



# 2016

## Senior School Course Information and Selection Guide

*Explore. Dream. Discover.*

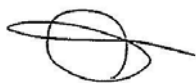
# Welcome to the 2016 Senior School Information and Selection Guide

The 2016 Senior School Information Selection Guide summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It contains information on requirements to achieve the WACE:

- Courses and Course Units;
- Vocational Education and Training (VET);
- Endorsed Programs; and
- Pathways.

I encourage you to read this information and selection guide carefully and discuss the contents with your parents/carers. If you have any questions, talk to your teachers or other members of staff.

I wish you all the best in making decisions that will impact the final years of your schooling.



Ms Vicki McKeown  
Principal

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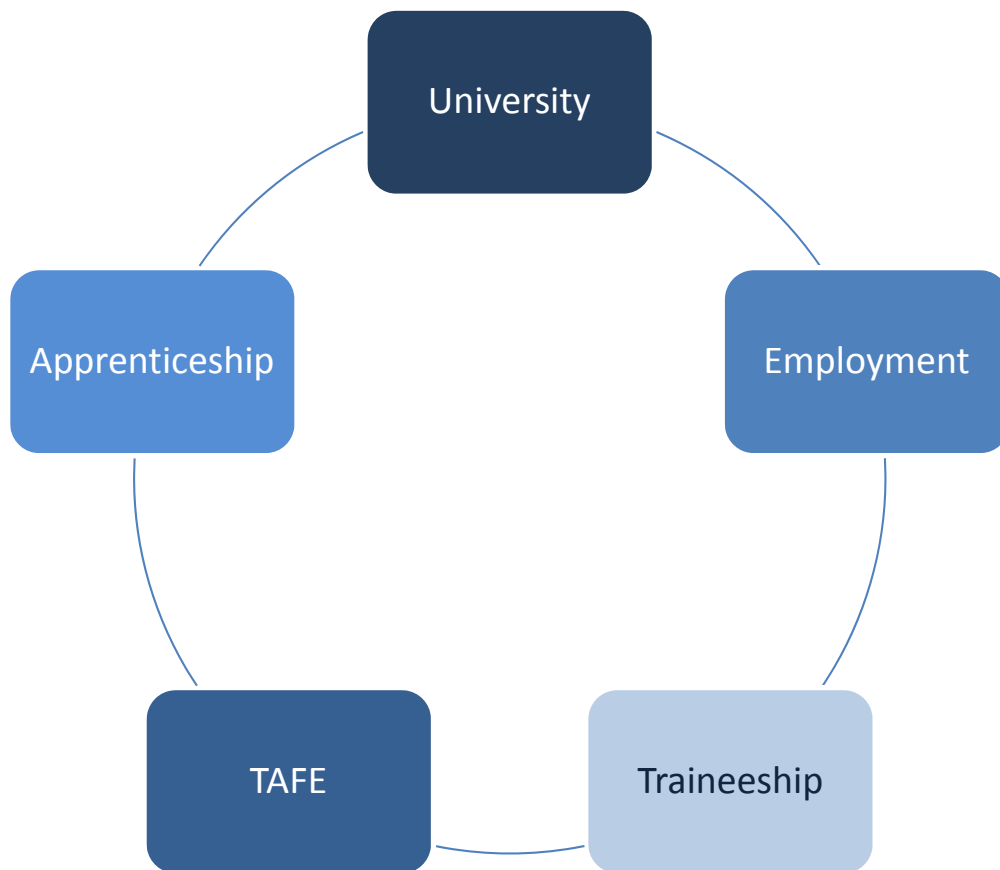
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# ACHIEVING YOUR WESTERN AUSTRALIAN CERTIFICATE OF ACHIEVEMENT

As a part of your course counselling process, you will need to decide upon a post-school pathway.

## WHAT DO YOU WANT TO DO AFTER SCHOOL?



Whatever your pathway is, WACE will help you get there.

# WACE Western Australian Certificate of Education

The **Western Australian Certificate of Education (WACE)** is awarded to senior secondary school students who satisfy the requirements set out by the School Curriculum and Standards Authority. This qualification is recognised nationally by universities and other tertiary institutions, employers and training providers.

## How to Achieve a WACE

To cater for differences in interests, rates of learning and motivation, students can choose from a selection of WACE courses, Vocational Education and Training (VET) and Endorsed Programs. There is no specified time limit for completion of the WACE, although students typically complete their study in their final two years of senior secondary school.

## Course Counselling

To ensure that each student has chosen an appropriate pathway in Year 11 and 12, a number of our staff members have been trained as Course Counsellors. Students and parents will meet with their assigned Course Counsellor by attending their scheduled appointment in Term 2.

At the course counselling interview, the counsellor will:

- ensure that the student fulfills the criteria for all of the chosen courses;
- check that they have chosen List A and List B subjects to ensure graduation eligibility;
- refer the student and parents, if necessary to the Senior School Deputy Principal, if students and parents have a good case for choosing against recommendations; and
- refer the student, if necessary to the VET Coordinator, if the student is unable to make a decision on their pathway.

## WACE Courses and Programs

The four types of courses available at Coodanup College are ATAR, General, Foundation and Preliminary.

Depending on your post-school destination and ability level, you can design a unique learning program made up of a combination of these courses and programs.

### ATAR

These courses are for students who are aiming to enrol in a university course directly from school. These courses will be examined externally and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

### GENERAL

These courses are for students who may pursue entrance to university through a portfolio pathway, or are aiming to enter further training or the workforce directly from school.

### FOUNDATION

These courses are specifically for those who need additional help in demonstrating the minimum standard of literacy and numeracy.

### PRELIMINARY

These courses are specifically developed for students who have been identified as having a learning difficulty and/or an intellectual disability. They provide a relevant option for students who:

- cannot access the ATAR or General course content even with adjustment and/or disability provisions
- require modified and/or independent education plans

*Preliminary courses do not contribute to achievement of the WACE.*

## List A and List B Courses

WACE courses are grouped into List A and List B. To ensure a broad education, please be aware that students will be required to choose at least one course from each list in Year 12.

LIST A	LIST B
Arts/Languages/Social Sciences	Mathematics/Science/Technology
CAE Career And Enterprise ENG English MPA Media Production & Analysis	FST Food Science & Technology MAT Mathematics INS Integrated Science OED Outdoor Education

## WACE Requirements from 2016 and Beyond

<b>General Requirements</b>	<ul style="list-style-type: none"> <li>Demonstrate a minimum standard of literacy and numeracy through NAPLAN 9 or passing the Online Literacy and Numeracy Assessments (OLNA).</li> <li>Complete a Certificate II or higher.</li> </ul>
<b>Breadth and Depth</b>	<p>Complete a minimum of twenty course units or the equivalent. This requirement must include at least:</p> <ul style="list-style-type: none"> <li>a minimum of ten Year 12 units or the equivalent;</li> <li>complete two Year 11 English units and one pair of Year 12 English units; and</li> <li>complete one pair of Year 12 course units from List A and List B.</li> </ul>
<b>Achievement Standard</b>	<ul style="list-style-type: none"> <li>Achieve fourteen C grades (or equivalents) across Year 11 and 12, including at least six C grades in Year 12.</li> <li>Unit equivalence can be obtained through VET and/or endorsed programs such as Workplace Learning. The maximum unit equivalence available through these programs is eight units (four Year 11 units and four Year 12 units).</li> </ul>

## Literacy and Numeracy

There are two parts to demonstrating competence in literacy and numeracy.

<b>1</b>	Complete two Year 11 English units and one pair of Year 12 English units.
<b>2</b>	Demonstrate that you have met the minimum standard for literacy and numeracy. You can demonstrate the minimum standard through: <ul style="list-style-type: none"><li>• passing the Online Literacy and Numeracy Assessments (OLNA); or</li><li>• achieving Band 8 or higher in your Year 9 NAPLAN tests.</li></ul>

Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components to the OLNA:

Reading	Writing	Numeracy
<ul style="list-style-type: none"><li>• One 60 minute test.</li><li>• 60-item, multiple choice test on reading.</li></ul>	<ul style="list-style-type: none"><li>• One 60-minute, extended response in writing of between 300 and 600 words.</li></ul>	<ul style="list-style-type: none"><li>• One 60-minute test.</li><li>• 60-item, multiple choice test on maths.</li></ul>

If you have a language background other than English and arrived from overseas in the past year, you may be able to delay sitting the OLNA. You should discuss your options with your Year Coordinator.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the College, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE.



# VET AND ENDORSED PROGRAMS

## Vocational Education and Training (VET)

To meet the new graduation requirements, set out by the School Curriculum and Standards Authority, all senior school students at Coodanup College must enrol in and complete a Certificate II qualification or higher.

VET is recognised across Australia and with a shortage of trade skills and the increase in the school leaving-age, it is more relevant than ever. It provides students with the opportunity to begin training for their career whilst still at school and at the same time gain core employability skills for future employment.

Students achieve the same certificates as those offered at TAFE colleges and other Registered Training Organisations (RTO), but they are done either at school or as a School Based Traineeship (SBT) which includes on-the-job training. School Based Apprenticeships are also available.

The [www.myskills.gov.au](http://www.myskills.gov.au) website provides information about all aspects of Vocational Education and Training in Western Australia.

## There are various ways of completing a Certificate II to achieve WACE graduation

### VET Credit Transfer

VET Credit Transfer is where students are enrolled in VET qualification units of competency that are not part of a WACE course. Achievement of these qualifications will count towards WACE completion as unit equivalents.

### VET Integrated Courses

VET Integrated Courses involve students undertaking one or more VET units of competency concurrently with a WACE course.

### VET Profile Courses or School Based Traineeship

VET Profile Courses are where students can achieve their Certificate II by attending a course delivered by State Training Providers (STP's or commonly referred to as TAFE) such as Challenger Institute of Technology or at Registered Training Organisations or through a School Based Traineeship.

## Endorsed Programs

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units.

Endorsed programs address areas of learning not covered by WACE courses. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

There are four categories of Endorsed Programs:

### **Workplace Learning Programs**

Work-based learning, in a real or simulated workplace, involves students working towards achievement of a set of employability skills and/or VET units of competency.

### **University Studies**

Successful completion of a Western Australian university unit listed on the School Curriculum and Standards Authority website. The Murdoch TLC110 is an example of this.

### **Community Organisation Programs**

A structured program resulting in the achievement of an award or certificate.

### **Personal Development Programs**

A structured program which requires students to draw together a portfolio of evidence to demonstrate learning.

Go to

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Endorsed\\_Programs](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Endorsed_Programs) to see the full list of programs available.

## Workplace Learning Program

Workplace Learning is a very popular endorsed program. To complete this program, students work in one or more real workplaces 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 a logbook. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace. The workplace should provide a student with an experience in an industry area that is relevant to their interests and considered a possible career or training pathway.

## Traineeship or Pre-Apprenticeship

Traineeships and Pre-Apprenticeships combine practical experience at work with structured training. As a Trainee or Pre-Apprentice, students enter into a formal training contract which leads to a nationally recognised qualification. Students spend some of the time in employment, learning practical skills on the job and putting them into practice. The rest of the time is spent in structured training at a registered training organisation or at school with a qualified trainer.

## What is the difference between a Pre-Apprenticeship and Traineeship?

Traineeships and Pre-Apprenticeships are both training contracts between the student and their training provider or employer in which the employee learns the skills needed for a particular occupation or trade.

PRE-APPRENTICESHIP	TRAINEESHIP
<ul style="list-style-type: none"><li>• A contract between the College and the training provider in which the student learns the skills of a particular trade.</li><li>• Part-time.</li><li>• Takes 1-2 years to complete.</li><li>• On completion, the student can go onto a full-time, paid Apprenticeship, paid employment or further training.</li></ul>	<ul style="list-style-type: none"><li>• A contract between the employer and the student in which the employee learns the skills of a particular occupation.</li><li>• Can be full time or part-time.</li><li>• Takes 1-2 years to complete.</li><li>• Is provided with mentoring in the workplace.</li><li>• On completion, the student can go onto a full-time, paid Apprenticeship, paid employment or further training.</li></ul>

## There are three training programs which students can complete whilst achieving WACE

1

### School Based Traineeships (SBT)

School Based Traineeships allow students in Year 12 to develop skills whilst they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification. Students must prove that they are work ready, meet selection criteria and attend a panel interview to be considered for a place. They are highly competitive.

2

### Aboriginal School Based Traineeship (ASBT)

Aboriginal school based trainees are essentially the same as school based trainees except they can also undertake a Certificate I program in Year 10 which prepares them for the workplace. Places are allocated to students based on attendance, behaviour and achievement reports. They are highly competitive.

3

### Pre-Apprenticeships

Pre-Apprenticeship courses are offered to students in Years 11 and 12 who are considering a full-time apprenticeship after finishing school. Students apply for VET-in-schools places and attend one day at a State Training Provider, such as TAFE. Places are allocated to students based on attendance, behaviour and achievement reports. They are highly competitive.

#### Students participating in these training programs generally:

- attend three days at the College;
- one day in a workplace; and
- one day at a Registered Training Organisation.

Students can start a Traineeship or Pre-Apprenticeship on a part-time basis at school and then continue on full-time or part-time after leaving school.

# SENIOR SCHOOL PATHWAYS

## Inspire Academy Pathway (ATAR)

ATAR is the highest level of study offered in WA secondary schools and students taking these courses will achieve an Australian Tertiary Admissions Rank (ATAR) which is used to determine eligibility for university entrance. Students studying ATAR courses will sit external examinations at the end of Year 12.

In 2016, we will offer ATAR Mathematics and ATAR English on site, but students will complete two other ATAR subjects through the Department of Education's School of Isolated and Distance Education (SIDE). Students enrolled in SIDE will be allocated an on-line teacher and will complete their studies through a variety of live, on-line classes and tutorials. There is a broad selection of ATAR courses available through SIDE and students will need to choose courses which align with the university course they will apply for.

To be eligible for the Inspire Academy Pathway (ATAR), students should have achieved Band 8 or higher in NAPLAN 9 or passed the Online Literacy and Numeracy Assessments in Year 10 and be averaging a B grade or higher in core subjects.

Students on this pathway will typically study:

Year 11	Year 12
ATAR English	ATAR English
ATAR Mathematics - Applications	ATAR Mathematics - Applications
ATAR Elective (SIDE)	ATAR Elective (SIDE)
ATAR Elective (SIDE)	ATAR Elective (SIDE)
General Elective	General Elective
Certificate II (VET course)	Certificate II (VET course)

## Inspire Academy Pathway (General)

The Inspire Academy is a partnership between Coodanup College and Murdoch University and its aim is to support more young people in choosing university bound pathways and professional careers.

Students participating in this pathway will have the opportunity to participate in:

- academic camps and experiences;
- exclusive excursions;
- academic extension learning projects;
- mentoring by university students;
- one on one support provided by the Academy Manager; and
- Scholarships.

To be eligible for the Inspire Academy pathway in Year 11 and 12, students must maintain high attendance, create a portfolio that will clarify their career pathway and be willing to participate in extension learning activities, often hosted by Murdoch University staff and students.

To be eligible for the Inspire Academy Pathway, students should have achieved Band 8 or higher in NAPLAN 9 or passed the Online Literacy and Numeracy Assessments in Year 10.

Students on this pathway will typically study:

Year 11	Year 12
ATAR English	ATAR English
Mathematics - Essential	Mathematics - Essential
General Career and Enterprise	General Career and Enterprise
Integrated Science or other WACE elective	Integrated Science or other WACE elective
Murdoch University TLC110	Murdoch University TLC110
Certificate II (VET course)	Certificate II (VET course)

## General Studies Pathway

The General Pathway is quite similar to the Inspire Academy Pathway, however it is for students who are unsure of whether they would like to go to university and/or do not want to participate in the Inspire Academy.

General Studies Pathway students still need to demonstrate high attendance and a strong commitment to their academic studies.

To be eligible for the General Studies Pathway, students should have achieved Band 8 or higher in NAPLAN 9 or passed the Online Literacy and Numeracy Assessments in Year 10.

Students on this pathway will typically study:

Year 11	Year 12
General English	General English
Mathematics - Essential	Mathematics - Essential
General Career and Enterprise	General Career and Enterprise
Integrated Science or other WACE elective	Integrated Science or other WACE elective
Certificate II (VET course)	Certificate II (VET course)
Workplace Learning	Workplace Learning

## Focus Pathway (General)

The Focus Pathway (General) is directed towards students who are focused upon accessing further training, apprenticeships and employment opportunities after school.

Students learn their core WACE subjects with one teacher in a homeroom environment. This enables a high level of pastoral care and learning support tailored to individual needs.

Focus Pathway (General) students still need to demonstrate high attendance and a strong commitment to their academic studies.

To be eligible for this pathway, students need to have achieved Band 8 or higher in NAPLAN 9 or passed the Online Literacy and Numeracy Assessments in Year 10.

Students on this pathway will typically study:

Year 11	Year 12
General English	General English
Mathematics - Essential	Mathematics - Essential
General Career and Enterprise	General Career and Enterprise
General WACE elective	General WACE elective
Certificate II (VET course)	Certificate II (VET course)
Workplace Learning	Workplace Learning



## Focus Pathway (Foundation)

The Focus Pathway (Foundation) is directed towards students who are focused upon accessing further training, apprenticeships and employment opportunities after school.

Students learn their core WACE subjects with one teacher in a homeroom environment. This enables a high level of pastoral care and learning support tailored to individual needs.

The Focus Pathway (Foundation) has a strong emphasis on literacy, numeracy and transitions to training and employment. Students must participate in Workplace Learning.

To be eligible for this pathway, students cannot have achieved Band 8 or higher in NAPLAN 9 or passed the Online Literacy and Numeracy Assessments in Year 10.

Students on this pathway will typically study:

Year 11	Year 12
Foundation English	Foundation English
Foundation Mathematics	Foundation Mathematics
Foundation Career and Enterprise	Foundation Career and Enterprise
General WACE elective	General WACE elective
Certificate II (VET course)	Certificate II (VET course)
Workplace Learning	Workplace Learning

## Success Pathway

The Success Pathway is for students who will be focused upon accessing further training, apprenticeships and employment opportunities, however, they are not eligible to meet the WACE requirements and/or require flexible learning arrangements.

Students will cover all of the learning with a team of specialist teachers in a homeroom environment. This enables a high level of pastoral care and learning support tailored to individual needs.

The Success Pathway has a strong emphasis on literacy, numeracy and transitions to training and employment. Students must participate in Workplace Learning.

Students on this pathway will typically study:

Year 11	Year 12
Literacy and Numeracy	Literacy and Numeracy
Certificate II Skills for Work and Vocational Pathways	Certificate II Skills for Work and Vocational Pathways
Workplace Learning	Workplace Learning

## Examples of Study Options at Coodanup College

Pathway	Courses studied (with minimum C grade achievement)	On track for WACE certification
Inspire Academy ATAR	Four Year 11 ATAR courses One Year 11 General course VET Cert II	Yes (12 units)
Inspire Academy General	One Year 11 ATAR course (English) Four Year 11 General courses VET Cert II	Yes (12 units)
General Studies	Four Year 11 General courses VET Cert II Endorsed program: Workplace Learning	Yes (12 units)
Focus General	Four Year 11 General courses VET Cert II Endorsed program: Workplace Learning	Yes (12 units)
Focus Foundation	One Year 11 General course Three Year 11 Foundation courses VET Cert II Endorsed program: Workplace Learning	Yes (12 units)
Success	Cert II in Skills for Work and Vocational Pathways Endorsed program: Workplace Learning	No

# WACE COURSE INFORMATION

## Career and Enterprise

### Foundation Year 11

**Suggested Background:** None.

**Cost:** \$75.00

**Course Description:**

**Unit One**  
In this unit students gain an understanding of work, workplaces and employment options and an awareness of career competencies, with an emphasis on entry-level jobs. They consider the impact of technology, social and economic factors on the nature of work and how and why individuals engage in work. They also gain an insight into healthy and safe working practices based on the work health and safety legislative requirements.

**Unit Two**  
In this unit students develop an understanding of workplace expectations and an individual's responsibility to act accordingly. They examine workplace behaviours and the need for consideration of cultural differences. Students are also provided with the opportunity to create a career portfolio.

**Assessment Outline:** Projects, portfolios, tests, reports.

**Leads to:** Career and Enterprise Foundation Year 12 or Career and Enterprise General Year 12.

# Career and Enterprise

## General Year 11

**Suggested  
Background:**

At least a C grade in Year 10 English.

**Cost:**

\$75.00

**Course  
Description:**

**Unit One**

This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

**Unit Two**

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

**Assessment  
Outline:**

Projects, presentations, portfolios, tests, reports.

**Leads to:**

Career and Enterprise General Year 12.

# English

## Foundation Year 11

**Suggested Background:** Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

**Cost:** \$80.00

**Course Description:**

**Unit One**  
Students will:

- Develop skills in functional literacy including appropriate spelling, punctuation and grammar.
- Develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in speaking and listening for work, learning, community and everyday personal contexts.

**Unit Two**  
Students will:

- Develop skills in functional literacy including appropriate spelling, punctuation and grammar.
- Develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in speaking and listening for work, learning, community and everyday personal contexts.

**Assessment Outline:** Reading and writing activities, speaking and listening skills.

**Leads to:** English Foundation Year 12 or  
English General Year 12.

# English

## General Year 11

<b>Suggested Background:</b>	At least a C grade in Year 10 English. Achieved Band 8 NAPLAN literacy and or passed the OLNA literacy tests.
<b>Cost:</b>	\$80.00
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit focuses on students comprehending and responding to the ideas and information presented in texts.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Comprehend information, ideas and language in texts selected from everyday contexts.</li><li>• Understand language choices and the likely or intended effect of these choices in a range of texts.</li><li>• Create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and workplace contexts.</li></ul> <p><b>Unit Two</b></p> <p>This unit focuses on students interpreting ideas and arguments in a range of texts and contexts.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Examine how the structure and language of texts varies in different modes and media.</li><li>• Understand reasons for language choices and their effects on audiences in a variety of texts and contexts.</li><li>• Create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others.</li></ul>
<b>Assessment Outline:</b>	Presentations, written work, tests, multimodal texts.
<b>Leads to:</b>	English General Year 12.

# English

## ATAR Year 11

**Suggested Background:** At least an A or B grade in Year 10 English.  
Achieved Band 8 NAPLAN 9 literacy and or passed the OLNA literacy tests.

**Cost:** \$80.00

**Course Description:**

**Unit One**  
Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

**Unit Two**  
Students analyse the representation of ideas attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape choices, shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

**Assessment Outline:** Presentations, written work, tests, multimodal texts, exam.

**Leads to:** English ATAR Year 12.



# Food, Science and Technology

## General Year 11

**Suggested  
Background:**

At least a C grade in Year 10 English.

**Cost:**

\$150.00

**Course  
Description:**

**Unit One**

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities. Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination.

**Unit Two**

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

**Assessment  
Outline:**

Writings tasks, projects, tests, practical work, investigations.

**Leads to:**

Food Science and Technology General Year 12.

# Integrated Science

## General Year 11

<b>Suggested Background:</b>	At least a C grade in Year 10 English, Mathematics and Science.
<b>Cost:</b>	\$100.00
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit focuses on developing students' understanding of the processing involved in the functioning of systems from the macro level to systems at the organism, cellular and molecular level. Students recognise the interdependence of these systems through investigation and describing the effect of human activity on the functioning of cycles in nature.</p> <p><b>Unit Two</b></p> <p>This unit focuses on students developing an understanding of the process involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students investigate the properties of elements, compounds and mixtures and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.</p>
<b>Assessment Outline:</b>	Tests, working with mathematical data, experiments, testing, report writing, tests.
<b>Leads to:</b>	Integrated Science General Year 12.

# Mathematics

## Foundation Year 11

<b>Suggested Background:</b>	Students who have not demonstrated the minimum standard in the numeracy component of the Online Literacy and Numeracy Assessment (OLNA).
<b>Cost:</b>	\$60.00
<b>Course Description:</b>	<p><b>Unit One</b></p> <p>This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money. This unit includes five content areas:</p> <ul style="list-style-type: none"><li>• Whole numbers and money;</li><li>• Addition and subtraction with whole numbers and money;</li><li>• Length, mass and capacity;</li><li>• Time; and</li><li>• Data, graphs and tables.</li></ul> <p><b>Unit Two</b></p> <p>This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. This unit includes five content areas:</p> <ul style="list-style-type: none"><li>• Understanding fractions and decimals;</li><li>• Multiplication and division with whole numbers and money;</li><li>• Metric relationships;</li><li>• Perimeter, area and volume; and</li><li>• The probability of everyday events.</li></ul>
<b>Assessment Outline:</b>	Written response, tests, multimodal texts.
<b>Leads to:</b>	Mathematics Foundation Year 12 or Mathematics General Year 12.

# Mathematics

## Essential Year 11

**Suggested Background:** At least a C grade in Year 10 Mathematics.

**Cost:** \$60.00

**Course Description:** **Unit One**  
This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to their students. Possible contexts for this unit are earning and managing money and nutrition and health. The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

This unit includes the following four topics:

- Basic calculations, percentages and rates.
- Using formulas for practical purposes.
- Measurement.
- Graphs.

### **Unit Two**

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit to achieve this goal are transport and independent living.

The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

This unit includes the following four topics:

- Representing and comparing data.
- Percentages.
- Rates and ratios.
- Time and motion.

**Assessment Outline:** Written response, tests, multimodal texts.

**Leads to:** Mathematics Essential Year 12.

# Mathematics Applications

## ATAR Year 11

**Cost:** \$60.00

**Course  
Description:**

**Unit One**

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. ‘Algebra and matrices’ continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

**Unit Two**

Contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

‘Univariate data analysis and the statistical investigation process’ develop students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

**Assessment  
Outline:**

Written response, tests, multimodal texts.

**Leads to:**

Mathematics Applications Year 12.

# Media

## General Year 11

**Suggested Background:** None.

**Cost:** \$50.00

**Course Description:**

**Unit One**

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

**Unit Two**

The focus for this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view. In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

**Assessment Outline:** Projects, presentations, writing tasks.

**Leads to:** Media General Year 12.

# Outdoor Education

## General Year 11

**Suggested  
Background:**

At least a C grade in Year 10 Physical Education and English.

**Cost:**

\$120.00

**Course  
Description:**

**Unit One**

This unit is comprised of one core module and eleven electives, of which a maximum of four are taught. The focus of this core module is fitness. Students learn about the health-related components of fitness, and participate in various activities to measure their fitness. They also learn about the health and social benefits of being fit and examine the key features of programs to improve fitness. Students design, implement and evaluate fitness programs for themselves and/or others which will deliver short and longer-term health benefits.

**Unit Two**

This unit is comprised of one core module and ten electives, of which a maximum of four are taught. The focus of this core module is consumer health. In particular, students are introduced to the essential knowledge and skills required to be a competent user of health services and products. Students learn about preventive healthcare approaches in Australia, options for health insurance, and key health literacy skills. They explore the meaning of preventive health and examine behavioural actions and strategies which protect and improve health. Students also develop and consolidate knowledge and skills to locate, read and process health information and to develop confidence and competence to engage with the healthcare system. The development of these important skills will support students to take an active role in the management of their own healthcare.

**Assessment  
Outline:**

Research, written response, practical tasks, multimodal responses.

**Leads to:**

Outdoor Education General Year 12.

# Murdoch University

## TLC110

<b>Suggested Background:</b>	At least a C grade in Year 10 English. Achieved Band 8 NAPLAN 9 literacy and or passed the OLNA literacy tests.
<b>Course Description:</b>	<p>In this unit you will learn to think critically about issues, research information, locate evidence to support your arguments and write academically.</p> <p>Through active participation in a number of assignments, this unit will help equip you to succeed in your future endeavours and will open your mind to new ways of thinking about the world.</p> <p>Successful completion of this course ensures students are eligible to apply for undergraduate degree courses at Murdoch University.</p> <p>*Students should be enrolled in the Inspire Academy Pathway to join this course.</p>
<b>Assessment Outline:</b>	Presentations, written work, tests, multimodal texts.
<b>Leads to:</b>	University enrolment.

**Note:** While every effort is made to meet course selections, classes are subject to viable numbers and resources (teachers, funding, etc.) If changes to a student's selections need to be made, parents/carers will be notified.



## ATAR SIDE Electives

Our preference is that students choosing the ATAR pathway will select similar SIDE courses so that they can support each other over the ensuing two years. In depth conversations and negotiations will be held with all students choosing this pathway to ensure they are supported to make the right decision for their future. See below for list of ATAR courses available through SIDE.

- Visual Arts
- Media Production and Analysis
- Literature
- Health Studies
- Economics
- Geography
- Modern History
- Politics and Law
- Biological Sciences
- Chemistry
- Human Biological Sciences
- Physics
- Applied Information and Technology

**Visit the School Curriculum and Standards Authority to see more detailed information on these courses.**

<http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials>

# VET COURSES

## Certificate II in Agriculture

<b>Qualification Outline:</b>	<p>This qualification provides an entry level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:</p> <ul style="list-style-type: none"><li>• Assistant animal attendant/stockperson.</li><li>• Assistant Farm or Station Hand.</li><li>• Assistant Farm or Station Worker.</li><li>• Assistant Farm or Station Labourer.</li></ul>
<b>Cost:</b>	\$100.00
<b>Training and Employment Outcomes:</b>	Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture (Dairy Production), Certificate III in Pork Production, Certificate III in Horse Breeding.

## Certificate II in Automotive Vocational Preparation

<b>Qualification Outline:</b>	<p>This course focuses on the development of theoretical and practical skills in the Automotive Trades. During and at the completion of this course students should be able to apply for and enter Automotive Trade Traineeships and further enhance their ability to access Apprenticeship opportunities.</p>
<b>Cost:</b>	\$120.00
<b>Training and Employment Outcomes:</b>	Students are able to access Traineeships and Apprenticeships.

**\*Special Requirements** Industry-standard personal protective equipment must be worn – this includes approved safety footwear (steel-capped), safety glasses and overalls or cotton drill pants and work shirt. It is the responsibility of the student to purchase the required clothing and footwear which is compulsory for participation.

## Certificate II in Community Services

**Qualification  
Outline:**

This qualification may be used as a pathway into community services work and may apply specifically to:

- Workers in residential facilities and/or in community services under direct or regular supervision within clearly defined organisation guidelines and service plans.

Workers at this level:

- May provide assistance in Childcare or Primary School setting.
- May provide ancillary services such as catering, cleaning, laundry, gardening and home maintenance.
- Report directly to a supervisor and are not responsible for other workers.

This qualification may provide an appropriate pathway into higher level qualifications, such as those in aged care, disability and home and community care or childcare settings and Primary Schools.

**Cost:** \$50

**Training and  
Employment  
Outcomes:**

Childcare Worker	Primary School/Kindy Support Worker
Community Services Workers	Laundry Assistant
Care Service Employee	Night/Community Patrol Workers
Contact Officers	Personal Care Assistant
Domestic Assistant	Reception/Front Desk Staff
Home Helper	Education Assistant

**Note:** Available as a School-Based Traineeship only.

## Certificate II in Construction Pathways

**Qualification  
Outline:**

This qualification has an emphasis on the practical aspects of building and construction, and will include an 'on-site' construction project as part of the training program. Focus trade areas include bricklaying and carpentry, and can include elements of wall and ceiling lining, as well as plumbing drainage. The qualification is designed to enhance apprenticeship prospects in the Building and Construction Industry.

**Cost:** \$100

**Training and  
Employment  
Outcomes:**

On successful completion of this qualification, students will receive Certificate II in Construction. Graduates are eligible for advanced standing for five of the key units of competency in the pre-apprentice and apprentice programs in the building trade areas. Successful completion of this qualification provides students with the opportunity to gain an apprenticeship in the building trade.

\* Appropriate personal protective equipment must be worn – this includes safety footwear (steel-capped). It is the responsibility of students to purchase their approved footwear and appropriate clothing and is compulsory for participation.

## Certificate II in Engineering Pathways

**Qualification  
Outline:**

The emphasis will be focused on more advanced welding and metal fabrication techniques, as well as the designing, planning and manufacturing components of the metal fabrication trade. During and at the completion of this course students should be able to apply for and enter Metal Fabrication Trade Traineeships and further enhance their ability to access Apprenticeship opportunities.

**Cost:**

\$150

**Training and  
Employment  
Outcomes:**

Career opportunities include apprenticeships in the automotive or engineering industries. Trade areas include engineering for automotive light vehicle, heavy commercial, fabrication, earthmoving heavy equipment, small engines, and auto electrician.

**\*Special Requirements:** Industry-standard personal protective equipment must be worn – this includes approved safety footwear (steel-capped), safety glasses and overalls or cotton drill pants and work shirt. It is the responsibility of the student to purchase the required clothing and footwear which is compulsory for participation.

## Certificate II in Hairdressing

**Qualification  
Outline:**

Completion of this qualification aims to provide students with the initial employability skills and knowledge that prospective employers are looking for. This course includes both theory and practical components, in which theory work packages and practical equipment will be supplied for the duration of the course. Students will learn a range of units from personal health and safety in the workplace, working in a retail environment, shampooing, massage treatments, blow waving and applying temporary colour. They will also gain necessary communication skills.

**Cost:**

\$100

**Training and  
Employment  
Outcomes:**

On attainment of all unit competencies students will receive a Certificate II in Hairdressing which will provide them with a pathway opportunity to gaining an apprenticeship or traineeship in the Hairdressing Industry.

\*A genuine interest in the hairdressing industry and willingness to learn. An attendance contract must be signed before course commencement to ensure commitment throughout the year. It is the responsibility of the student to provide an appropriate uniform (**black pants or skirt and white shirt**).

## Certificate II in Hospitality

<b>Qualification Outline:</b>	This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision. This qualification is suitable for an Australian Apprenticeship pathway.
<b>Cost:</b>	\$100
<b>Training and Employment Outcomes:</b>	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible job titles include café attendant, catering assistant, food and beverage attendant, front office assistant, porter, room attendant, bar attendant, bottle shop attendant, gaming attendant.

## Certificate II in Information, Digital Media and Technology

<b>Qualification Outline:</b>	Certificate II in Information, Digital Media and Technology provides the foundation skills and knowledge to use Information and Communications Technology (ICT) in any industry.
<b>Cost:</b>	\$100
<b>Training and Employment Outcomes:</b>	Students may continue to higher training in Year 12. Students who complete this course can then go on to study Certificate III in Information, Digital Media and Technology, or a range of other Certificate III qualifications. This course leads to career opportunities in the following areas: Office Assistant, Records Assistant, Junior IT Help Assistant, Sound Desk Operator.

## Certificate II in Leadership Development

**Qualification****Outline:**

This qualification will provide students with the practical skills and knowledge required to work effectively within teams whilst undertaking a team or community based project.

The course qualification is designed to further develop and enhance a person's leadership skills. It allows participants to:

- Develop self;
- Work collaboratively with other team members;
- Plan and participate in team meetings;
- Communicate effectively and identify the rights and responsibilities of others; and
- Active participation in a team or community based project.

Participants are required to work in a team to undertake a practical project which benefits not only the team or community, but also contributes to their own skill development and achievement.

**Cost:**

\$50

## Certificate II in Live Production and Services

**Qualification****Outline:**

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the creative industry sectors, work under direct supervision and use limited practical skills and fundamental operational knowledge in a defined context. It is, in essence, a preparatory qualification that can be used as a pathway into Certificate III in Media.

Individuals with this qualification are able to perform roles such as:

- Front of house assistant in small venue
- Lighting/audio/staging assistant.

**Cost:**

\$100

**Training and  
Employment  
Outcomes:**

Students may progress towards Certificate III and IV qualifications once they have completed this qualification.

## Certificate II in Skills for Work and Vocational Pathways

**Qualification****Outline:**

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- A pathway to employment or vocational training.
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3.
- Entry level digital literacy and employability skills.
- A vocational training and employment plan.

**Cost:**

\$50

## Certificate II in Sport Coaching

**Qualification****Outline:**

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.

**Cost:**

\$80

**Training and  
Employment  
Outcomes:**

Community Coach, Sport and Recreation Officer.

## Certificate II in Tourism

**Qualification****Outline:**

This course provides the students with the skills to perform a range of routine tasks, using limited practical skills and fundamental operational knowledge in the Tourism Industry. Topics covered can lead to career opportunities in the following areas: Office Assistant for a small tour operator, Documentation Clerk for a tour wholesaler, Receptionist and Office Assistant in a professional conference organisation, Receptionist and Office Assistant in a Retail Travel Agency, Retail Sales Assistant in an attraction.

**Cost:**

\$100

**Training and  
Employment  
Outcomes:**

After achieving Certificate II in Tourism candidates may undertake any Certificate III in Tourism qualification across a broad range of industries such as retail, tour wholesaling, or visitor information.

## Certificate II in Visual Arts Contemporary Craft

**Qualification****Outline:**

This qualification aims to provide students with knowledge and skills for supervised work in the visual arts and crafts industries. It provides learners with practical arts skills, for example painting, drawing, prints and video art, and enables them to explore information and ideas to apply in their arts practice.

**Cost:**

\$100

**Training and  
Employment  
Outcomes:**

Students can continue with further training at Certificate III/Diploma level which can lead to University entry.

**Note:** While every effort is made to meet course selections, classes are subject to viable numbers and resources (teachers, funding, etc.) If changes to a student's selections need to be made, parents/carers will be notified.



# VET PROFILE COURSES

## Profile Courses

Students can apply for Profile courses which are delivered by State Training Providers (STP's or commonly referred to as TAFE) such as Challenger Institute of Technology or at Registered Training Organisations (RTO's) such as CET which is the College of Electrical Training.

## Location of Profile Courses

Students may be required to travel to different training locations on the days of their course. Some courses be delivered at the Mandurah Education Training Campus (MET) but many are delivered in various locations including Rockingham, Kwinana, Beaconsfield, Jandakot and even Perth. Students are responsible for making their way to these locations.

## Applying for VET Profile Courses

Applications for Profile courses are highly competitive as the STP's/RTO's take students from many schools in the Peel Region. As a minimum, students must be achieving a "C" grade in Maths and English in semester one. A strong attendance record at school and positive comments by teachers on semester one reports are also essential. Students will be asked to complete an expression of interest form so that we can contact you when the courses have been released in late term two. The full application process can then be completed which includes sending the application form and a copy of your semester one report to the relevant STP/RTO. The STP/RTO selection process will be completed in late term four and the College will then notify students with the result of their application. At this stage, changes can then be made to timetables if necessary.

## Types of Profile Courses Offered

Coodanup College students have typically been able to access Certificate courses in the following areas:

**Animal Studies** - Practical skills and knowledge to assist in a veterinary practice or other animal care establishments such as kennels or catteries.

**Automotive (Electrical)** - Students will gain a feel for the automotive industry and identify and work with different electrical/electronic components of a car.

**Automotive (Heavy Vehicle)** - Students will gain a feel for the automotive industry and work with heavy vehicles or components, such as diesel engines and hydraulics.

**Automotive (Light Vehicle)** - Students will gain a feel for the automotive industry and identify and work with cars, light vehicles and/or motorcycles or particular components such as steering and suspensions or cooling systems.

**Business** - Prepares students to commence employment in a clerical or administrative entry level role.

**Community Services – Childcare** - This qualification is designed to reflect the role of employees in the Childcare sector.

**Community Services - Taster** - Students will undertake units from five industry sectors including Community Services, Children Services, Aged Care, Disability Work and Education Support.

**Construction – Bricklaying** - Learn skills in handling construction brick and block materials, basic hand skills, reading building plans, measuring and calculations with a focus on bricklaying.

**Construction - Carpentry and Joinery** - Learn skills in handling construction materials, basic hand skills, reading building plans, measuring and calculations with a focus on carpentry and joinery.

**Construction - Plumbing** - Learn skills in handling construction brick and block materials, basic hand skills, reading building plans, measuring and calculations with a focus on plumbing.

## VET PROFILE COURSES (continued)

**Electrotechnology** - Practical skills and knowledge to install, operate, and maintain electrical and communications equipment and systems for domestic, business and industrial markets.

**Engineering** -The skills gained from this qualification will enhance students' prospects in metal fabrication and fitting and machining industry.

**Fishing Operations** - This qualification will provide you with the practical skills and knowledge to work as a deckhand on commercial fishing vessels. You will learn to understand shipboard orders, follow safe work practices and respond to emergency situations. You will also learn skills in marine communication and equipment, fishing operations, vessel maintenance and seafood processing.

**Floristry** - Practical skills and knowledge to prepare floral arrangements, organise storage and provide service to customers.

**Hairdressing** - This course provides students with the skills and knowledge to support professional hairdressers to carry out a range of salon services.

**Health Services** - This course will provide you with the practical skills and knowledge to assist health staff in the provision of services to patients within a health care setting. You will learn about team work and effective communication, infection control processes and procedures and basic medical terminology. You will also learn skills to assist with clients and provide support to a nursing team in an acute care environment.

**Horticulture** - This course is designed to equip students with a wide range of theoretical and practical horticultural skills in parks and gardens, nurseries and in landscaping.

**Hospitality** - The skills and knowledge developed can be applied in various hospitality settings including restaurants, hotels, catering operations and cafes.

**Laboratory Skills (Sampling and Measurement)** - Students will be trained to use basic equipment to obtain samples and perform simple tests.

**Primary Industries – Landscaping** - This qualification provides the practical skills and knowledge to establish and maintain landscapes. It is the starting point to develop a foundation of knowledge and skills that can be built on in higher level courses. The course provides a wide range of practical skills and supporting knowledge to equip students for employment under supervision in the landscape sector of the horticultural industry. Training is provided in the areas of hard landscaping, pests, diseases and weeds, plant knowledge, horticultural machinery use, chemical use and horticultural safety.

**Process Plant Operations** - This course forms part of the Chemical, Hydrocarbons and Oil Refining National Training Package and provides exposure to the fundamentals of process plant operations.

**Retail Makeup and Skin Care** - This course is based on the selling of makeup and retail skin care products and performing routine salon or store functions.

**Security Operations** - Develop the skills needed to work in a team, interpret and follow assignment instructions, identify and respond to potential threats and incidents, maintain workplace safety and operate basic security equipment.

**Transport and Distribution (Maritime Operations)** - This course gives students an overview of the facets within the marine industry from marine science, boating and tourism.

# CAREER AND EDUCATION INFORMATION

The information gained from the following list of websites may help students determine their post-school options.

**Apprenticeships and Traineeships**

[www.trainingwa.wa.gov.au/apprenticentre](http://www.trainingwa.wa.gov.au/apprenticentre)

**Australian Defence Force Academy**

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

**Australia wide job search**

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

**Career, employment, training information in Western Australia**

[www.getaccess.wa.gov.au](http://www.getaccess.wa.gov.au)

**Career research**

[www.careersonline.com.au](http://www.careersonline.com.au)

**Centrelink**

[www.centrelink.gov.au](http://www.centrelink.gov.au)

**Curtin University**

[www.curtin.edu.au](http://www.curtin.edu.au)

**Edith Cowan University**

[www.ecugreatcareers.com](http://www.ecugreatcareers.com)

**Job Resources Australia**

[www.jobjuice.com.au](http://www.jobjuice.com.au)

**Murdoch University**

[www.murdoch.edu.au](http://www.murdoch.edu.au)

**My Future**

[www.myfuture.edu.au](http://www.myfuture.edu.au)

**OZJAC link**

[www.curriculum.edu.au](http://www.curriculum.edu.au) (Type 'OZJAC' in Search for easy access)

**Training WA (TAFE course information)**

[www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au)

**Tertiary Institutions Services Centre**

[www.tisc.edu.au](http://www.tisc.edu.au)

**University of Notre Dame**

[www.nd.edu.au](http://www.nd.edu.au)

**University of Western Australia**

[www.uwa.edu.au](http://www.uwa.edu.au)

**Coodanup College**

Wanjeep Street  
Mandurah WA 6210

**Phone:** (08) 9581 0900

**Fax:** (08) 9581 1213

**[www.coodanup.wa.edu.au](http://www.coodanup.wa.edu.au)**

**f coodanupcollege**

**ABN: 32 369 329 324**



"Twenty years from now you will be more disappointed  
by the things that you didn't do than by the ones  
**you did do.** So throw off the bowlines.  
Sail away from the safe harbour.  
Catch the trade winds in your sails.

***Explore. Dream. Discover."***

**Mark Twain**