

“Respect, Responsibility & Tolerance”



2026 Senior School Course Selection Book

NARROGIN SENIOR HIGH SCHOOL
Advance With Integrity

Western Australian Certificate of Education (WACE)

THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to students who have successfully completed senior secondary schooling in WACE studies and have met the WACE requirements. The majority of students in Western Australia achieve the WACE.

THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

A WASSA is issued to all Year 12 students who complete any study at Year 11 and 12 level. It formally records student achievement in each course, qualification and program that the student has completed in senior secondary schooling (including VET/endorsed programs at Year 10 level). This provides evidence of achievement.

SCHOOL CURRICULUM AND STANDARDS AUTHORITY

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

For pathway information please see link.

<https://www.scsa.wa.edu.au/publications/year-10-information>

Advice and Information can be obtained from any of the staff listed below

| | |
|--------------------------------------|--|
| Mr Jamie Perry Year 10 Leader | Mr Aaron Morton Alternative Pathways |
| Mr Kris McDonald Year 11 Leader | Ms Tara Percival Associate Principal for Lower school |
| Ms Ellie Sheridan Year 12 Leader | Ms Sandii Stankovic Principal |
| Mr Josh Jones Associate Principal | |





WACE requirements v 2025

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:

- prequalify through 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

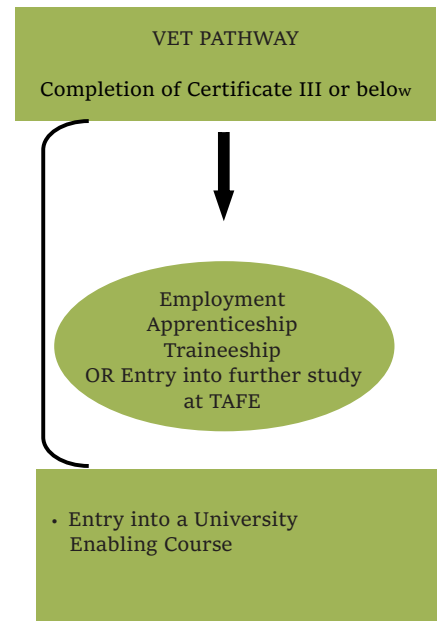
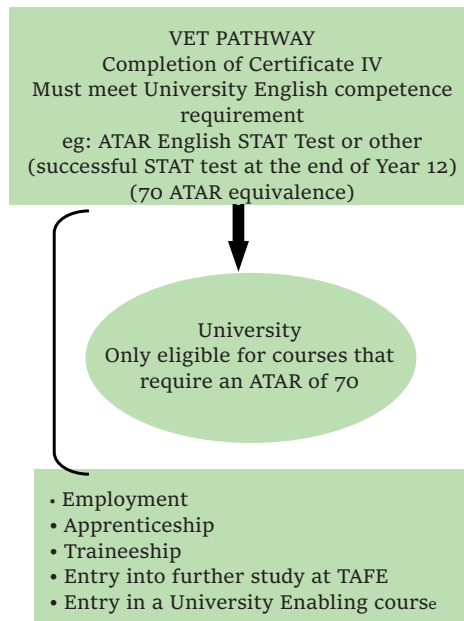
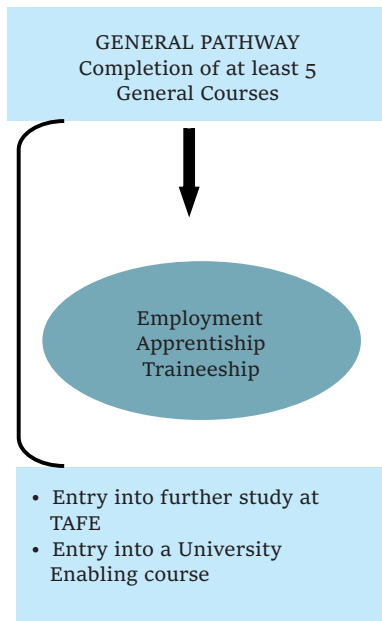
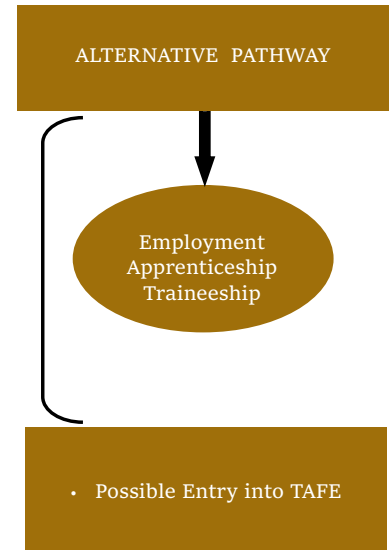
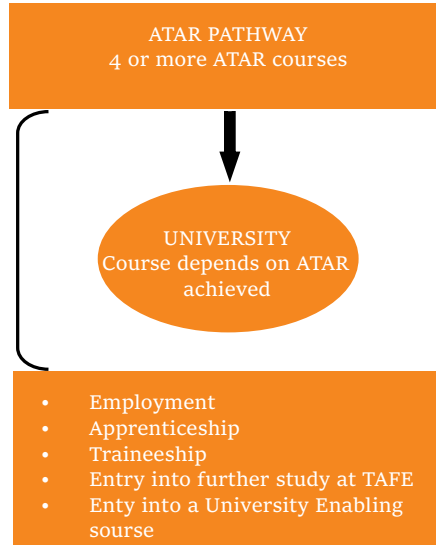
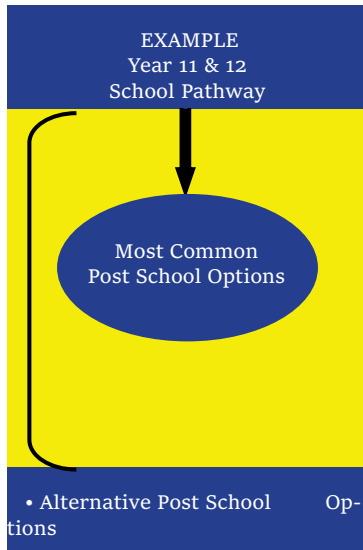
You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5. Unit equivalents

Unit equivalents can be awarded 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.

Pathway Options

Below are examples of study options and post school pathways. There are other options we offer on an Individual Student need basis.



Acronyms:
VET: Vocational Education and Training
ATAR: Australian Tertiary Admission Ranking
TAFE: Training and Further Education

General Features of Senior Secondary Courses and Programs

| Courses and Programs | General Features |
|--|---|
| Preliminary courses | <p>These courses are offered for students with a recognised Learning/Intellectual disability.</p> <p>The Preliminary Course is dependent on individual needs</p> <p>These courses do not contribute to WACE achievement</p> |
| Endorsed programs | <p>These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents</p> <ul style="list-style-type: none"> • Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations |
| Vocational Education and Training (VET) qualifications | <p>VET qualifications are for students wishing to participate in nationally recognised training</p> <ul style="list-style-type: none"> • VET achievement is recognised within the WACE if it is certified by a registered training organisation (RTO) • RTO certification assures the public that an individual has met all relevant standards in the delivery and assessment of a qualification as regulated by the VET sector • VET qualifications may contribute to the WACE through VET credit transfer which refers to any nationally endorsed qualification or nationally recognised accredited course that is used by a student to contribute towards their WACE. • Qualifications undertaken as VET credit transfer contribute to the WACE as unit equivalents and may be used to meet the Certificate II or higher requirement |
| Foundation courses | <p>These courses focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work</p> <ul style="list-style-type: none"> • Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of student support • They are not designed or intended to be an alternative senior secondary pathway • The school determines which students will be placed in Foundation classes (if required) • For students who are in Category 1 in OLNA |
| General courses | <p>These courses are not externally examined</p> <ul style="list-style-type: none"> • They each have an externally set task (EST) which is set by the Authority; typically, this occurs in Term 2 • General courses are typically aimed for students entering further vocationally based training or the workforce straight from school • Recommended: that students have achieved C Grade and passed Year 10 OLNA |
| Australian Tertiary Admissions Rank (ATAR) courses | <p>These courses are examined by the Authority</p> <ul style="list-style-type: none"> • Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR) • It is used to determine eligibility for university entrance • Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, (excluding unacceptable combination ATAR courses) • Students must be prepared to commit to a home study program, in addition to the completion of homework and assignments. In order to be successful in achieving an ATAR: <ul style="list-style-type: none"> • In Year 11 – typically a minimum of 2 hours per night should be devoted to ATAR studies • In Year 12 – more home study time may be required at intervals to ensure ATAR success • For students who are a B average in Year 10 for subjects wanting to study |

Narrogin Senior High School Courses and Certificates 2026

| List A | (Arts/Languages/Social Sciences) | List B | (Mathematics/Science/Technology) |
|---|--|--------|---|
| CAE | Career and Enterprise F | BLY | Biology A |
| CEM | Career and Employability G | BCN | Building and Construction G |
| DAN | Dance G | CHE | Chemistry |
| ENG | English A/G/F | DES | Design (DESP Photography) G |
| GEO | Geography A | FST | Food Science and Technology G |
| HEA | Health Studies G | HBV | Human Biology A/G |
| HAS | Humanities and Social Sciences in Action | HPO | Health, Physical and Outdoor Education F |
| HIM | Modern History A | MDT | Materials Design and Technology (Metal) G |
| VAR | Visual Arts G | MDT | Materials Design and Technology (Wood) G |
| VET | BSB20120 Cert II in Work Place Skills | MAA | Mathematics Applications A |
| VET | BSB30120 Cert III in Business | MAE | Mathematics Essential G |
| A = ATAR G = General F = Foundation BOLD = supported by SIDE | | MAM | Mathematics Methods A |
| | | MAS | Mathematics Specialist A |
| | | PES | Physical Education Studies A/G |
| | | PHY | Physics A/G |
| | | PSY | Psychology A |
| | | | |

Vocational Education Training Options

| | |
|---|---|
| School Based | |
| Workplace Learning – Endorsed Program | |
| Certificate II Skills for Work & Vocational | Certificate IV Preparation for Nursing |
| Certificate II Sports and Recreation | *Certificate III Early Childhood Education and Care |
| *Certificate II in Hospitality Concurrent | Certificate III in Education Support |
| *Certificate II in Cookery | ** Online learning required |
| Certificate II in Workplace Skills | *Minimum 120 hours work placement required as part of the qualification |
| Certificate III in Business | |
| FSK20119 Certificate II Skills for Work and Vocational Pathways | |

Subject Selection Online (SSO)

Narrogin Senior High uses Subject Selection Online (SSO), a flexible website that allows students to choose their subjects for the next year. Each subject has prerequisites, which are clearly displayed to help students make informed choices. Staff can also recommend subjects during the selection process to guide students and their families.



Students can update their selections anytime while the website is open, with changes reflected in real time.

Final selections on the website must be confirmed with a 'Parent PIN,' which is provided to parents/carers/guardians. Once subject selections are confirmed and the timetable is created—usually by Term 4—subject changes are limited due to timetable constraints.

English

| Pathway | Course | Recommended Entry Requirement | List | Year 11 Code | To | Year 12 Code |
|---------------------|-----------------------|---|------|--------------|----|--------------|
| ATAR | English | B Grade in Yr 10 English + OLNA | A | AEENG | ➤ | ATENG |
| ATAR | Literature | B Grade in Yr 10 English + OLNA | A | AELIT | ➤ | ATLIT |
| General | English - General | Completed Yr 10 English | A | GEENG | ➤ | GTENG |
| Foundation | English - Foundations | Category 1 or 2 in OLNA Reading and Writing | A | FEENG | ➤ | FTENG |
| Alternative Pathway | Individual Pathway | Below C - Grade average | | | | |

English ATAR (AEENG)

The English ATAR course focuses on developing students' analytical, creative, critical thinking and communication skills in all language modes. The course encourages students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

English ATAR Literature (AELIT)

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring

English General (GEENG)

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, 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 (FEENG)

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.

This course is tailored for students who have not passed OLNA.

Health and Physical Education

| Pathway | Course | Recommended Entry Requirement | List | Year 11 Code | To | Year 12 Code |
|------------|---|-------------------------------|------|---------------|----|---------------|
| ATAR | Physical Education Studies | B Grade in Yr 10 PE + OLNA | B | AEPES | ➤ | ATPES |
| General | Health Studies | C Grade in Yr 10 Health | A | GEHEA | ➤ | GTHEA |
| General | Physical Education Studies | C Grade in Yr 10 PE | B | EPES | ➤ | GTPES |
| Foundation | Health, Physical and Outdoor Education | Category 1 or 2 in OLNA | B | FEHPO | ➤ | FTHPO |
| VET | SIS20322 Certificate II in Sport and Recreation | No prerequisite required | | CERT II S & R | ➤ | CERT II S & R |

Physical Education Studies ATAR (AEPES)

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 biochemical 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.

Health Studies General (GEHEA)

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.

Physical Education Studies General (GEPES)

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



Health, Physical and Outdoor Education- Foundation Course (FEHPO)

The benefits of positive health and wellbeing and health literacy are well documented. Being healthy supports individuals to enjoy productive and enjoyable lives, and contributes to active and sustainable communities. Being health literate improves an individual's capacity to locate process and understand health information, and apply it to make appropriate and well-informed decisions. In this course, students will develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others. Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan.

A key focus of this course is the further development of literacy and numeracy skills relevant to a range of future career, study and work pathways. Further, students will learn and apply communication skills, important for work and other contexts, and essential to the development and maintenance of healthy relationships.

The course caters for a wide range of student needs. The structure of the course provides flexibility for teachers to select electives which are best suited to the needs and interests of their students. These are chosen each year and are dependent on the dynamics of the class. These electives provide students with the opportunity to develop key knowledge, understandings and skills in health, physical and outdoor education contexts across four course units. Each unit is comprised of one core module and a set of electives.

Certificate II Sport and Recreation SIS20122

This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. Likely applications for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance and cafe service in locations such as fitness centres, out- door sporting grounds or complexes or aquatic centres. All job roles are performed under supervision. Students will be able to adapt to different situations and implement their knowledge in a practical setting. IVet RTO Code 4058

Areas studied include:

- Skilled Movement and Sports Coaching
- Sociology of Sport and Sports Injuries
- Practical Activities (examples Touch Rugby, Volleyball, Basketball)



Humanities and Social Sciences

| Pathway | Course | Recommended Entry Requirement | List | Year 11 Code | To | Year 12 Code |
|------------|---|---|------|-----------------|----|-----------------|
| ATAR | Geography | B grade or High C in Year Ten HASS + OLNA | A | AEGEO | ➤ | ATGEO |
| ATAR | Modern History | B grade or High C in Year Ten HASS + OLNA | A | AEHIM | ➤ | ATHIM |
| General | Careers and Employability | Completed Year Ten HASS | A | GECEM | ➤ | GTCEM |
| Foundation | Careers and Enterprise | Completed Year Ten HASS | A | FECAE | ➤ | FTCAE |
| General | Humanities and Social Sciences in Action | Completed Year Ten HASS | A | GEHAS | ➤ | FTHAS |
| General | Geography | Completed Year Ten HASS | A | GECEO | ➤ | GTGEO |
| VET | BSB20120 Certificate II in Workplace Skills | Completed Year 10 Elective or 'C' grade in Yr 10 HASS | | CERT II WPS | ➤ | CERT II WPS |
| VET | BSB30120 Certificate III in Business | High 'C' Grade in Year 10 HASS | | CERT III BUS | ➤ | CERT III BUS |

Year 11 Geography - ATAR

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. 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. Fieldwork, in all its various forms, is central to geographical inquiries as it enables students to develop their understanding of the world through direct experience. Students develop a range of skills that helps them to understand the physical world, interpret the past, scrutinise the present, and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as hazard risk management, the unequal distribution of resources throughout the world, cultural diffusion, land cover change, urban planning and sustainable development practices.

Year 11 Modern History - ATAR

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. This course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

Year 11 Humanities and Social Sciences in Action – General

The Humanities and Social Sciences in Action General course encourages students to become socially aware and active participants in society. It provides students with the skills to make informed choices about important social issues. Students explore how change can be affected by the actions and perspectives of stakeholders, from individuals and groups to governments. The course explores issues from a local to a global level, enabling students to understand that change can be impactful on both a smaller and larger scale. Humanities and Social Sciences in Action is an inquiry-based course, underpinned by the skills of Questioning and researching, Analysing, Evaluating, and Communicating and reflecting. Students use these skills to support their learning about how there are varied and complex perspectives to issues and that these perspectives need to be considered when trying to effect change.

Year 11 Careers and Employability - General

The Careers and Employability General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. This course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and employability skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognises that work both reflects and shapes the culture and values of our society.

Year 11 Geography - General

Students explore 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. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments. Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries. Students will explore the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales. Students will undertake this study using fieldwork and practical skills.

Certificate II in Workplace Skills BSB20120

The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. Workplace skills developed in this course include communication, planning, time management, teamwork, common technologies and business applications, workplace health and safety. This course can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

Certificate III in Business BSB30120

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills postsecondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. IVet RTO Code 40548



Mathematics

| Pathway | Course | Recommended Entry Requirement | List | Year 11 Code | To | Year 12 Code |
|------------|--------------------------|--|------|--------------|----|--------------|
| ATAR | Mathematics Applications | High C, B or A Grade in Yr 10 Math + OLN A | B | AEMAA | ➤ | ATMAA |
| ATAR | Mathematics Methods | Grade B or A in Yr 10 Math + recommended by HOLA Mathematics | B | AEMAM | ➤ | ATMAM |
| ATAR | Mathematics Specialist | Grade A in Yr 10 Math + recommended by HOLA Mathematics | B | AEMAS | ➤ | ATMAS |
| General | Mathematics Essential | Completion of Yr 10 Math | B | GEMAE | ➤ | GTMAE |
| Foundation | Mathematics Foundation | Category 1 or 2 OLN A in Numeracy | B | FEMAT | ➤ | FTMAE |

Mathematics Applications ATAR (AEMAA)

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

The ATAR Mathematics Applications 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 area of numbers 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; and
- Capacity to choose and use technology appropriately and efficiently.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

| Unit 1 | Unit 2 |
|--|---|
| <p>The unit contains these three topics:</p> <ul style="list-style-type: none"> • Consumer arithmetic • Algebra and metrics • Shape and measurement | <p>The unit contains these three topics:</p> <ul style="list-style-type: none"> • Univariate data analysis and the statistical investigation process • Application of trigonometry • Linear equations and their graphs |

Mathematics Methods ATAR (AEMAM)

This course 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.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

The ATAR Mathematics Methods 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 technique 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 systemic manner using appropriate mathematical and statistical language; and
- Capacity to choose and using technology and efficiently.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

| Unit 1 | Unit 2 |
|---|---|
| The unit contain these three topics: <ul style="list-style-type: none">• Function and graphs• Trigonometric functions• Counting and probability | The unit contain these three topics: <ul style="list-style-type: none">• Exponential functions• Arithmetic and geometric sequences and series• Introduction to different calculus |

Mathematics Specialist ATAR (AEMAS)

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

The ATAR Mathematics Specialist 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 systemic manner using appropriate mathematical and statistical language; and
- Ability to construct proofs.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

| Unit 1 | Unit 2 |
|--|--|
| <p>The unit contain these three topics:</p> <ul style="list-style-type: none"> • Function and graphs • Trigonometric functions • Counting and probability | <p>The unit contain these three topics:</p> <ul style="list-style-type: none"> • Trigonometry • Matrices • Real and complex numbers |

Mathematics Essential (GEMAE)

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

The General Mathemetics Essentials course aims to develop students' capacity, disposition and confidence to:

- Understand concepts and techniques drawn from mathematical statistics;
- Solve applied problems using concepts and techniques drawn from mathematics and statistics;
- Using reasoning and interpretive skills in mathematical and statistical contexts;
- Communicate in a concise and systematic manner using appropriate mathematical and statistical language; and
- Choose and use technology appropriately.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

| Unit 1 | Unit 2 |
|--|---|
| <p>The unit contain these three topics:</p> <ul style="list-style-type: none"> • Basic calculations, percentages and rates • Using formulas for practical purposes • Measurements • Graphs | <p>The unit contain these three topics:</p> <ul style="list-style-type: none"> • Representing and comparing data • Percentages • Rates and ratios • Time and motion |

Mathematics Foundation (FEMAT)

The Mathematics Foundation course focuses on building the capacity, confidence, and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. 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.

Science

| Path-way | Course | Recommended Minimum Entry Requirements | List | Year 11 Code | Year 12 Code |
|----------|---------------|--|------|--------------|--------------|
| ATAR | Chemistry | B grade in Year 10 Science | B | AECHE | ATCHE |
| ATAR | Human Biology | B grade in Year 10 Science | B | AEHBY | ATHBY |
| General | Human Biology | No prerequisite | B | GEHBY | GTHBY |
| ATAR | Physics | B grade in Year 10 Science | B | AEPHY | ATPHY |
| General | Physics | No prerequisite | B | GEPHY | GTPHY |
| ATAR | Psychology | B grade in Year 10 Science | B | AEPSY | ATPSY |

Chemistry ATAR (AECHE)

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources.

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.

Human Biology ATAR (AEHBY)

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Human Biology General (GEHBY)

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

Physics ATAR (AEPHY)

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Physics General (GEPHY)

Physics is a fundamental science that endeavours to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technology is based. It uses a comparatively small number of assumptions, models, laws, and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact. Students learn how an understanding of physics is central to identifying and finding solutions to some of the key issues facing an increasingly globalised society.

The Physics General course involves practical investigations, tasks incorporating logical and analytical thinking and the communication of scientific information and ideas. Studying the Physics General course will enable students to become citizens who are better informed about the world around them which may prove beneficial when pursuing a career associated with the electrical and constructions trades.

Psychology ATAR (AEPSY)

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.



Technologies

| Path-way | Course | Recommended Entry Requirement | List | Year 11 Code | To | Year 12 Code |
|----------|--|-----------------------------------|------|------------------------|----|------------------------|
| General | Food, Science and Technology | No prerequisite required | B | GEFST | ➤ | GTFST |
| General | Building and Construction | No prerequisite required | B | GEBCN | ➤ | GTBCN |
| General | Materials Design Technology – Metal | Experience in Yr 9 or 10 in Metal | B | GEMDTM | ➤ | GTMDTM |
| General | Materials Design Technology – Wood | Experience in Yr 9 or 10 in Wood | B | GEMDTW | ➤ | GTMDTW |
| VET | SIT20322 Certificate II in Hospitality | No prerequisite required | | CERT II IN HOSPITALITY | ➤ | CERT II IN HOSPITALITY |
| VET | SIT20421 Certificate II in Cookery | No prerequisite required | | CERT II IN HOSPITALITY | ➤ | CERT II IN COOKERY |

Food Science and Technology General (GEFST)

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Building and Construction General (GEBCN)

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students will have the opportunity to develop and practise skills by completing individual and group practical tasks. This involves managing projects, problem solving, applying safe work practices and design activities. Students have the chance to develop specific practical skills in welding, carpentry, tiling, bricklaying and paving. Students will also complete assignments linked to materials and equipment, interpreting drawings, trade maths and the environment.

Materials Design and Technology General – Metal (GEMDTM)

Materials Design and Technology General – Wood (GEMDTW)

The Materials Design and Technology General course has two subjects in which a student may enrol, with an emphasis on timber or metal materials and construction techniques. Students have the opportunity to develop their understanding of materials and techniques during the construction of products. A major focus of the course is to guide students through a design process to develop their understanding of project planning and management, safe work practice, social and environmental implications. Students are expected to apply the design fundamentals to produce functional and visually appealing products.

Certificate II in Hospitality SIT20322 (Year 11)

This qualification will be presented by an industry level, qualified lecturer in the ‘state of the art’ Trade Training Centre, The Hilltop. This certificate course is delivered over three years with student completion at the end of Year 11.

This qualification will provide students with the practical skills and knowledge to enter the Hospitality Industry in various locations. Workplace Learning in The Hilltop Restaurant is undertaken one day per week. This will help the students attain additional points towards their WACE and gain valuable experience in the workplace upon graduating from high school.

Students will look at the Hospitality Industry and have the opportunity to develop skills in:

- Self-management and Independent Learning
- Food preparation and Using Cookery Skills Effectively
- Serving Food and Beverages in various catering opportunities both in and outside of the school
- Interact with Customers and Work Effectively with Others

Commitment

- Up to one hour of homework per week
- Catering for events may be required outside of school hours

Successful completion of this course provides students with the opportunity to enter the Hospitality Industry in a variety of roles such as a cook, kitchen hand, or gain an apprenticeship to become a chef, and receive up to one year off their studies. Students may also seek entry level positions in the Hospitality Industry as a barista, food and beverage attendant, traineeships in hotel management, guest service agent or flight attendant.

IVet RTO Code 4058

Year 11 & 12 General FST

Food Science and Technology is made up of four units.

Year 11 – Unit 1 & Unit 2

Year 12 – Unit 3 & Unit 4

Across these units, students explore how food impacts health, how it's produced, and how we can use science and technology to make it safer, more nutritious, and more sustainable.

This course isn't just about cooking – it's about understanding why food behaves the way it does, how to design meals for different needs, and how food is processed, packaged, and marketed. Students investigate nutrition, food safety, and production systems, while also gaining practical skills in food preparation, planning, and problem-solving. It's a great subject for anyone interested in health, hospitality, food production, or careers that involve helping others through better food choices.

The Arts

| Pathway | Course | Recommended Entry Requirement | List | Year 11 Code | To | Year 12 Code |
|---------|----------------------|-------------------------------|------|--------------|----|--------------|
| General | Design (Photography) | No prerequisite required | A | GEDESP | ➤ | GTDESP |
| General | Visual Art | No prerequisite required | A | GEVAR | ➤ | GTVAR |

Design (Photography) General (GEDESP)

In this course, students develop a competitive edge for current and future industry employment markets. In Design Photography students develop a deeper understanding of how ideas, messages and information are effectively communicated visually. Design Photography allows students to develop industry level skills in Photography and Adobe software, equipping them with skills to assist with any career path. The focus of the Units explores Magazine Cover Design and the creation of a Photo Series using a variety of Photography and Photoshop techniques. Throughout the year, students are involved in a range of exhibitions and community events allowing them to exhibit their work to the wider community.

Visual Arts General (GEVAR)

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, and responses to life. This course allows them to engage in sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, textiles, or multimedia.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others and develop an appreciation of the role of art in the community and their daily lives.

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

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The complexity of the syllabus content increases from Year 11 to Year 12.

Vocational Education and Training for Secondary Students

1. VET Pathways

Students have the option to complete Vocational Education & Training (VET) certificate as part of their WACE program requires partnerships between various Registered Training Organisations and the School to present the courses that are established by industry and recognised Australia-wide. Our school offers a wide and varied range of Certificate I-IV level courses or online through Central Regional TAFE. Many are completed at School, some at the South Regional TAFE - Narrogin Campus and some are employment-based within School Based and Aboriginal School Based Traineeships. Several VET programs have or require the student to also complete a substantial work placement to allow them to accumulate and demonstrate the required skills and knowledge for the achievement of the qualification. Both the qualification and the work placement time can contribute towards a student's WACE achievement.

Students are expected to have maturity and be able to demonstrate that they are work ready are self motivated and show a genuine interest in the chosen industry area. They will need commitment and enthusiasm to succeed and be prepared to undertake studies relevant to the program. Students may be required as part of the course to participate in a variety of work placements. To prepare for this they will need to create a well presented resume and achieve both the general and specific Worksafe Smart move certificates.

In order to enrol and receive results in a VET course, students must supply a USI (Unique Student Identifier). They can apply online for this by visiting www.usi.gov.au and use an ID document such as a Medicare card, an Australian birth certificate or passport to complete. Failure to supply a USI will result in non-achievement of qualifications and possibly failure to achieve a WACE.

Unique Student Identifier (USI)

The Unique Student Identifier (USI) is an Australia-wide student number which introduced the capacity for students to track their training records across all Australian states and territories.

USI requirements came into effect from the start of 2015. The USI is essential for all Vocational Education and Training (VET) results, as required by the School Curriculum and Standards Authority. Narrogin Senior High School will keep a record of this USI on our student information system in case a student enrolls in Certificate courses.

To create a USI you will need to login to the following website

www.usi.gov.au

Before going to this site you will need the following information;

- Student Name as written on the identifying documents to be used
- Student Date of Birth • Student Country of Birth
- Student City of Birth

You will also need one of the following identifying

ALTERNATIVE PATHWAYS documents to create the USI;

- Medicare Card
- Australian Passport
- Overseas Passport (Only to be used if you don't have a Medicare card)
- Australian Birth Certificate

Some recognised VET qualification by any external recognised Registered Training Organisation (RTO) can be used to form part of a student's overall Senior School program, only if arrangements can be put in place to ensure all required theory and practical components can be covered. External VET courses currently or previously completed include Childcare, Education Assistant, Early Childhood Education and Care, Financial Services, Preparation for Health and Nursing, Horsemanship. There can be significant costs associated with external training.

Note: Any student wanting to complete a VET program run "outside" the school timetable MUST make these arrangements through the VET Coordinator.

The School MAY be able to secure funding to cover enrolment costs for some courses.

Parents/students always have the option to pay the 'fee for service' costs for a course that may not be directly delivered by school (ie online certificate courses)

(NB. these costs can be upwards of \$2,000)

Any VET offerings at this stage are proposed and will be confirmed once an RTO can be sourced through the marketing and advertising requirements of the standards for RTO's 2015 and panel of contracted RTO providers.

1.1 VET delivered at School

As outlined throughout this handbook, each learning area offers some options for students to access VET qualifications. Please refer to each section for a detailed description of the course units and skills covered. We offer these courses in partnership with selected Registered Training Organisations. We currently offer:

- Certificate II in Workplace Skills BSB20120
- Certificate II in Skills for Work and Vocational Pathways FSK20119
- Certificate II in Visual Arts (Photography emphasis) CUA20720
- Certificate II in Sport and Recreation SIS20122
- Certificate II in Hospitality (Industry Specific) SIT20322
- Certificate II in Cookery SIT20421
- Certificate III in Business BSB 30120



1.2 VET delivered at South Regional TAFE – Narrogin

The school has a continuing partnership with our local TAFE. We continue to expect our TAFE programs to run in 2024 as they have previously, with only some minor changes and more details will be released as they become known. Students must apply for course entry at SR TAFE Narrogin Campus. The enrolment process is online and requires students to complete an application with supporting school report records and results. Course entry is competitive and requires a minimum of C grades in Maths/English and achievement of OLNA. The courses and places available are at the discretion of SR TAFE. Courses previously offered include:

- Certificate IV in Preparation for Health and Nursing 52895WA

This course is delivered at Narrogin Campus one day per week for a year long duration. Students complete the course in Yr 11 and attend every Wednesday. The course structure is demanding and requires the ability to maintain school courses as well as the TAFE workload.

- *Certificate III in Early Childhood Education and Care CHC30121
- *Certificate II in Community Services CHC22015
- *Certificate III in Education Support CHC30221

These courses are completed externally at school with visits and support at our school site by a TAFE lecturer. Students need to be able to work independently.

**Significant WPL requirements (above 220hrs)*



1.3 School Based Traineeships

School Based Traineeships (SBT's) and School Based Apprenticeships (SBA's) may be offered to some students either through community work connections or while students are participating in formal Work Placement. This depends on whether the employer is willing to offer the apprenticeship or traineeship and if the employer is working in an area eligible for these programs. Contact the VET Coordinator or Workplace Learning Coordinator for further details.

VET/ENDORSED PROGRAM CONTRIBUTIONS TO WACE 2025

VET qualifications do not credit to the WACE breadth and depth of study requirements because they are not identified as List A or List B.

This rule applies to both VET credit transfer programs and VET industry specific courses. Of the 20 units required for WACE a maximum of eight (four in Year 11 and four in Year 12) may be substituted by VET credit transfer and endorsed programs through unit equivalents.

An Endorsed Program - is a learning program that has been developed for senior secondary students (Years 10 – 12) and can be delivered as part of the school curriculum or as extra-curricular activities.

Benefits

- Gain extra points towards your WACE/WASSA
- Get recognition for voluntary work
- Can assist with scholarships or UCAT (University Clinical Aptitude Test) interview

The two types of Endorsed Programs

Authority Developed Endorsed Programs such as:

- ADCS - Community Service
- ADESP - Elite Sports Performance
- ADMPE – Music Performance Ensemble
- ADOEP – Off-Campus Enrichment Program e.g. Country Week
- ADWPL – Workplace Learning

Private Provider Endorsed Programs some of these include:

- Study Skills Handbook - ELES
- Employment Advantage - Impowered Education
- Australian Air Force Cadets e.g. Basic Stage Training
- Department of Parks and Wildlife e.g. Bushrangers
- Royal Life Saving Society WA Inc. e.g. Bronze Medallion
- The Duke of Edinburgh's Award e.g. Bronze, Silver and Gold

If you think you may qualify for inclusion in an Endorsed Program, contact the VET Coordinator for more information and for the full list of endorsed programs visit SCSA website.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>

Authority developed workplace learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program that is managed by the Workplace Learning Coordinator.

To complete this endorsed program a student must:

- Be deemed work ready and work in one or more paid or unpaid workplace/s to develop a set transferable workplace skills
- Record the number of hours completed and the tasks undertaken in the work place in the Authority's Workplace Learning Logbook
- Provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement.

ADWPL contributes as unit equivalence and is allocated on the basis of one unit equivalent for each 55 hours in the workplace, to a maximum of four 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

Certificate II Skills for Work and Vocational Pathways FSK20119

This qualification will provide students with the foundation skills to prepare for workplace entry or further vocational training pathways. A range of units have been chosen so the underpinning skills and knowledge are relevant to a workplace environment or training environment. It focuses on writing, numeracy, oral communication and digital literacy as well as developing strategies to respond to routine workplace procedures. Students prepare and produce simple word-processed documents, learn how to use modern office equipment, complete workplace forms and understand how to interact effectively with others at work.

IVet RTO Code 40548

Alternative Pathways

Non WACE Pathway for Students

Senior secondary education is an opportunity to prepare students for pathways post – school. Western Australian secondary students range in location, backgrounds and aspirations. Post – school opportunities for students are equally broad and the pathways chosen relate to decisions made during senior secondary education. At times the student is not eligible for WACE therefore an alternative pathway is an option. Narrogin Senior High School has implemented alternative pathways discreetly in the past. We are now exploring individualised program whereby the school works with the student to develop and Individualised pathway plan which does not include WACE. We are working with students to ascertain what this looks like for each cohort. If a student is unable to achieve a C grade average, engage in school (or have been absent from school for an extended period of time) or struggle to complete OLNAs successfully then they would be deemed appropriate for an Alternative Pathway.





Narrogin Senior High School Anticipated Subject Costs

| ATAR Courses | Estimated Charges | General / Foundation Courses | Estimated Charges | Certificate Qualifications | Estimated Charges |
|----------------------------|-------------------|---|-------------------|---|-------------------|
| Chemistry | \$ 62.50 | Accounting and Finance | \$ 50 | BSB20120 Certificate II Workplace Skills | \$ 90 |
| English | \$ 51.50 | Building and Construction | \$175 | BSB30115 Certificate III in Business | \$ 90 |
| Geography | \$ 60 | Career and Enterprise | \$30 | SIS20313 Certificate II in Sport and Recreation | \$ 70 |
| Human Biology | \$ 62.50 | Human Biolgy | \$ 90 | SIT20316 Certificate II in Hospitality SIT20416 Certificate II in Kitchen Operations | \$325 |
| Mathematics Applications | \$ 36 | Design (Photography) | \$ 90 | CUA20719 Certificate II in Visual Arts (Graphic Design) | \$101 |
| Mathematics Methods | \$ 31 | English | \$ 51 | FSK 20119 Certificate II Skills for work and Voc Pathways | \$100 |
| Mathematics Specialist | \$ 28 | English: Foundation | \$ 51 | Endorsed Programs | |
| Modern History | \$ 70 | Food Science and Technology | \$123 | Workplace Learning | \$ 70 |
| Physical Education Studies | \$ 45 | Geography | \$ 65 | <div>Charges</div> <div>Year 11 and 12 charges are compulsory under the Education Act Regulations.</div> <div>Whilst there is no maximum charge, the school will endeavour to keep costs to a minimum.</div> <div>If a high cost option has been chosen, the school requests a 50% deposit by the end of Week 2 Term 1 with the remaining 50% to be paid Week 1 Term 2, for students to hold their place in their course of preference for the following year.</div> <div>There is the option to place students into a lower cost option if charges are not paid.</div> | |
| Physics | \$ 62.50 | Health Studies | \$ 35 | | |
| Psychology | \$ 62.50 | Health/Phys and Outdoor Ed | \$ 72 | | |
| | | Human Biology | \$ 67 | | |
| | | Materials Design and Technology - Metal | \$220 | | |
| | | Materials Design and Technology - Wood | \$184 | | |
| | | Mathematics Essentials | \$ 31 | | |
| | | Mathematics Foundation | \$ 35 | | |
| | | Physical Education Studies | \$ 35 | | |
| | | Visual Art | \$100 | | |
| | | Alternative Pathway | TBC | | |

These anticipated costs are based on the 2025 course costs and may change by December 2025 when charges and contributions are distributed.

NOTES



Narrogin Senior High School | 45 Gray St | Narrogin | WA
PMB 2 | Narrogin | 6312 | 08 9881 9300 | nshsmail@nshs.wa.edu.au
Advance with Integrity | Responsibility Respect Tolerance