WACE while at school because you do not demonstrate the standard in one or more of the reading, writing or numeracy components, you can apply to re-sit the necessary test/s. If you subsequently demonstrate the literacy (reading and writing) and numeracy standard and meet all the WACE requirements current at the time, you will be issued with a WACE.

## Adjustments

If you have a condition/s that may significantly limit your capacity to participate in the OLNA, disability adjustment provisions for timed assessments are available. For information about the adjustment provisions, see <http://senior-secondary.scsa.wa.edu.au/assessment/olna/disabilityadjustments>.

If you are a student with a disability or have additional needs and choose not to sit the assessment or have not demonstrated the standard through your performance in Year 9 NAPLAN, you will not qualify for the WACE. It is important that you and your parents/guardians/carers discuss your options with appropriate staff members at your school.

After discussions with parents/guardians/carers, and the school, you may choose not to sit the OLNA. However, this means that you will not achieve a WACE.



# WACE Courses and program options for Senior School Students

For 2023, students will be enrolled in the following types of courses during their contact time at East Kimberley College:

## Australian Tertiary Admission Rank (ATAR) courses

ATAR courses are designed for students who are aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course. ATAR courses are also excellent preparation for a range of post-school pathways, including vocational training.

## General courses

General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses will not be examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority. Students may be able to use some general courses as a part of an alternate entry pathway to some university courses

## Endorsed Programs

East Kimberley College offers several endorsed programs which may contribute to the achievement of a WACE.

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

An endorsed programs list is available on the Authority website (<http://seniorsecondary.scsa.wa.edu.au/vet/endorsed-programs>).

You should discuss endorsed programs opportunities with the appropriate staff member at your school.

## Workplace Learning as an Endorsed Program

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in an unpaid workplace 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 their 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

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. That is:

- Less than 55 hours = 0 unit equivalents
- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents.

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement.

## Completion requirements

For each 55 hours completed in the workplace, a student must complete the:

Workplace Learning Logbook  
Workplace Learning Skills Journal.

## Completion requirements after 4 unit equivalents

After a student has completed the requirements for four unit equivalents (220 workplace hours and forty questions from the Skills Journal) he/she may continue to record the workplace hours completed using the Workplace Learning Logbook without the need to complete the Workplace Learning Skills Journal. The total number of workplace hours will be reported on a student's Western Australian Statement of Student Achievement (WASSA).

## Vocational Education and Training

Vocational Education and Training (VET) industry specific courses are designed for students typically aiming to enter further vocationally based training or the workforce directly from school. They include a full Australian Qualification Framework (AQF) qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows students to include more VET in your secondary education program.

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one option for meeting the requirements to achieve a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve WACE.

Students may have their VET achievements contribute to the WACE either as:

- a VET industry specific course
- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents)
- a combination of the above.



# About Year 11 & 12 WACE Course Selection

Students are encouraged to plan a two-year program and choose their Year 11 courses with consideration being given to the Year 12 courses they will study the following year. Students **MUST** select:

- An English course, either General or ATAR;
- A Mathematics subject either General or ATAR and
- If participating in an ATAR Pathway, at least 4 ATAR subjects;
- If participating in a General Pathway, at least 3 general subjects, TAFE and Workplace Learning
- A full complement of 5 courses or equivalent in Year 11.

## Recommendations

In view of the requirements for success in Years 11 and 12, the following recommendations are made to help you:

- Maximise your educational opportunities.
- Take advantage of what the school has to offer.
- Make sure you give yourself every chance to qualify for courses and career pathway/s of your choice.
- Achieve the WA Certificate of Education.
- Allow for the fact that you may change your mind

## Course Structure

An explanation of the course structure:

- Courses are divided into two units which will generally make up one year of study. (For the most part, East Kimberley College will offer paired units concurrently which will make a pair of units look like a year-long course).
- Courses are divided into two distinct groups – ATAR courses which can be used for university entrance, and General courses, which contribute to graduation requirements, but do not contribute to a tertiary entrance score or the Australian Tertiary Admission Rank (ATAR).
- All ATAR courses taken in Year 12 have external examinations (WACE examinations).
- General courses are wholly school assessed. They are wholly school-assessed, with one compulsory externally-set task in Term 2, used for moderation purposes.
- All ATAR courses are eligible for inclusion in a Tertiary Entrance Aggregate, providing the WACE examination has been taken.
- Not all courses will be offered at both levels at East Kimberley College. If they are not, the School of Isolated and Distance Education is available for students to study a mixed mode.



# WACE Course Offerings

## List A & List B Subjects

To ensure an appropriate breadth of study in senior secondary studies, you are required to select at least one Year 12 course unit from each of List A and List B subjects

### List A

ABL Aboriginal Languages of Western Australia  
AIS Aboriginal and Intercultural Studies  
HIA Ancient History  
ARA Arabic  
AUS Auslan  
BME Business Management and Enterprise  
CAE Career and Enterprise  
CFC Children, Family and the Community  
CBL Chinese: Background Language#  
CFL Chinese: First Language#  
CSL Chinese: Second Language  
DAN Dance  
DRA Drama  
ECO Economics  
ENG English  
ELD English as an Additional Language or Dialect  
FBL French: Background Language  
FSL French: Second Language  
GEO Geography  
GBL German: Background Language  
GSL German: Second Language  
HEA Health Studies  
HEB Hebrew  
IFL Indonesian: First Language  
IND Indonesian: Second Language  
ITB Italian: Background Language  
ISL Italian: Second Language  
JBL Japanese: Background Language  
JFL Japanese: First Language  
JSL Japanese: Second Language  
LIT Literature  
MBS Malay: Background Speakers  
MPA Media Production and Analysis  
GRE Modern Greek  
HIM Modern History  
MUS Music  
PAE Philosophy and Ethics  
PAL Politics and Law  
POL Polish  
REL Religion and Life  
RUS Russian  
TUR Turkish  
VAR Visual Arts

### List B

ACF Accounting and Finance  
APS Animal Production Systems  
AIT Applied Information Technology  
AET Automotive Engineering and Technology  
AVN Aviation  
BLY Biology  
BCN Building and Construction  
CHE Chemistry  
CSC Computer Science  
DES Design  
EES Earth and Environmental Science  
EST Engineering Studies  
FST Food Science and Technology  
HBY Human Biology  
HPO Health, Physical and Outdoor Education  
ISC Integrated Science  
MMS Marine and Maritime Studies  
MDT Materials Design and Technology  
MAT Mathematics  
MAA Mathematics Applications  
MAE Mathematics Essential  
MAM Mathematics Methods  
MAS Mathematics Specialist  
OED Outdoor Education  
PES Physical Education Studies  
PHY Physics  
PPS Plant Production Systems  
PSY Psychology



## Media Production & Analysis – ATAR

Digital technologies have impacted upon the role that the media play in Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and sharing of media work. This course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students learn the languages of media communication and how a story is constructed. Through the process of investigation, students engage with topics, issues and themes which have global and local relevance, and artistic movements and styles.

Media production enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences. Regular industry visits from photographers and filmmakers provide excellent opportunity for students to gain insight into employment prospects in the media industry.

## Media Production & Analysis - General

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes, as well as express their creativity and originality.

Students will be given the opportunity to reflect on professional media works, and their own production work. They will work both collaboratively and individually to create their own media productions, using digital technologies. Regular industry visits from photographers and filmmakers provide excellent opportunity for students to gain insight into employment prospects in the media industry.

## Visual Arts - ATAR

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

## Visual Arts - General

This Visual Arts course is aimed at the student who wishes to continue with Art in upper school but not necessarily as an ATAR course or a Certificate II. This course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, textiles, photography, montage, or multimedia. Exhibition of their work is a major component. Students do not sit exams in Year 11, however in Year 12, students sit an external set task (EST) during semester one. This course provides the opportunity for students to prepare for tertiary education and employment in Creative Industries.



# English

## English - ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging 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.

## English - General

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 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.

## English - Foundation

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy.

Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.



# Humanities & Social Sciences

## Economics - ATAR

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

## Geography - ATAR

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

## Geography - General

In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

## Modern History - ATAR

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

## Modern History - General

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

## Career & Enterprise - General

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

## Mathematics

There are six mathematics courses, three General and three ATAR. Each course is organised into four units. Unit 1 and Unit 2 are taken in Year 11 and Unit 3 and Unit 4 in Year 12. The ATAR course examination for each of the three ATAR courses is based on Unit 3 and Unit 4 only.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

	Year 11	Year 12
Specialist	ATAR	ATAR
Methods	ATAR	ATAR
Applications	ATAR	ATAR
Essential	General	General
Foundation	Foundation	Foundation

## Mathematics Foundation

A General course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the Western Australian Certificate of Education (WACE). It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

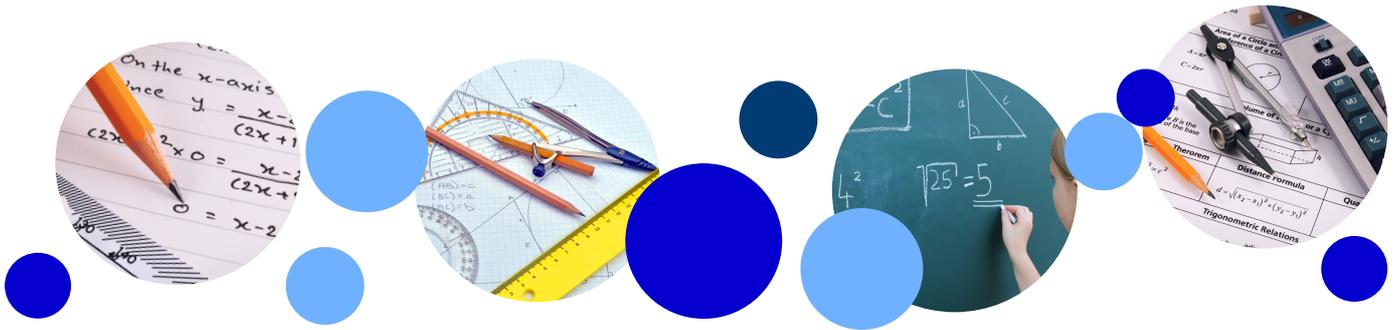
## Mathematics Essential

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

## Mathematics Applications - ATAR

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course aims to develop students:

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics.
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics.
- reasoning and interpretive skills in mathematical and statistical contexts.
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language.
- capacity to choose and use technology appropriately and efficiently.



## Mathematics ATAR (TEA bonus)

Curtin University, Edith Cowan university, Murdoch university and the University of Western Australia have recently announced the introduction of a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options; Mathematics Methods and Mathematics Specialist. The bonus will apply to the calculation of the Tertiary Entrance Aggregate (TEA) from 2021 onwards. Ten percent of the final scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the TEA, from which the ATAR is derived. Bonuses from both courses may be counted and will apply even if the scaled scores from the courses are not one of the student's best four scores.

## Mathematics Methods - ATAR

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. The Mathematics Methods ATAR course aims to develop students:

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics.
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics.
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems.
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.
- capacity to choose and use technology appropriately and efficiently.

## Mathematics Specialist - ATAR

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course. The Mathematics Specialist ATAR course aims to develop students':

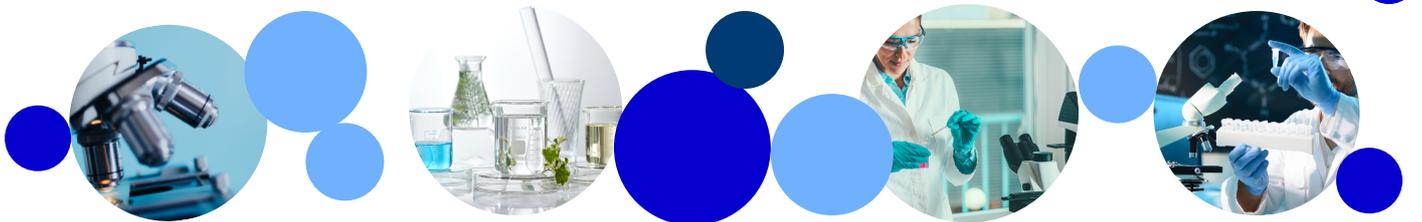
- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics.
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics.
- capacity to choose and use technology appropriately.
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems.
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.
- ability to construct proofs.

## Mathematics ATAR Courses Unacceptable Combination Rules

For 2024 university admission (2023 school leavers) unacceptable combination rules will apply to Mathematics ATAR courses:

- Mathematics Applications ATAR and Mathematics Methods ATAR will become an unacceptable combination
- Mathematics Applications ATAR and Mathematics Specialist ATAR will become an unacceptable combination

Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR.



## Science

### Biological Sciences

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. It involves the use of science processes to investigate and answer questions about the living world. Our biological knowledge is continually refined in the light of new evidence. This knowledge enables informed decision-making on matters that will influence the wellbeing of all organisms, the biosphere and ultimately the human species itself.

A strong interest in biology will enable students to pursue further studies in marine biology, biotechnology, botany, agriculture, veterinary science, environmental science and zoology; and the related fields of forensic science, landscape gardening, horticulture and medicine.

### Biology – ATAR

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. 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.

## Chemistry - ATAR

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

## Human Biology - ATAR

The Human Biology ATAR course gives students a chance to 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 their 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 develop a range of laboratory skills; for example, biotechnology techniques. Students learn 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.



## Earth and Environmental Science – ATAR

This ATAR course explores our planet as a dynamic global system involving interactions between the geosphere, hydrosphere, atmosphere and the biosphere. A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Management of environmental issues is explored, with students having opportunities to discuss issues and draw evidence-based conclusions. Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

## Integrated Science - General

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

## Physics – ATAR

In the Physics ATAR 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. 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. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

# Health & Physical Education

ATAR	GENERAL
Health Studies	Health Studies
Outdoor Education	Outdoor Education
Physical Education Studies	Physical Education Studies
	Health, Physical & Outdoor Education Foundation
	Health & Physical Education Preliminary

## Health Studies - ATAR

The Health Studies ATAR course continues to develop student learning around the knowledge, understandings and skills within the P–10 Health and Physical Education curriculum. Content within the Personal, social and community health strand, and associated sub strands, is consolidated and extended through the study of the course units.

## Health Studies - General

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

## Outdoor Education - General

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

## Physical Education Studies - ATAR

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.

Prescribed list of sports for practical (performance) WACE examination include Australian Football League, Badminton, Basketball, Cricket, Hockey, Netball, Soccer, Touch Football, Tennis and Volleyball.

## Physical Education Studies - General

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.



## Technologies

The Technology Learning Area offers students a ranges of courses in Computing, Design and Technology and Home Economics.

## Children, Family & the Community - General

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

## Computer Science & Technology - General

In the Computer Science General Course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.



## Cert 2 in Hospitality/Tourism

Start your career in the exciting and in-demand hospitality and tourism sectors with this industry recognised foundation course. Learn the fundamentals of a career in hospitality including working effectively with others, using information on the hospitality industry, interacting with customers, observing social and cultural sensitivity, and following workplace safety. You'll also learn about preparing and serving coffee, and food & beverage service. This certificate course gives the students the opportunity to learn important hospitality skills in a supported environment.

## Certificate 2 in Community Service

Every single day you can make a real difference to people's lives. With your kindness and compassion, you have the opportunity to support local communities, by caring for a diverse range of people in different life situations. Working in community services equals diversity, flexibility and a variety of roles. A qualification in community services means you can choose to specialise in particular areas like aged care, disability or mental health and pursue roles like:

Community Support Worker, Referral Officer, Welfare Officer, Family Support Officer, Service / Program Coordinator, Case Manager and a Social Worker. With an ageing population, and a growing demand for health care and social assistance, the number of people working as Community Workers is increasing yearly.

## Certificate 2 in Building and Construction

Carpenters are one of the most in-demand trades within the building and construction industry! From building the framework for walls and roofing, through to creating custom cabinetry and fixtures and fittings, this is a career that can offer you an interesting variety of work and many job opportunities! Through this TAFE course you'll get a great range of job ready skills, which will greatly improve your chances of getting a full apprenticeship so you can be on your way to a trades qualification! In addition to learning all about workplace safety, and working as part of a construction team, you'll also learn how to read and interpret plans and specifications, carry out measurements and calculations, plan and organise your work, and operate a range of hand tools and machinery.

## Certificate 2 in Rural Operations

Learn about sustainable work practices, essential health & safety requirements, and the core skills needed to work in the farm sector. Then tailor your studies to your own interests with our wide range of electives that cover rural operations and horticulture. Gain the practical skills you need to complete a range of manual tasks and the basics of farm machinery and tools. Finish your course job-ready with hands-on experience and a qualification that's recognised anywhere in Australia.

## Certificate 2 in Engineering

Learn the basic skills of engineering with a Certificate II in Engineering Pathways. An entry-level engineering course will take you closer to employment and increase your chances of securing an apprenticeship. You'll learn basic workshop skills, like how to operate tools and equipment, basic welding skills as well as improving your communication skills. When you complete this course, there are a number of employment opportunities open to you. You could work in engineering jobs like sheet metal fabrication, boiler making, fitting and turning, electrical fitting, and so much more – there really is no limit.

## Certificate 2 in Workplace Skills

The Certificate II in Workplace skills course aims at helping those with limited workplace experience gain practical skills, in a supportive educational environment. In this course the individuals learn to carry out basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Individuals in these roles generally work under direct supervision. In this course you will learn the essential office and general business skills that every employer will expect from its employee. These essential office and business skills include customer service, workplace health and safety, time management, communication skills and using basic office computer applications. At the end of this course, you will have the skills required to help you in job search. You will be able to communicate effectively in various business situations including colleagues and customers and will be able to operate computer for basic day to day requirements.

# Specialised Pathways for Senior School Students 2023

## Kimberley Education for Life

Kimberley Education for Life is an award winning School Based Traineeship program delivered by East Kimberley College. The program was designed to engage students in the Vocational Education stream and focus on attainment of WACE graduation certificate and full time traineeships, apprenticeships or work after completion of year 12.

The program offers students the following opportunities:

- Guaranteed participation in a paid school based traineeship – two days per week on the job experience.
- Certificate II in a chosen industry – engineering, building and construction, automotive, business or community services.
- Authority Developed Endorsed Program - Agriculture.
- General Outdoor Education.
- Essential Mathematics.
- General English.
- A range of self funded short course opportunities such as bronze medallion, skipper's ticket, senior first aid, white card etc.

## Benefits of the Program

The KEFL program has created a critical link between the school and business community. Many of the local businesses who have become involved in the program have gone on to employ students on a full-time basis in a traineeship or apprenticeship either through KGT or directly. This demonstrates that the program is achieving its core objective of assisting students make the transition from school to work.

## Application Process

During Term 3 of Year 10, students attend various presentations on pathways for Senior School. If interested in KEFL, students receive an application form and apply in writing. Applicants then go through a panel interview process. Applicants are either admitted into the program due to good behaviour, school attendance and work ethic, or put on probation for Term 4 to show they can improve in one or more of those areas. Students must adhere to the following:

- Minimum of 90% attendance.
- Be punctual to school, TAFE and employment.
- Work towards achieving positive results.
- Produce all set work by the required deadlines.
- Follow all instructions without arguing.
- Show respect for others and their property.
- Complete the required hours in the workplace each year.
- Attend the Kimberley Training Institute for all training.
- Contact workplace supervisor and KEFL coordinator before the expected commencement time if unable to attend the workplace on a particular day, and supply a medical certificate if required.
- Attend after school tuition to help keep up to date with all work.
- Payment of fees by Week 5 of Term 1, 2 and 3 or in full at the beginning of the school year.



# Work Ready Program

The Work Ready Program is specifically designed to upskill and prepare students who are on a non-WACE pathway through the development of employability, life, social and functional literacy and numeracy skills.

The program is designed to provide real-world contextualised learning opportunities with the aim of ensuring all students are thoroughly prepared for work or further education or training opportunities after school.

The program comprises of workplace-focused Literacy and Numeracy programs, Health and Wellbeing, Certificate I & II courses, access to TAFE courses, weekly Work Place Learning placements, elective subjects along with other camps and excursions.



## Exposure to Work

Students in the Work Ready Program may have access to many opportunities such as workplace site visits, workshops delivered by industry representatives, work place learning and in-school talks. Students may tour local businesses such as Coles, the Country Club and the Regional Airport to gain a deeper understanding of the employment opportunities in these sectors.

Students may access Work Placement in an industry of their interest. Placements may be set up and supported by our Work Ready staff along with Clontarf and Shooting Stars support. Examples of Work Placements include:

- Ord Machinery
- Juniper Aged Care
- MG Aboriginal Corporation
- Coles Supermarket, etc.

## Certificate II in Hospitality and Tourism

These nationally recognised Certificate Qualifications are designed to develop fundamental literacy and numeracy skills required to successfully participate in a workplace environment. The age-appropriate materials have been specially designed to engage students from regional areas. Students also plan and execute a group project as part of this course.

## Numeracy & Literacy Programs

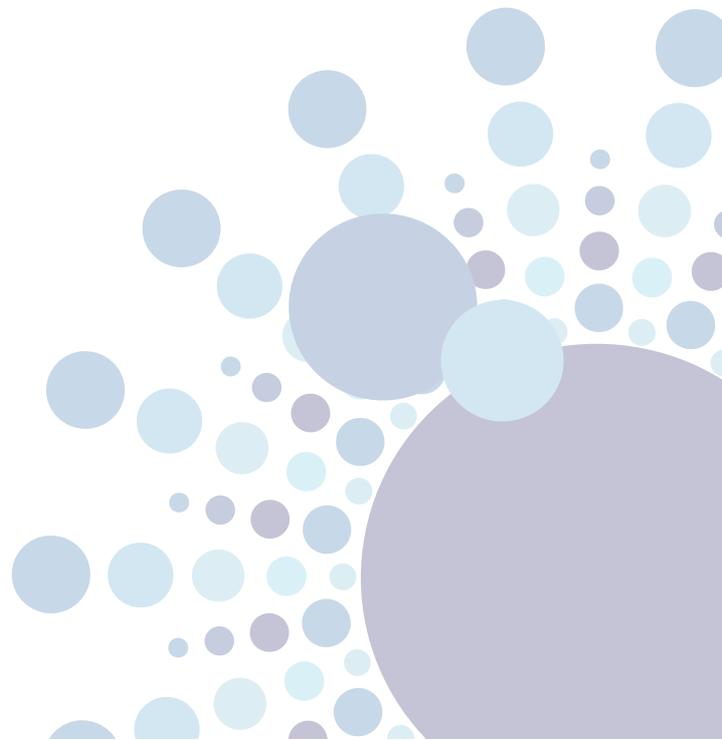
All aspects of Literacy and Numeracy development are linked to workplace requirements. Numeracy examples include; money and time management, reading maps understanding receipts, pay slips, measurement, percentages and fractions. Literacy examples include; gaining personal ID –students are supported in collecting all their personal paper work ready for employment, building resumes, applying for Tax File Numbers, Medicare Cards, Birth Certificates, Drivers Licences, completing applications for employment and mock interviews.

## Keys for Life (K4L) Driver Training Program

As of 2021, Work Ready Students will participate in the K4L program where they will work through 10 modules to attain their Learners Driver's License – an important component of being work-ready.

## Partnerships for Success

The program accesses external partners, agencies and organisations to assist in supporting all Work Ready Program students. These include the Wunan School to Work Transition Program, Boab Health, Drug and Alcohol Services, Anglicare, Boab Art Therapy, WAPOL, OVAHS, Legal Aid, DCPFS and many more.



# EAST KIMBERLEY COLLEGE



## SENIOR SCHOOL ASSESSMENT POLICY 2023



This policy is provided to all senior secondary students at East Kimberley College and is based on School Curriculum and Standards Authority (Authority) requirements.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, Preliminary and VET industry specific courses. Some students are also gaining credit for the WACE by undertaking one of the Vocational Education and Training (VET) qualifications (Automotive or Hospitality) and/or one or more of the endorsed programs (The Duke of Edinburgh Award, Workplace Learning, and/or Chevron Australia Powering Careers in Energy) which are available at our school. The VET qualifications are delivered and assessed in partnership with both KTI and Kimberley Group Training, registered



## Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

## Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with assessment feedback within 7 days of receiving the assessment and provide guidance on how best to undertake future tasks
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, including notifying parents when their child is at risk of achieving a D or E grade.

## Information provided to students

Before teaching starts the teacher will provide on the school shared drive the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
  - the content from the syllabus in the sequence in which it will be taught
  - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the pair of units that includes:
  - the number of tasks to be assessed
  - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
  - the weighting for each assessment task
  - the weighting for each assessment type, as specified in the assessment table of the syllabus
  - a general description of each assessment task
  - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

## Assessing student achievement

At East Kimberley College all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses. Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant head of learning area/teacher-in-charge responsible for the course.

## Small Group Moderation

Moderation is the process used by the School Curriculum and Standards Authority to help ensure the comparability of school marks and grades between schools. Comparability occurs when the same result in the same pair of units has the same value across the State. This helps to ensure fairness of marking and grading for students. It also maintains the credibility of school marks and grades.

For the purpose of comparability, our school must:

- base its teaching and learning program on the syllabus
- base its assessment program on the assessment requirements of the syllabus
- implement the Authority's grading procedures
- participate in the Authority's consensus moderation process and school moderation program and, where appropriate, the small group moderation process.

Where there are fewer than six ATAR course examination candidates in an ATAR course, the teacher must become involved in a small group moderation partnership to increase the combined group size to six or more students for that pair of units.

It is the responsibility of each school with a small group in a course to:

- inform students of the consequence of being/not being in a small group partnership in relation to students' marks
- initiate the establishment of a small group moderation partnership
- inform students that they are in a small group partnership with one or more schools
- register the partnership with the Authority by the date indicated on the Activities Schedule
- ensure that the partnership operates effectively ensuring that all partners' marks are comparable.

All schools participating in Small Group Moderation must be:

- doing the same pair of units
- teaching the course content in the same manner and
- reporting student achievement to the Authority in the same manner.

## Comparability of school marks at partner schools

All partner school should be seen as one large class and therefore the school marks for the pair of units at all partner schools must be on a common scale. For the purpose of comparability, students in partner schools must undertake all common assessment tasks with the same weightings at each school and teachers must collaborate to ensure the marking of all teachers in the partnership is at the same standard and conducted with the same rigour. Partner schools are required to share a common assessment program.

## School examinations

School examinations are included in the assessment outline for the pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations are typically 2 or 2.5 hours in duration.

In Year 12 all written examinations are 3 hours' duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students three weeks before the start of the exam period. If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the school will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Students are not permitted to leave the exam room until the end of the designated time of the exam.

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

## Externally set tasks

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the school to submit the EST marks, then the school will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks.

## Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. Student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, or
- a mark of zero for the part of the assessment where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

## Security of assessment tasks

Where there is more than one class studying the same pair of units at the school, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

## Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the school establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been accepted by the Authority. The written assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the school. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

The school will not use the materials for any other purposes without the written permission of the student.

## Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified, the modified assessment outline will be placed on the school shared drive and on Reporting to Parents assessment outlines.

Where a disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.

## Students with a disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's Guidelines for disability adjustments for timed assessments, which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

## Completion of a pair of units

A grade (A, B, C, D or E) is assigned for each pair of units completed. Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant head of learning area/teacher-in-charge who will provide a 'Submission of assessment task' slip.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the school the student's assessment outline will, where possible, be adjusted and a grade assigned. If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student does not provide a reason, which is acceptable to the school, the following penalties apply:

- 10% reduction in the mark per day if submitted one school day late.

Where an in-class assessment task is missed and the student does not provide a reason which is acceptable to the school the student will receive a mark of zero.

## Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the school before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
- provide either a medical certificate or a letter of explanation immediately the student returns to school.

Where the student provides a reason, which is acceptable to the school for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), or
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the school ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

## Transfer between courses and/or units

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At East Kimberley College the deadline for student transfers in Year 11 and Year 12 is Friday of Week 6 in Term 1 as all courses are assessed as a pair of units.

In Year 11, students can also transfer at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course can transfer to a General course after the OLN results are received from the Authority. When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at East Kimberley College.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## Reporting student achievement

The school reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade (1)
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (1) (calculated from the weighted total mark).

*(1) The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.*

At the end of the year, students will be provided with an East Kimberley College statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the school.

## Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the relevant head of learning area/teacher-in-charge responsible for the course. The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the school's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee. If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.



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