

WAUCHOPE HIGH SCHOOL

Senior Studies Guide

Year 11 2022

Information for students in Year 10
on senior years and course selection



PRINCIPAL'S MESSAGE

Welcome to your senior years at Wauchope High School.

Congratulations on reaching this stage of the journey towards your Higher School Certificate. You are now in a position to plan your program for the final two years of secondary school.

Wauchope High School provides quality advice and guidance for students through a comprehensive, supportive subject selection process. The Senior Studies Guide contains essential information to help you make informed decisions about the range of courses and pathways available. The subject choices you make now will give you the opportunity to plan for your preferred future.

As a Wauchope High School student, you have the unique opportunity to make your selections from one of the most comprehensive offerings of senior subjects available in any NSW school. You are able to tailor a pattern of study that contains a mix of traditional courses and industry standard vocational education and training courses.

To ensure your decisions are appropriate and you are able to gain maximum benefit from them for your Higher School Certificate, it is important that you;

- ◆ Carefully read the information provided in the Subject Selection Guide, so you know what subject choices are available.
- ◆ Participate fully in all aspects of the subject selection process, so you can learn about the subjects in which you are interested.
- ◆ Think about your interests and choose subjects that interest you or draw on your strengths.
- ◆ Actively seek help from your parents, career adviser, year adviser and teachers so you can choose subjects that will be beneficial for future study at university or TAFE, or a possible career.

At Wauchope High School, you have the opportunity to engage in a broad, rigorous curriculum to suit your individual needs and interests and, that support your future aspirations.

Aim for excellence, take advantage of our innovative programs and experience success for your Higher School Certificate and post school life.



Mr Glen Sawle, Principal
Wauchope High School



Mr Glen Sawle
Principal

CONTENTS

Studying for the Higher School Certificate

HSC Minimum Standard	3-4
The Higher School Certificate	5
Pattern of study	5
Selecting courses for the Higher School Certificate	6
Types of courses	6
Why course choice is important	7
ATAR: Australian Tertiary Admission Rank	7
ATAR or non ATAR?	8
Assessment and reporting	9
Higher School Certificate credentials	9 -10
Who can assist you and where to go for help	11
Higher School Certificate options	11
Acceleration	11
Life Skills courses	11

Vocational Education and Training

Vocational Education and Training (VET)	12
School delivered VET Courses (SVET)	12
Optional HSC Specialisation courses in VET	13
Work Placement	13
School-based Apprenticeships and Traineeships (SBATS)	13-14
The North Coast Institute of TAFE and externally delivered VET Courses (EVET)	14

Summary of Courses Offered at Wauchope High School 15

Details of Courses 16-38

Board Developed Courses	
Higher School Certificate Extension Courses (1 unit only)	
Board Developed Courses	
- Vocational Education and Training (VET) Industry Curriculum Framework (ICF)	
Information for Students Undertaking School Delivered VET Courses (SVET)	
Content Endorsed Courses - School Delivered	
TAFE Delivered Courses	

Course Fees

HSC Minimum Standard

NSW Education Standards Authority



Reading, writing and numeracy — skills for everyday life



The HSC minimum standard has been introduced to ensure students have the reading, writing and numeracy skills needed for everyday life, work and further study.

What this means for students

Students need to meet the HSC minimum standard to receive the HSC. To show they meet this standard, students need to achieve Level 3 in short online reading, writing and numeracy tests. Schools will help students to decide when they are ready to take each test. Students get two chances a year to sit each test, from Year 10 up to five years after starting their first HSC course.

Only students who meet the HSC minimum standard will receive an HSC testamur.

Provisions and exemptions

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement.

Provisions are available for some students with disability. Some students with a disability studying Life Skills courses may also be exempt from meeting the minimum standard to receive their HSC testamur.

Find out more at
educationstandards.nsw.edu.au/HSCminimumstandard



HSC Minimum Standard

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential in 2022. These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in Stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA) <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>.

SENIOR STUDIES AND THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate and the NSW Education Standards Authority (NESA)

The Higher School Certificate (HSC) is the highest educational award in NSW schools. Your child will receive their HSC once they have successfully completed Year 11 and Year 12 (Stage 6) and satisfy all HSC course requirements.

If your child does not complete the HSC, they may still be eligible to receive a Record of School Achievement (RoSA).

On 1 January 2018, the NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES). The Board of NESA (the Board) is responsible for the Higher School Certificate in NSW. HSC students will receive a copy of the [HSC Rules and Procedures Guide](#) when they start their HSC study, outlining important information about HSC enrolment, assessment, examinations and results. Further information is available from your school or on the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

To be eligible for the HSC you must have:

- ◆ Satisfactorily completed Stage 5 requirements, RoSA or gained other qualifications NESA considers satisfactory
- ◆ Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a TAFE college
- ◆ Satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate. You will be considered to have satisfactorily completed a course if you have met the following course completion criteria:
 - * Followed the course developed or endorsed by NESA
 - * Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
 - * Achieved some or all of the course outcomes.

For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks, and have sat for and made a serious and genuine attempt at the required HSC examinations.

Students will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate. (See page 5 *HSC Minimum Standards*)

All students (except those entered only for Stage 6 Life Skills courses) are required to have satisfactorily completed the *HSC: All My Own Work* program or its equivalent.

Preliminary courses are those usually taken in Year 11 and do not have an external examination. HSC courses are usually taken in Year 12 and mostly end with an HSC examination. You must complete the Preliminary Course before undertaking the HSC Course in that subject. In some circumstances both the Preliminary and HSC component of a course may be studied in one year. Vocational Education and Training (VET) courses are not classified as Preliminary or HSC and may be studied in either or both years. The HSC examination in VET courses covers two years of coursework.

Pattern of Study

To qualify for the Higher School Certificate, you must satisfactorily complete

- ◆ a Preliminary pattern of study comprising at least 12 units (generally 6 subjects) and
- ◆ an HSC pattern of study comprising at least 10 units Both patterns must include:
 - ◆ at least 2 units of a Board Developed Course in English
 - ◆ at least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)

Selecting Courses for the Higher School Certificate

You should use the following strategies when making your choice of courses - **need, interest, ability** and **opportunities**:

1. **Need:** Select courses which are necessary (i.e. prerequisite, assumed knowledge, recommended) for your chosen career/tertiary course, provided you are reasonably sure about what you wish to do and have the ability to obtain a satisfactory result in this course.
2. **Interest:** Select courses in which you are interested. If you are interested in a given course, there is some probability that you will be interested in a career/tertiary course related to this course. Students should not select courses based on their friends' choices.
3. **Ability:** Select courses in which you will succeed. There is no point studying a course which is too challenging for you only because it is a prerequisite. If you find it too difficult at school you are unlikely to be able to manage a similar course at a tertiary level. It may be wise for you to re-think your career goals. Individual interviews will be held prior to final selections to assist you in this process.
4. **Opportunities:** If possible, always try to select courses which will keep your options open, particularly if you are unsure about your future career/course direction. Draw up your plan for your pattern of studies for both the Preliminary course and HSC course.

When making decisions about courses it is best to think of a 'bundle' of courses from which you can then select once the lines have been established.

Note: Not all courses initially offered may be able to run. Student numbers and timetable factors will determine which courses will operate.

Types of courses

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each 2 unit course requires approximately 120 hours per year, or 4 hours per week, of classroom study.

In the Preliminary Year (Year 11) Extension 1 courses are available in English and Mathematics. In the HSC year (Year 12) Extension courses are available in English, History, Mathematics, Science and most VET (Vocational Education and Training) courses. There are two main types of courses:

Board Developed Courses

The Board of the NSW Education Standards Authority (NESA) develops a syllabus specifying aims, objectives, outcomes, structure and content for these courses. Most Board Developed HSC courses, including the VET Framework courses, may contribute to the calculation of the Australian Tertiary Admissions Rank (ATAR). Most Board Developed Courses at Wauchope High School are delivered at school. Automotive, Electrotechnology, Financial Services, Human Services and Tourism, Travel and Events are delivered by external providers ie TAFE.

Life Skills courses are Board Developed Courses that are specially designed to meet the needs of students within the context of an individual transition-planning process. They are not examined externally and do not contribute to an ATAR.

Board Endorsed Courses

There are two types of Board Endorsed Courses: Content Endorsed and locally developed. The Board Endorsed Courses available at Wauchope High School are primarily Content Endorsed Courses that have syllabuses endorsed by the NESA Board to cater for areas of special interest. Some courses are locally designed and have been approved by the Board.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR, as there is no external examination and assessment is school based. There are several Board Endorsed Courses delivered by Wauchope High School and by external providers eg. TAFE NSW.

Why Course Choice is Important

If you wish to undertake Tertiary Study - (University or TAFE)

- ◆ Some tertiary courses require you to have studied certain HSC courses. These are called prerequisite courses
- ◆ Particular school courses are often listed as assumed knowledge by a University. This means that the institution will proceed with the assumption that you have studied this HSC course, although it does not require it. You may find tertiary courses very difficult if you have not studied the assumed knowledge
- ◆ Other courses, whilst not being prerequisites or assumed knowledge, may be recommended as good preparation for a course of study
- ◆ The ATAR is based on your best 10 Units of Board Developed Courses. One of your aims will therefore be to maximise your marks, and your choice of courses may play a part in this strategy
- ◆ Be aware that some courses for example Business Studies, Food Technology, Mathematics, English, Hospitality, Textiles and Design and Computing Studies can be used to gain Credit Transfer in certain EVET courses. Students are advised to carefully investigate this aspect with teachers or the Careers Adviser/VET Coordinator/Deputy Principal.

If You Wish to Enter the Workforce after Leaving School

- ◆ The courses you choose may affect the career direction you are able to take.
- ◆ The courses studied may influence an employer in the selection of applicants for a job vacancy.

ATAR - Australian Tertiary Admission Rank

Generally one in three students will gain entrance to university in the two years following the Higher School Certificate. Most of these students will be selected for university entrance using the ATAR. Some students may gain entrance to university through early admission schemes.

The sole purpose of the ATAR is to assist universities in selecting students for entry into their courses in the first two years beyond the Higher School Certificate. If a student does not wish to enter university in the first two years of completing the Higher School Certificate, there is no need to gain an ATAR.

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least

- ◆ eight units from Category A courses
- ◆ two units of English
- ◆ four subjects.

Students considering university entrance at the conclusion of Year 12 should consult with the University Entry Requirements Booklet produced by the University Admission Centre (UAC) and their Careers Adviser.

Further Information can be accessed at the Universities Admissions Centre website:

<http://www.uac.edu.au>

ATAR or non ATAR

Tertiary Candidates - ATAR

1. Find out where you can undertake the tertiary courses in which you are interested, the prerequisites and assumed knowledge that apply to each course, as well as the Australian Tertiary Admission Rank needed for acceptance in courses over the previous couple of years.

To do this, you can use

- a. UAC Students Information Guide
 - b. Tertiary institution handbooks
 - c. TAFE handbook
 - d. HSC/TAFE Credit Transfer
 - e. Previous year's ATAR 'Cut Offs' (a guide only)
 - f. Resources in the Careers Centre at school
2. Discuss course content and your potential in this subject with course teachers
 3. Talk to your Careers Adviser, VET Coordinator, teachers and parents/carers

Most importantly, attend the Yr 10-11 information evening before you make your final subject choices

Non-Tertiary Candidates - non ATAR

Examine which courses are relevant to the career/s you are considering.

1. Investigate the employment opportunities in your chosen career or industry
2. Will employers look at your ATAR (if you are eligible) despite the fact that you will not be attending a tertiary institution?
3. Consider Board Endorsed Courses that will suit your Career path/s
To do 1, 2 or 3 you can
 - a. Refer to the current 'Job Guide'
 - b. Visit Centrelink for labour market information
 - c. Consult with employers and employer organisations
4. Discuss course content and your potential in this subject with course teachers
5. Attend the Course Information Sessions conducted by various faculties at school
6. Talk to your Careers Adviser, VET Coordinator, teachers and parents / carers
7. Most importantly, attend the Yr 10-11 Subject Selection Information Evening before you make your final subject choices

Assessment and Reporting

At the commencement of both the Preliminary and HSC Courses students will be issued with a Senior Assessment Booklet.

The HSC is based on a standards referenced framework. That is, student performance is assessed and reported against standards of achievement established by NESA for each course.

School based assessment tasks constitute 50% of the HSC mark. The other 50% is based on the HSC examination. The HSC mark for 2 unit courses is reported on a scale of 0 to 100. A mark of 50 represents the minimum standard expected. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 corresponds to the highest level of achievement, indicating a range of marks between 90 and 100.

Higher School Certificate Credentials

The Higher School Certificate testamur

The HSC testamur is awarded to students who have fulfilled all eligibility requirements.

The Higher School Certificate Record of Achievement

An HSC Record of Achievement is issued to students who satisfactorily complete the requirements for the Higher School Certificate.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

Board Developed HSC courses

For Board Developed HSC courses, except Life Skills courses and VET courses, the HSC Record of Achievement shows an examination mark, assessment mark, HSC mark and performance band. For all Board Developed HSC courses the HSC Record of Achievement shows the course name and the year in which it was successfully completed.

(Note: the student's examination mark and assessment mark are averaged to create the HSC mark (rounded if necessary). It is the HSC mark that determines the performance band to which the student's result is allocated.)

For all Board Developed Preliminary courses (except Life Skills courses and VET courses) the HSC Record of Achievement shows the course, the year in which it was satisfactorily completed and the grade awarded.

VET Industry Curriculum Frameworks Courses

For students who undertake a VET Industry Curriculum Framework Course, the course is reported without a mark and with the notation Refer to Vocational Documentation.

The examination in a 240-hour VET Industry Curriculum Framework course is reported with a mark in the columns headed Examination Mark and HSC Mark. A performance band is also reported.

Board Endorsed Courses (including Content Endorsed Courses)

For Board Endorsed HSC courses, except VET courses and Life Skills courses, the HSC Record of Achievement shows a school assessment mark. For these courses, schools submit marks that are aligned to a generic performance scale.

For Board Endorsed Preliminary courses, except VET courses and Life Skills courses, the HSC Record of Achievement shows the grade awarded.

VET Board Endorsed Courses

The VET Board Endorsed Courses are reported without a mark.

Life Skills courses

Students who are undertaking one or more Life Skills courses for the Higher School Certificate receive an HSC Record of Achievement listing any Board Developed and Board Endorsed Courses satisfactorily completed, including Life Skills courses. The Life Skills courses are reported without a mark and with the notation 'Refer to Profile of Student Achievement'.

Vocational documentation

1. A Certificate is awarded to students in VET courses who have fulfilled the requirements of an Australian Qualifications Framework (AQF) VET qualification. A Transcript of Competencies Achieved listing all units of competency satisfactorily achieved accompanies the Certificate.
2. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification. These documents are issued by NESA on behalf of the school system's Registered Training Organisations (RTOs). In the case of TAFE - delivered courses or courses delivered by a private provider (a non-systems RTO), the statement is issued by the TAFE or the RTO. The qualification is recognised within the AQF.

The HSC Course Reports

Wauchope High School teaching staff report twice a year to parents on their child's progress for both the Preliminary and HSC courses.

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC.

Who can assist you and where to go for help

Principal and Deputy Principals will give overall requirements for the Higher School Certificate and ATAR, a sound pattern of study, as well as information on course options at each campus.

Course Teachers and Faculty Head Teachers can advise on levels, course content and course requirements in terms of examinations, assessments, practical work and your potential in this subject.

Senior Preparation Teacher/Careers Adviser/VET Coordinator can help with information on requirements for tertiary study and employment, on the relationship of school study with the 'world of work', the EVET courses available, as well as give general assistance in decision making.

Careers Adviser: Jordin Sheaves (Relieving) & Karina Ostler VET Coordinator: David Starr

Year Adviser can provide overall support and direction.

Parents can help by giving positive support and listening. If parents need more information they can contact the school and arrange an appointment with a relevant teacher, Head Teacher or Careers Adviser.

NESA Liaison Officer and Department of Education VET Consultant:

NSW Education Standards Authority (NESA) Liaison Officer, North Coast Region is Heidi O'Brien on 6659 3274. The Regional Vocational Education (VET) Consultant at District Office can be contacted on 6586 6900.

Websites

Families with access to the internet at home, or students at school can access the NSW Education Standards Authority (NESA) <http://educationstandards.nsw.edu.au/wps/portal/nesa/home> website and the Department of Education <http://www.dec.nsw.gov.au/> website for further information. These sites are updated regularly and contain information about specific courses.

University Entry Requirements Year 10 Booklet produced by University Admission Centre (UAC) www.uac.edu.au

Higher School Certificate Options

It is possible for students to accumulate their HSC over a period of no more than five years. The five year period will commence in the first year a student attempts an HSC examination or completes a HSC VET course. Students considering this alternative pattern of study MUST first seek advice from their Deputy Principal.

Acceleration

Students may undertake Preliminary or HSC courses in advance of their cohort. The school principal will make a decision about acceleration. Students who are accelerated may be able to undertake additional units for the HSC or undertake further study with external providers eg TAFE NSW while still at school.

Life Skills Courses

Life Skills courses are generally for students with an intellectual disability who cannot access the regular outcomes of Board Developed or Board Endorsed Courses despite adjustments being made.

In general, students who enrol in Life Skills subjects would have completed at least 4 Life Skills courses in Stage 5 (Years 9 & 10). Each Stage 6 Life Skills course comprises a 2 unit Preliminary and a 2 unit Higher School Certificate course.

There are no Life Skills Higher School Certificate HSC examinations.

Additional information is also available on the NESA website at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills>

Vocational Education and Training (VET)

Students entering Preliminary and HSC years at Wauchope High School are able to undertake Vocational Education and Training (VET) courses with the opportunity to apply skills learned in the classroom to the workplace and gain nationally recognised qualifications as part of, and in addition to, their Higher School Certificate.

Vocational Education and Training (VET) courses teach industry specific skills relevant to future study and employment. These courses are competency based and allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing and credit transfer in related study at TAFE NSW and other Registered Training Organisations. A work placement component is a compulsory part of all VET Framework courses.

There are thirteen Board Developed VET courses that are based on

Industry Training Packages. The courses are designated Board Developed (Category B) for the purposes of the calculation of the ATAR. Students must study the 240 hour course and undertake the optional written examination to have the course contribute to their ATAR calculation.

Why Choose a VET Course?

Students may choose a VET course or courses for a number of reasons. VET courses:

- ◆ Are for everybody irrespective of whether students intend transitioning to university or further training or the workforce. The skills that are learned will benefit you in any career.
- ◆ Enable students to commence on a career path in which they are interested for example Construction, Entertainment, Hospitality, Metal and Engineering, Primary Industries and Information and Digital Technology. Students will have a significant advantage when applying for employment, especially with nationally recognised qualifications.
- ◆ Help students obtain full time work after leaving school (or if a job was offered before completing the HSC) and may help in obtaining part-time work whilst studying at university, college or TAFE.

School delivered VET Courses (SVET)

School VET courses include Construction, Entertainment, Hospitality, Metal and Engineering and Primary Industries.

SVET courses

- ◆ Are available in Preliminary and HSC years as part of the HSC
- ◆ Provide nationally recognised qualifications
- ◆ May contribute to an ATAR
- ◆ Are taught by teachers at school
- ◆ Are designed for all students
- ◆ Enable students to gain/develop work related skills and increase opportunities for employment
- ◆ Are offered in a variety of industry areas.

All courses count towards the HSC and may also count towards an ATAR as a Category B course if the student chooses to complete the final external examination. Many courses also have a specialisation study in the HSC year for further training.

Optional HSC Specialisation Courses in VET

- ◆ Construction - 60 or 120 hours Specialisation available
- ◆ Entertainment - 120 hours Specialisation available
- ◆ Hospitality - 60 or 120 hours Specialisation available
- ◆ Information and Digital Technology - 120 hours Specialisation available
- ◆ Metal and Engineering - 60 or 120 hour Specialisation available
- ◆ Primary Industries - 60, 120 or 180 hour Specialisation available

See each course description for more details about all specialisation courses.

Hospitality, Primary Industries, Construction, Information and Digital Technology and Metal and Engineering are delivered utilising the Wauchope High School Trade Training Centre facilities located at school.

Work Placement

School delivered VET courses complete mandatory work placement in a one week block in the Preliminary and HSC years. This involves students being at a workplace for the whole day. Students must undertake to complete missed school lessons whilst attending work placement.

School-based Apprenticeships and Traineeships (SBATS)

School-based traineeships combine school training and paid work. Students gain three qualifications:

- ◆ A nationally recognised vocational qualification
- ◆ A Certificate of Proficiency on satisfactory completion of the traineeship
- ◆ Credit towards the Higher School Certificate

The School Based Apprenticeship and Traineeship Programs provide students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

- ◆ School based apprentices and trainees must complete formal training that is delivered by a Registered Training Organisation (RTO). The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and leads to a nationally recognised qualification. The formal training component of School Based Apprenticeships and Traineeships will contribute unit credit to the HSC.
- ◆ School based apprentices and trainees must undertake a minimum of 100 days on-the-job training by 31 December of the year they will complete their HSC. Exceptions to this are apprentices and trainees in the Construction industry, who are required to be in the workplace for 144 days, and Plumbing apprentices and Electrical/Electro-technology trainees and apprentices, who are required to be in the workplace for 180 days. This on-the-job training must be in the form of paid employment as an apprentice or trainee under an appropriate industrial arrangement.

School Based Apprentices are required to:

- ◆ Enter into a Training Contract for a nominal duration of generally five years – two years part-time followed by three years full-time post the HSC
- ◆ Undertake a minimum requirement of 100 days of paid employment by 31 December of the year they will complete their HSC
- ◆ Enrol in a Certificate III AQF qualification level as specified in the Vocational Training Order (VTO)

School Based Trainees are required to:

- ◆ Enter into a Training Contract for a term of sufficient duration to allow them to complete their formal training requirements for the HSC as well as the minimum requirement of 100 days of paid employment by 31 December of the HSC year. The minimum term for a school based traineeship is 18 months
- ◆ Enrol in a minimum Certificate II AQF qualification level as specified in the Vocational Training Order (VTO).



Becoming a School Based Apprentice or Trainee

- ◆ Students must first find an employer interested in hiring them as a school based apprentice or trainee. Once an offer of employment has been made, students must contact their School Based Apprenticeship and Traineeship Contact Person - VET Coordinator or Careers Adviser.
- ◆ The School Based Apprenticeship and Traineeship contact person will then commence the process to seek approval to establish a School Based Apprenticeship or Traineeship.

More Information

- ◆ Students seeking more information regarding SBATs should contact their campus Careers Adviser/VET coordinator
- ◆ The following website is a key source of information regarding SBATs:

www.sbatnsw.info

- ◆ Other useful sites: <http://www.gtana.com.au>

<https://www.training.nsw.gov.au/>

<http://www.najobpathways.com.au/>

<http://www.aatinfo.com.au/>

<http://www.australianapprenticeships.gov.au/>



North Coast Institute of TAFE and Externally Delivered VET Courses (EVET)

The students of Wauchope High School have access to over 30 TAFE delivered Vocational and Educational Training courses allowing for greater student choice. The college has developed an effective partnership with TAFE that allows access to facilities and staff to enhance the delivery of college based courses.

Australian Tertiary Admission Rank (ATAR) Courses available at TAFE: Automotive, Electrotechnology, Financial Services, Human Services and Tourism, Travel and Events.

These courses consist of established TAFE courses and are delivered by TAFE teachers at a College of TAFE, some outside normal school hours. They provide accreditation toward relevant TAFE awards as well as the HSC. They are vocationally oriented and will complement vocational type packages students wish to follow.

Most other TAFE VET (EVET) courses will not be counted in the calculation of the ATAR e.g. Early Childhood Education and Care, Beauty Services and Hairdressing. They have Board Endorsed Course status and so will appear on the student's Record of Achievement for the HSC.

See the Careers Adviser or VET Coordinator for more information.

Please Note: Students enrolling in all external provider courses eg TAFE must be prepared to attend the TAFE campus and organise their own transport to and from school. Students at TAFE must remember that they are studying in an adult environment and are expected to maintain appropriate standards on campus and in the classroom.

Summary of courses offered at Wauchope High School

Board Developed Courses Category A 2 unit ATAR
Aboriginal Studies
Agriculture
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Dance
Drama
Design & Technology
Earth and environmental Science
English Advanced
English Standard
English Extension 1
Food Technology
Geography
Industrial Technology - Metal
Industrial Technology - Timber
Information Processes and Technology
Investigating Science
Legal Studies
Mathematics Advanced
Mathematics Standard For the HSC: Mathematics Standard 2 - Category A Mathematics Standard 1 - Category B
Mathematics Extension 1 (1 unit)
Modern History
Music 1
PDHPE
Physics
Visual Arts

Content Endorsed Courses 2 unit non-ATAR
Sport, Lifestyle and Recreation Studies
Work Studies

Board Developed Courses Category B VET School Delivered (SVET) 2 unit (only ONE can count to an ATAR)
VET Construction Pathways
VET Entertainment Industry
VET Primary Industries
VET Furniture Making Pathways
VET Hospitality Food and Beverage
VET Hospitality - Kitchen Operations

Externally Delivered Courses - EVET
Information on the Externally Delivered Courses can be obtained from the careers advisor.

HSC Courses

Board Developed Courses Category A 1 unit ATAR HSC course only - please note specific prerequisites
Mathematics Extension 2
English Extension 2
History Extension
Science Extension

Details of Courses

Board Developed Courses

These are courses for which the Board of the NSW Educational Standards Authority (NESA) develops a syllabus setting out the aims, objectives, outcomes, structure and content.

To be eligible for the HSC students must select at least 6 units from Board Developed Courses, including 2 units of English.

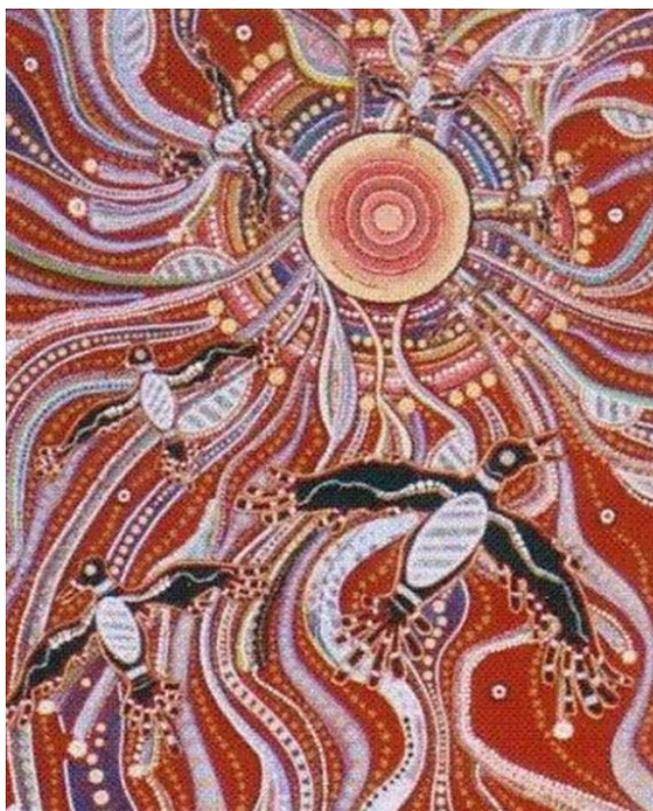
Board Developed Courses are all delivered at school.

Most Board Developed HSC Courses contribute to the calculation of the ATAR.

The course descriptions that follow are intended as a guide to help you select your subjects.

Classes can only be formed where sufficient students select the particular course.

The listing of a course here is not a guarantee that the course will proceed in a particular year.



Aboriginal Studies

2 Units in each of Preliminary and HSC Board Developed Course - Category A

Major Project: No

Fees: \$5

What will I be doing in this course?

Preliminary Course

Pre-contact to 1960's (120 indicative hours)

Part I: Aboriginality and the Land

Aboriginal peoples' relationship to country, dispossession and dislocation of Aboriginal peoples from Country and the impact of British colonisation on Country.

Part II: Heritage and Identity

The Dreaming and cultural ownership, diversity of Aboriginal culture and social life, impact of colonisation on Aboriginal cultures and families and the impact of racism and stereotyping.

Part III: International Indigenous Community: Comparative Study

- Location, environment and features of an international Indigenous community.
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: Aboriginality and the land, heritage and identity.

Part IV: Research and Inquiry Methods: Local Community Case Study

An aspect of the local community from pre-contact to the present

HSC Course (1960's onwards)

Part I: Social Justice & Human Rights Issues. *Global perspective and Comparative case studies, between Local, National & International Indigenous Communities.*

Part II: Case Study. *An examination of an Aboriginal community on Aboriginality, the land, heritage and Identity*

Part III: Research and Inquiry Method. *Major Project. You undertake a study in an area of interest to & present this in any format you see fit. YOU CHOOSE.*

How will this course be assessed?

This course will be assessed using a variety of tasks including:

- Examinations
- Research tasks
- Essays
- Oral presentations



Agriculture

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: No

Fees: \$10



What will I be doing in this course?

The Agriculture course is designed to increase student understanding and capabilities in a continuum from the farm level through to the international markets in which agricultural commodities are traded.

As it includes the study of a farm and agricultural product of particular interest to the student the relevance of the course is enhanced.

The course is made up of four main components:

- ◆ Overview of Australian Agriculture
- ◆ The Farm Case Study
- ◆ Plant Production
- ◆ Animal Production

Students will complete one option topic from the following areas:

- ◆ Agri-food, Fibre and Fuel Technologies
- ◆ Climate Challenge
- ◆ Farming for the 21st Century

Agriculture Stage 6 is designed to develop students' knowledge and understanding about the production and marketing of both animal and plant products.

Students should also develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner.

How will this course help me in the future?

The study of Agriculture Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions, including Veterinary Science,

Agricultural Economics, Agricultural Marketing, Rural Science, Agronomy, as well as animal & plant research and food processing industries.

In addition, the study of Agriculture Stage 6 assists students to gain recognition in vocational education and training.

Ancient History

2 Units in each of Preliminary and HSC Board Developed Course - Category A

Major Project: No

Fees: \$5

What will I be doing in this course?



The **Preliminary course** is structured for students to investigate:

People, groups, events, institutions, societies and historical sites from the ancient world.

Archaeological and written evidence and the methods used by historians and archaeologists.

It covers:

Part I: Investigating Ancient History: Topics may include Preserved Human Remains, Persepolis and the Celts.

Part II: Features of Ancient Societies: Topics include Weapons and Warfare in the Ancient World.

Part III: Historical Investigation: Students undertake a study in an area of interest to them.

In the **HSC course** students use archaeological and written evidence to investigate a Personality, an Ancient Society and a Historical Period, as well as a Compulsory study.

It requires study of at least two of the following civilisations: Egypt, Near East, Greece and Rome.

Part I: Compulsory Study: Cities of Vesuvius - Pompeii and Herculaneum

Part II: One Ancient Society e.g. The Spartans or The Persians

Part III: One Personality in Their Times : Xerxes

Part IV: One Historical Period – Greek World 500-440 (The Persian Wars)

How will this course help me in the future?

Skills developed in the study of Ancient History are useful in a range of courses studied at university and TAFE NSW, as well as in the workforce and everyday life. They are particularly applicable to law, teaching, medicine, travel and tourism, librarianship, communications, social work and journalism

Biology

2 Units in each of Preliminary and HSC
Board Developed Course - Category A
Depth Study: Yes. Minimum 15 hours
in each of Year 11 and Year 12 Fees:
\$10

Biology explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

What will I be doing in this course?

Students will develop skills in applying the processes of Working Scientifically. They develop positive, informed values and attitudes towards biology, recognise the importance and relevance of biology in their lives, the influence of economic, political and societal impacts on the development of scientific knowledge and develop an appreciation of the influence of imagination and creativity in scientific research.

Year 11 students develop knowledge and understanding of the structure and function of organisms, and of the earth's biodiversity and the effect of evolution.

Year 12 students develop knowledge and understanding of heredity and genetic technologies, and of the effects of disease and disorders.

How will this course help me in the future?

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other Science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields. The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Students intending to study any of the Health Sciences, Veterinary Science, Medicine, Agriculture, Forestry or Environmental Science are strongly advised to study Biology

Business Studies

2 Units in each of Preliminary and HSC Board
Developed Course - Category A

Major Project: No

Fees: \$5

What will I be doing in this course?

Business Studies investigates the role, operation and management of businesses within our society. Factors in the running, growth and success of a small business are integral to this course.

Students develop research and independent learning skills in addition to analytical and problem solving competencies through their research projects.

In the Preliminary course students study:

- ◆ Nature of Business
- ◆ Business Management
- ◆ Business Planning

The HSC course covers:

- ◆ Operations
- ◆ Marketing
- ◆ Finance
- ◆ Human Resources

The Higher School Certificate Exam:

Students will be required to complete a three hour written exam consisting of:

- ◆ 20 multiple choice questions
- ◆ Short answer questions
- ◆ A business report on a hypothetical business scenario incorporating several topics.
- ◆ An extended response from a choice of two questions.

How will this course help me in the future?

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and TAFE NSW, as well as in the workforce and everyday life. Business Studies helps to prepare students for employment and full and active participation as citizens.

Chemistry

ATAR Courses

2 Units in each of Preliminary and HSC
Board Developed Course - Category A
Depth Study: Yes. Minimum 15 hours
Fees: Nil



Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

What will I be doing in this course?

Students will develop skills in applying the processes of Working Scientifically. They develop positive, informed values and attitudes towards chemistry, recognise the importance and relevance of chemistry in their lives, the influence of economic, political and societal impacts on the development of scientific knowledge and develop an appreciation of the influence of imagination and creativity in scientific research.

Year 11 students develop knowledge and understanding of the fundamentals of chemistry and of the trends and driving forces in chemical interactions

Year 12 students develop knowledge and understanding of equilibrium and acid reactions, and of the applications of chemistry.

How will this course help me in the future?

The study of Chemistry provides a basis for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

It is especially appropriate for students interested in Pharmacy, Engineering, Biochemistry, Biotechnology, Environmental Science, Food Science, Metallurgy, Agriculture, Medicine or any of the Health Sciences.

Community and Family Studies

2 units for each of Preliminary and HSC
Board Developed Course - Category A
Major Project: Yes
Fees: Nil



What will I be doing in this course?

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

The Preliminary course covers:

- ◆ Resource Management - basic concepts of the resource management process
- ◆ Individuals and Groups - the individual's roles, relationships and tasks within groups
- ◆ Families and Communities - family structures and functions and the interaction between family and community

The HSC course covers:

- ◆ Research Methodology - culminating in the production of an Independent Research Project
- ◆ Groups in Context - the characteristics and needs of specific community groups
- ◆ Parenting and Caring - issues facing individuals and groups who adopt roles of parenting and caring in contemporary society and
- ◆ one of the following HSC Option modules: Family and Societal Interactions, Social Impact of Technology and Individuals and Work

Students are required to complete an Independent Research Project as part of the HSC internal assessment. This major project will have a focus that must be related to the course content of one or more of the following areas: individuals, groups, families, communities or resource management.

How will this course help me in the future?

This course develops skills and understanding that are relevant to life after school. It helps students to set goals and make decisions about themselves, their families and the community.

It is relevant to a wide range of further studies at both TAFE and university and has particular application in careers such as Business Management, Human Resource Management, Teaching, Social Work, Nursing, Counselling and Marketing.

Dance

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: Yes

Fees: \$30



What will I be doing in this course?

The Preliminary course covers:

- ◆ Performance,
- ◆ Composition
- ◆ Appreciation

The HSC Course covers:

- ◆ Performance
- ◆ Composition
- ◆ Appreciation.
- ◆ Major Study of your choosing.

How will this course be assessed?

Practical examinations in Performance and Composition.

Written examinations in Appreciation.

- ◆ The student will present a solo 'Dance' of between 3 and 5 minutes duration based on *Dance Technique*.
- ◆ The student composes solo 'Dance' of between 3 and 5 minutes duration to be performed by another student from the school who is not the choreographer.
- ◆ There will be two extended response questions.

Major Study: one of

- ◆ Appreciation
- ◆ Performance
- ◆ Composition
- ◆ Dance and Technology

Drama

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: Yes

Fees: \$30



What will I be doing in this course?

Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

The Preliminary course covers:

- ◆ Improvisation, Play building, Acting
- ◆ Elements of Production in Performance
- ◆ Theatrical Traditions and Performance Styles

The HSC Course involves theoretical study through:

- ◆ Practical workshops exploring theme, issues, styles and movement
- ◆ Australian Drama and Theatre
- ◆ Studies in Drama and Theatre
- ◆ The Group Performance (3 - 6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.
- ◆ The Individual Project where students demonstrate their expertise in a particular area. They choose one project from:
 - ◆ Critical Analysis, Design (costume design, set design, promotion and program, lighting design), Performance, Script-writing, Video Drama
- ◆ 1 ½ hour written HSC exam

This course will provide students with knowledge and skills to:

- ◆ Make and perform different styles of drama
- ◆ Critically study drama and theatre in written form
- ◆ Work both independently and with others in teams to plan and organise activities
- ◆ Solve problems
- ◆ Collect, analyse and organise information and communicate ideas and information

How will this course help me in the future?

Students who wish to pursue a career in theatre or the entertainment industry, public relations and media communications education can gain relevant skills and experience through this course

Design and Technology

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: Yes

Fees: Year 11 \$50, Year 12 \$60

Plus major project materials



What will I be doing in this course?

Australia needs business, industry and community leaders who understand the nature of design, manufacturing and technology.

Design & Technology allows to students to explore creative projects in their own individual fields of interest.

Design & Technology teaches skills highly valued by universities and employers such as problem-solving, innovation and marketing.

Design & Technology also develops an appreciation for the historical and cultural influences that have shaped our world.

The Preliminary course

- ◆ Design theory / design processes
- ◆ Creativity and innovation
- ◆ Collaborative design
- ◆ Research, management
- ◆ Problem solving
- ◆ Manufacturing, production and safety
- ◆ Computer-based technologies, ,
- ◆ Environmental issues
- ◆ Historical & Cultural influences
- ◆ Marketing

The HSC Course :

The HSC course builds on the theoretical elements of the Preliminary course but also involves the development of a Major Design Project.

How will this course be assessed

- ◆ Mini & Major projects
- ◆ Portfolio
- ◆ Examinations
- ◆ Research tasks

Earth and Environmental Science

2 Units in each of Year 11 and HSC

Board Developed Course - Category A

Major Project: No

Fees: Nil

The Earth and Environmental Science course builds on Junior Science. It can be studied as a stand alone course or complimentary with Biology, Chemistry and/or Physics. The Investigating Science course is designed to support the study of Investigating Science.

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

What will I be studying in this course?

Preliminary Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

HSC Course

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

Plus you will complete one compulsory depth study in each year.

What are depth studies?

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Depth studies provide opportunities for students to pursue their interests in Earth and Environmental Science, acquire a depth of understanding, and take responsibility for their own learning.

How will this course be assessed?

Exams

Practical Investigations

Research Tasks



English Advanced

2 Units in each of Year 11 and HSC

Board Developed Course - Category A

Major Project: No

Fees: Nil



What will I be doing in this course?

Students examine the ways that events, experiences, ideas, values and processes are

represented in and through texts and analyse the ways texts reflect different values and attitudes. They analyse and evaluate texts and the ways they are valued in their contexts.

The Year 11 course has two sections: content common to Standard and Advanced through a unit of work called and Reading to Write; and two electives.

It requires:

- ◆ Study of Australian and other texts
- ◆ Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film or media or multimedia texts, including wide reading
- ◆ Integrating the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- ◆ Engaging in the integrated study of language and text

The HSC course has two sections:

1. Common content consists of a module common to both Standard and Advanced courses
2. Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued

It requires:

- ◆ The close study of at least five types of prescribed text, one drawn from some of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- ◆ A wide range of additional related texts and textual forms

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only course that is compulsory to study for the HSC. Students who study the Advanced English course will be well equipped for further study of English and related disciplines at university. Success in this demanding course will be a good indicator of success in a large range of courses at university or TAFE NSW.

English Standard

2 Units in each of Year 11 and HSC

Board Developed Course - Category A

Major Project: No

Fees: Nil



What will I be doing in this course?

Students explore the ways events, experiences, ideas and processes are represented in and through texts. They reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

The Year 11 Course has two sections: Reading to Write which is common to the Standard and Advanced courses, and two electives.

It requires:

- ◆ Study of Australian and other texts
- ◆ Exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film or media or multimedia texts
- ◆ A wide reading program involving texts and textual forms composed in and for a wide variety of contexts
- ◆ Integrating the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- ◆ Engaging in the integrated study of language and text

The HSC Course has two sections: content common to the Standard and Advanced courses, and Modules, which provide elective choices. It requires:

- ◆ The close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama or poetry; non-fiction or film or media or multimedia
- ◆ A wide range of additional related texts and textual forms

How will this course help me in the future?

Communication is the most basic requirement in modern Australian society in any field of further study, employment or life. This is why English is the only course that is compulsory to study for the HSC.

Students who study the Standard English course gain good preparation for further education at TAFE NSW and employment in a wide range of career areas.

Standard English is accepted for entry to all university courses but it is not considered suitable preparation for students who wish to study English at university.

English Preliminary Extension 1

Unit in Year 11 and HSC

Board Developed Courses -
Category A Prerequisites:

English (Advanced) course

Preliminary English Extension Course is prerequisite for HSC Extension Course 1

HSC Extension Course 1 is co-requisite for HSC Extension Course 2

Exclusions: English Standard; English ESL, English Studies

Major Project: No Fees: Nil



What will I be doing in this course?

Students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. They explore ideas of value and consider how cultural values and systems of valuation arise.

In the [Year 11 Extension English course](#), students evaluate a range of texts from both the past and present. They critically evaluate why these texts are valued and how this has changed over time. Students will complete a research project.

The [HSC Extension Course 1](#) has one section. Students must complete one common module called Literary Worlds and one elective. It requires the study of prescribed texts, as well as a range of other relevant examples.

How will this course help me in the future?

As the course is analytical in nature, students will develop skills that are relevant to all forms of tertiary study. Students wishing to specialise in English or other humanities courses at tertiary level will be well prepared by the Extension English courses.

Food Technology

2 Units in each of Preliminary and HSC

Board Developed Course -
Category A

Major Project: No

Fees: Yr 11 \$90 Yr 12 \$70



What will I be doing in this course?

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society.

Skills will be developed in researching, analysing and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.

It is mandatory that students undertake practical activities in this course.

The **Preliminary course** covers:

- ◆ Food Availability and Selection (30%)
- ◆ Food Quality (40%)
- ◆ Nutrition (30%)

The **HSC course** covers:

- ◆ The Australian Food Industry (25%)
- ◆ Food Manufacture (25%)
- ◆ Food Product Development (25%)
- ◆ Contemporary Nutrition Issues (25%)
- ◆ HSC Examination: written examination including multiple choice, short answer and structured response questions.

How will this course help me in the future?

This course will provide you with the knowledge, skills and attitudes to contribute positively to your own pathways to employment or further education at university, college/TAFE NSW or vocational training.

The study of Food Technology will give you credit transfer in some certificate and diploma courses at TAFE NSW and other registered training organisations. Career options include: dietician and nutritionist, food technologist, teaching, nutrition, nursing, health education, health promotion, hospitality, chef, pastry cook, caterer, food writer, child care worker.

Geography

2 Units in each of Preliminary and HSC
Board Developed Course - Category A
Major Project: Yes (Preliminary Course)
Fees: \$5

What will I be doing in this course?

The **Preliminary course** investigates biophysical and human Geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The course covers:

- ◆ Biophysical Interactions; how biophysical processes contribute to sustainable management,
- ◆ Global Challenges; the study of geographical issues on a global scale.

The **HSC course** enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends.

Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment.

The **HSC course covers:**

- ◆ Ecosystems at Risk; the functioning of ecosystems, their management and protection,
- ◆ Urban Places; a study of cities and urban dynamics, and
- ◆ People and Economic Activity; in a local and global context.

Students complete a Senior Geography Project (SGP) in the preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. Fieldwork reports make up a considerable part of the assessment in both years and attendance and completion of fieldwork are essential, as well as fun.

How will this course help me in the future?

Geography gives students a broad range of skills to interpret the world around them. Many careers benefit from the study of Geography as the managers of the future must think globally and act locally.

Industrial Technology - Metal

2 Units in each of Preliminary and HSC
Board Developed Course - Category A
Major Project: Yes
Fees: Year 11 \$\$80 plus project materials
Year 12 \$70 plus Major Project at student cost.

ATAR Courses

What will I be doing in this course?

Industrial Technology is primarily a practical based subject however there is a theoretical component that must be completed.

Preliminary Course

Students must design, develop and construct a number of metal based projects (at least one group project). Project must include a management folio. Students also undertake the study of an individual business within the Metal Industry.

HSC Course

Students must design, develop and construct a metal based major project with a management folio. They also undertake a study related to the Metal Industry.

How will this course be assessed?

Students will be required to submit practical projects, portfolios of their work and written assignments.

They will be required to submit a Major work including portfolio documentation of the work undertaken for marking by Board of Studies HSC Markers. This work is submitted in mid August of the HSC year of work.

Students will need to supply safe footwear for working in the practical area.

Industrial Technology - Timber

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: Yes

Fees: Year 11 \$80 plus project materials

Year 12 \$70 plus Major Project at student cost.

ATAR

What will I be doing in this course?

Industrial Technology is primarily a practical based subject however there is a theoretical component that must be completed.

Preliminary Course

Students must design, develop and construct a number of timber based projects (at least one group project). Project must include a management folio. Students also undertake the study of an individual business within the Timber Industry.

HSC Course

Students must design, develop and construct a timber based major project with a management folio. They also undertake a study related to the Timber Industry.

How will this course be assessed?

Students will be required to submit practical projects, portfolios of their work and written assignments.

They will be required to submit a Major work including portfolio documentation of the work undertaken for marking by Board of Studies HSC Markers. This work is submitted in mid August of the HSC year of work.

Students will need to supply safe footwear for working in the practical area.



Information Processes and Technology

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: No

Fees: Nil

ATAR

What will I be doing in this course?

This course teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them.

Preliminary Course

- Introduction to Information Skills & Systems
- Tools for Information Processes
- Planning, Design and Implementation
- Personal and Group Systems including Projects.

HSC Course

- Information Systems & Databases
- Communication based information systems
- Option strands, the study of two information systems
- Project work

How will this course be assessed?

Three hour HSC examination

Assessment will be based on the HSC course content including project work.

Investigating Science

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Fees: Nil

ATAR

Investigating Science provides insight on good scientific process. It can be studied as a stand alone course OR as a complimentary course to Biology, Chemistry, Earth and Environmental science and Physics.

Preliminary Course

Cause and Effect— the importance of observation and quantitative data

Cause and Effect— data and its influence on scientific investigations.

Scientific Models— scientific models have limitations and are modified for new evidence.

Theories and Laws— Evidence impacts on society and the environment.

HSC Course

Core Topics:

Scientific Investigations— accuracy, validity and reliability in relation to investigative work.

Technologies—Consider experimental risk as you engage with the skills of working scientifically.

Fact or Fallacy— Investigate claims investigations and scientifically evaluate.

Science and Society—Impacts of ethics, society, economics and politics on science.

How will this course be assessed?

Exams, Practical Investigations, Research Tasks and Problem Solving Tasks

Plus you will complete one compulsory depth study in each year.

What are depth studies?

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Depth studies provide opportunities for students to pursue their interests in Science, acquire a depth of understanding, and take responsibility for their own learning.

Legal Studies

2 Units for each of Preliminary and HSC

Board Developed Course - Category A

Major Project: No

Fees: \$5

ATAR

What will I be doing in this course?

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making and the development of the Australian and International legal systems. The individual and the law, groups and individuals who suffer disadvantage and how the legal system attempts to achieve justice for these people are also examined. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Preliminary course covers: The Legal System; The Individual and the Law and The Law in Practice.

The HSC course investigates the key areas of law and contemporary issues in the two core topics: Crime and Human Rights. Students then study two options from the following topics: Consumers, Family, Global Environmental Protection, Indigenous Peoples, Shelter, Workplace and World Order.

The key themes and challenges incorporated in all topics are:

- ◆ The role of the law in encouraging co-operation and resolving conflict.
- ◆ Issues of compliance and non-compliance with the law.
- ◆ Changes to the law as a response to changing values in the community.
- ◆ The role of law reform in achieving just outcomes.
- ◆ The effectiveness of legal and non-legal responses in achieving just outcomes.

HSC Exam

Students will be required to complete a 3 hour written exam consisting of multiple choice questions, short answer questions and essay responses.

How will this course help me in the future?

Although it would certainly be of benefit if you were to study law at University, this course is designed to prepare you to participate effectively in everyday life. The course is designed to foster intellectual, social and moral development by empowering students to think critically about the role of the law and legal institutions in society. As a consequence of this, legal studies will provide students with an understanding of the legal system, its principles, structures, institutions and processes. It is useful preparation for further study at university or TAFE in a range of areas.

Mathematics Advanced

2 units in each of Preliminary and HSC
Board Developed Course - Category A

Prerequisites:

The Course assumes that students have achieved the outcomes in the stage 5.3 Mathematics course for Year 10.

This course is generally not recommended for students who have studied Stage 5.2 or Stage 5.1.

Exclusions: Mathematics Standard

Major Project: No Fees: Nil



What will I be doing in this course?

The course is intended to give students an understanding of and competence in further aspects of Mathematics which are applicable to the real world.

Mathematics Advanced is a course based on algebra and calculus. The course has general educational merit and is also useful for concurrent studies in Science and Commerce.

It is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life Sciences or Commerce.

The course covers:

- ◆ Functions
- ◆ Coordinate Methods in Geometry
- ◆ Trigonometric Functions
- ◆ Logarithmic and Exponential Functions
- ◆ Calculus
- ◆ Statistical Analysis

How will this course help me in the future?

The Mathematics Advanced course provides the minimum basis for entry into university courses requiring Mathematics, including courses in Science, Engineering, Computing, Economics and Business Studies.

Students intending to do tertiary studies should check recommendations for specific courses.

Mathematics Standard

2 Units in each of Preliminary and HSC

Board Developed Course

Standard 2 - Category A

Standard 1 - Category B

Prerequisites: The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1 and with the following sub strands of Stage 5.2 - Financial Mathematics, Linear and Non-linear Relationships, Right-angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.

Major Project: No Fees: Nil



What will I be doing in this course?

Students studying Mathematics Standard follow a common Preliminary course, leading to either HSC Mathematics Standard 1 or Standard 2.

Mathematics Standard approaches specific mathematical skills through a range of every day applications that clearly demonstrate the need for, and use of these skills.

The areas of study are:

- ◆ Financial Mathematics
- ◆ Statistical Analysis
- ◆ Measurement
- ◆ Networks
- ◆ Algebra

Please note:

Both Year 12 Standard Courses 1 and 2 are Board Developed Courses. Standard 2 and 1 are classed as Category A and B respectively. Students studying the Standard 1 course may elect to undertake an optional HSC examination, in which case this may contribute to the student's ATAR.

How will this course help me in the future?

The Mathematics Standard courses provide a strong foundation for vocational pathways, either in the workforce or in further training. In the case of the higher course, Mathematics Standard 2, this includes a strong foundation for university courses in the humanities, nursing and paramedical Sciences.

Mathematics Extension 1



1 unit in Preliminary and HSC

Board Developed Course - Category A

Prerequisites: The Course assumes that students have achieved a high level of competence in the study of the core and recommended options of Stage 5.3 of Year 10.

Students must concurrently be studying Mathematics Advanced in Preliminary and HSC years.

Exclusions: Mathematics Standard

Major Project: No

Fees: Nil

What will I be doing in this course?

The content of this course and the depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in further study in this area.

The course aims to give students a thorough understanding of how Algebra and Calculus may be used to solve real world problems.

Major topic areas include:

- ◆ Trigonometric Functions
- ◆ Functions
- ◆ Calculus
- ◆ Combinatorics

How will this course help me in the future?

This course is aimed at students who require substantial Mathematics at a tertiary level.

It is recommended as a minimum basis for further studies in Mathematics as a major discipline at university and for the study of Mathematics in support of the physical and engineering Sciences.

Students wishing to undertake tertiary studies should check recommendations for specific courses.

Modern History

2 Units in each of Preliminary and HSC

Board Developed Course -Category A

Major Project: No

Fees: \$5



What will I be doing in this course?

Preliminary Course

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern History. This includes people, ideas, movements, events and developments.

Students are required to study all three sections of the course

Topic 1: Investigating Modern History. Consists of The Nature of Modern History and Case Studies.

Topic 2: Historical Investigation. You undertake a study in an area of interest. YOU CHOOSE.

Topic 3: The Shaping of the Modern World. An Investigation forces and ideas that shaped the modern world through a study of World War I.

HSC Course

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Topic 1: Power and Authority in the Modern World 1919–1946. An examination of the Nazi regime.

Topic 2: National Study— Russia and the Soviet Union 1917-1941.

Topic 3: Peace and Conflict. - Conflict in Europe 1935-1945.

Topic 4: Change in the Modern World—The Cultural Revolution to Tiananmen Square 1966–1989 .

Excursions: In the past these have included trips to the Sydney Jewish Museum.

How will this course help me in the future?

The skills learned in this course are especially applicable to law, teaching, communications, social work and journalism.

Music 1

2 units in each of Preliminary and HSC

Board Developed Course - Category A

Prerequisites:

Music mandatory course (or equivalent).

Major Project: Yes Fees: \$10



What will I be doing in this course?

In the [preliminary and HSC courses](#) students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and aural. Students will be required to either play an instrument, or be a vocalist.

Students study three topics in each year of the course. Topics are chosen from a list of 21 topics which cover a range of styles, periods and genres.

In the [HSC course](#), in addition to core studies, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the topics studied within the course. Elective choices allow students to focus on a key area of ability or knowledge. For example, if students are strong performers they may choose three performance electives. Each composition elective requires students to compile a portfolio and musicology electives to participate in a 10 minute viva voce (spoken examination) in the HSC year.

How will this course help me in the future?

Music 1 provides many of the skills required in the diverse fields of the Music industry. Students may progress into music courses at university or TAFE with a good foundation of knowledge and practical skills.

Music also provides knowledge and skills to enhance enjoyment of everyday life.

Personal Development, Health & Physical Education (PDHPE)

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: No

Fees: Nil



What will I be doing in this course?

The [preliminary course](#) examines a range of areas that underpin health and physical activity. This includes current thinking about health and physical activity, the management of personal health and basic body movement. Students have the opportunity to select two options from a range of practical options in the areas of First Aid, Outdoor Recreation, Composing and Performing and Fitness Choices.

In the Preliminary course the core topics are Better Health for Individuals and the Body in Motion taking 60% of course time.

The optional component includes two options from: First Aid, Composition and Performance, Fitness Choices, or Outdoor Recreation, taking 40% of course time.

[In the HSC course](#), the focus is on major issues

related to Australia's health status. They also look at factors that affect physical performance. They undertake two optional study areas from a range of choices including investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safety, by learning about advanced approaches to training and concepts of sports medicine. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

[The HSC Course](#) covers core topics: Health Priorities in Australia and Factors Affecting Performance.

The optional component includes two options from: the Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine, Improving Performance, or Equity and Health.

How will this course help me in the future?

Undertaking this course will provide foundation studies for those students with a special or vocational interest in human movement, and individual and community health issues.

The course would be of great benefit to anyone wishing to take up a career in any of the sport Sciences, nursing, coaching or physical education teaching, medicine, exercise physiology, medical sciences, defence forces, personal trainer, nutritionist, psychologist, early child care and many more.

Physics

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Depth Study: Yes. Minimum 15 hours in each of Year 11 and Year 12

Fees: Nil

Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. It deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

What will I be doing in this course?

Students will develop skills in applying the processes of Working Scientifically. They develop positive, informed values and attitudes towards physics, recognise the importance and relevance of physics in their lives, the influence of economic, political and societal impacts on the development of scientific knowledge and develop an appreciation of the influence of imagination and creativity in scientific research.

Year 11 students develop knowledge and understanding of fundamental mechanics and energy.

Year 12 students develop knowledge and understanding of advanced mechanics and electromagnetism, and the role of evidence and prediction in the development of theories in physics. How will this course help me in the future?

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials. This course develops a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

How will this course help me in the future?

Any student wishing to pursue university education in the fields of Science, Engineering, Medicine, Health, Radiography or the Defence Forces would be well advised to choose Physics.

Visual Arts

2 Units in each of Preliminary and HSC

Board Developed Course - Category A

Major Project: Yes

Fees: \$32

Some extra costs may be incurred for practical aspects and projects within this course

What will I be doing in this course?

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The preliminary course is broadly focused. Students will undertake a broad investigation of ideas in art making, art criticism and art History. Their learning opportunities focus on:

- The nature of practice in art making, art criticism and art History through different investigations

- The role and function of artists, artworks, the world and audiences in the art world

- How students develop meaning, focus and interest in their work

- Building understandings over time through various investigations and working in different forms

The HSC course provides for deeper and more complex investigations. It requires the development of a body of work and use of a process diary. It includes a minimum of five Case Studies and a more complex investigation in art making, art criticism and art History.

This course is made up of 50% art making, 50% art criticism and art History. Students are required to submit a Body of Work at the end of their HSC course.

How will this course help me in the future? Students will develop skills and qualities that are relevant to many situations in the workplace and in further study. They will develop the confidence to express their individuality and acquire the skills to express these in a creative way. This course encourages tolerance and empathy for different values and beliefs as students' participation in Visual Arts will also strengthen their problem-solving and creative thinking skills especially in the area of visual communication. This course is recommended background for many university and TAFE NSW courses in Visual Arts and Design.

ATAR Courses

Courses Only Offered in the HSC Year

Board Developed Courses

Category A

please note specific prerequisites

Mathematics Extension 2

English Extension 2

History Extension

Science Extension

Content Endorsed Courses School Delivered

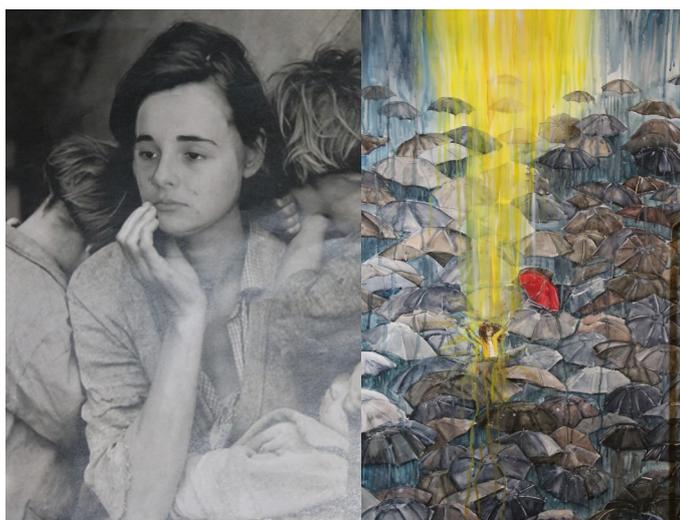
Content Endorsed courses have syllabuses endorsed or approved by the NSW Educational Standards Authority NESA.

The following courses are delivered at school and are timetabled as normal lessons.

All Content Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement.

However, Content Endorsed Courses do not count towards calculation of the ATAR.

These courses are **non ATAR and are NOT Category B.**



Sport Lifestyle and Recreation Studies (SLR)

2 Units in the Preliminary and HSC

Content Endorsed Course - School Delivery

Exclusions: Students studying SLR must not study modules which duplicate PDHPE modules.

Major Project: No Work placement: No

Fees: Nil

**NON
ATAR**

What will I be doing in this course?

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

This course caters for a wide range of student needs. It can assist students in developing high levels of performance skill in particular sports, the capacity to adopt administrative roles in community sport and recreation, and the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics; Athletics; First Aid; Fitness; Specific Sports; Gymnastics; Outdoor Recreation; Sports Administration; Coaching; Social Perspectives of Sport; and Healthy Lifestyle.

At the completion of this course a student will be able to:

- ◆ Understand and appreciate the factors that influence health and participation in physical activity
- ◆ Understand the principles that impact on quality of performance
- ◆ Analyse and implement strategies to promote health, activity and enhanced performance
- ◆ Identify the relationship between a healthy lifestyle and diet and exercise
- ◆ Be aware of anatomy and physiology
- ◆ Create and refine my own performance of movement skills and safe sporting practices

How will this course help me in the future?

This course will assist you to make valued and informed health decisions. This course would be of benefit to anyone interested in coaching, sport, the fitness industry, recreational education, physical education, nursing, occupational health or physiotherapy

Work Studies

2 Units in the Preliminary and HSC

Content Endorsed Course - School Delivery

Work placement: Yes, 1 Week

Fees: \$5

**NON
ATAR**

What will I be doing in this course?

This course has been extremely successful in getting students apprenticeships. Employers have had the opportunity to evaluate students one day each week, or block release, and students have developed workplace skills unable to be taught in the classroom. In the classroom, the main focus is on practical skills such as:

- Application for jobs
- Interview skills
- Workplace communication including telephone, written and electronic
- Dealing with difficult customers
- Personal grooming and self esteem

Over the course some of the following modules will be studied:

- In the workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Experiencing Work

How will this course be assessed?

In order to meet course outcomes students will need to take part in work placement.

Other assessments include:

- Evaluation of performance at Work Placement
- Preparation of a C.V., a letter of application, a business study, yearly exam.

Content Endorsed Courses (non ATAR)



2022 CONSTRUCTION COURSE DESCRIPTION
CPC20220 Certificate II in Construction Pathways (Release 4) + Statement of Attainment
towards CPC20120 Certificate II in Construction
RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESA has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Construction**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification in CPC20220 Certificate II in Construction Pathways, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Construction, Plumbing and Services Training Package (CPC6.2)

Units of Competency

Core

CPCCOM1012 Work effectively and sustainably in the Construction Industry
 CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
 CPCCOM1013 Plan and organise work
 CPCCOM1015 Carry out measurements and calculations
 CPCCVE1011 Undertake a basic construction project

Electives

CPCCOM1014 Conduct workplace communication
 CPCCOM2001 Read and interpret plans and specifications
 CPCCCA2011 Handle carpentry materials
 CPCCCA2002 Use carpentry tools and equipment
 CPCCCM2006 Apply basic levelling procedures
 CPCCCO2013 Carry out concreting to simple form
 CPCCJN3004 Manufacture and assemble joinery components

Course Prerequisite

CPCCWHS1001 - Prepare to work safely in the construction industry.
The Construction General Induction Training (Whitecard) will be delivered via external delivery is a mandatory requirement for students undertaking this course.

Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.
 A recognised SafeworkNSW GIT card is mandatory before undertaking any work placement. No online course is recognised by the Dept of Ed

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

Examples of occupations in the construction industry:

building	concreting	shop fitting	bricklaying	carpentry
----------	------------	--------------	-------------	-----------

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency they can effectively carry out competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Cost: Preliminary - \$50 HSC - \$50 & Fee for Whitecard
Students are required to wear solid work boots and comply with safety standards relevant to work in this industry.

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship and apprenticeship is available in this course, for more information: <http://www.sbatinns.w.edu.au>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education

2022 ENTERTAINMENT COURSE DESCRIPTION
CUA30420 Certificate III in Live Production and Services
 RTO 90162 Public Schools NSW, Tamworth

IMPORTANT INFORMATION: The training package for this course has recently changed. At the time of publication, NESAs has not indicated when the new course will be implemented and what their mandatory requirements will be. This may mean that some or all of the Units of Competency listed below change. Any changes will be advised to schools by the RTO and teachers will relay this to students with adequate notice in line with DoE Assessment Policy.

Course: **Entertainment**
 Board Developed Course

2 or 4 Preliminary and/or HSC units in total
 Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Creative Arts and Culture Training Package (CUA 5.0)

Units of Competency

Core units

BSBPEF301 Organise personal work priorities
 CUAIND311 Work effectively in the creative arts industry
 CUAIND314 Plan a career in the creative arts industry
 CUAPPR314 Participate in collaborative creative projects
 CPCCWHS1001 Prepare to work safely in the construction industry

Elective units (Sample of electives that may be included)

CUAWHS312 Apply work health and safety practices
 SITXCCS006 Provide service to customers
 CUALGT311 Operate basic lighting
 CUASTA311 Assist with production operations for live performances
 CUASOU331 Undertake live audio operations
 CUAVSS312 Operate vision systems
 CUASMT311 Work effectively backstage during performances
 CUASOU306 Operate sound reinforcement systems

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in the entertainment industry. They should be able to lift and carry production equipment, have the ability to work as a member of a team, and have good communication skills. There will be out of class activities, homework, research activities and assignments.

Examples of occupations in Live Theatre industry

Lighting designer/operator
 Audio designer/operator

Vision systems designer/operator
 Stage Manager

Venue assistant
 Production technician

Mandatory HSC Course Requirements.

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESAs.

External Assessment (optional HSC examination for ATAR purposes)

The optional Higher School Certificate examination for Entertainment Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - \$30 HSC - \$30
Preliminary – Plus fee for White Card

Refunds

Refund Arrangements on a pro-rata basis.
 Please refer to your school refund policy

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESAs website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



2022 PRIMARY INDUSTRIES COURSE DESCRIPTION

AHC20116 Certificate II Agriculture

RTO 90162 Public Schools NSW, Tamworth

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: Primary Industries Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.	
Agriculture, Horticulture and Conservation & Land Management Training Package (AHC 4.0) Not all electives will be on offer in every school. Units of Competency Core AHCWHS201 Participate in work, health and safety processes AHCWRK209 Participate in environmentally sustainable work practices AHCWRK204 Work effectively in the industry Electives AHCINF202 Install, maintain and repair farm fencing AHCINF201 Carry out basic electric fencing AHCMOM202 Operate tractors AHCWRK201 Observe and report on the weather AHCWRK205 Participate in workplace communication Pest Management AHCPMG201 Treat weeds AHCCHM201 Apply chemical under supervision AHCNSY202 Care for nursery plants AHCPMG202 Treat plant pests, diseases and disorders	Livestock AHCLSK202 Care for health and welfare of livestock AHCLSK205 Handle livestock using basic techniques AHCLSK211 Provide feed for livestock AHCLSK204 Carry out regular livestock observation AHCLSK206 Identify and mark livestock AHCLSK209 Monitor water supplies AHCLSK306 Prepare livestock for competition Production Horticulture AHCPCM201 Recognise plants AHCNSY203 Undertake propagation activities AHCNSY201 Pot up plants Soils and Media AHCSOL202 Assist with soil or growing media sampling and testing Biosecurity AHC BIO201 Inspect and clean machinery for plant, animal and soil material AHCMOM304 Operate machinery and equipment
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.	
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.	
Recommended Entry Requirements Students selecting this course should be interested in working in the school farm and with livestock. They should be able to use small and large pieces of farm equipment and machinery, lift and carry, and work with and around animals. They may be required to attend out of school hour's activities e.g. showing livestock at local agricultural shows. There may be out of class homework, research activities and assignments.	
Examples of occupations in Primary Industries	
animal attending/dairy farming/ livestock rearing and breeding	beef production/ nursery worker /horticulture
crop production/horse care/pest and disease control	
Mandatory HSC Course Requirements. Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate, to a qualified assessor, the competency requirements for performance and knowledge of the unit/s of competency.	
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
Course Cost: Preliminary - \$45 HSC - \$35 These monies will help to offset the cost of excursions and consumables. Students will need to have work boots, hat and water bottle	Refunds Refund arrangements on a pro-rata basis. Please refer to your school refund policy
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/	
Exclusions – VET course exclusions can be checked on the NESA website at https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions	



2022 FURNITURE MAKING PATHWAYS DESCRIPTION

MSF20516 Certificate II in Furniture Making Pathways

RTO 90162 Public Schools NSW, Tamworth

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Furniture Making Pathways**

2 or 3 units Preliminary or HSC

Board Endorsed Course

Does not contribute towards Australian Tertiary Admission Rank)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Furnishing Training Package (MSF V3.1)

Units of Competency

Core

- MSMENV272 Participate in environmentally sustainable work practices
- MSMPC1103 Demonstrate care and apply safe work practices at work
- MSFGN2001 Make measurements and calculations
- MSFFP2001 Undertake a basic furniture making project
- MSFFP2002 Develop a career plan for the furnishing industry

Electives

- MSFFM2002 Assemble furnishing components
- MSFFM2003 Select and apply hardware
- MSFFP2003 Prepare Surfaces
- MSFFP2005 Join furnishing material
- MSFFP2006 Make simple timber joints
- MEM16008A Interact with computing technology
- MSMSUP106 Work in a team

Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the furnishings and light manufacturing industry.

Examples of occupations in the construction industry:

Shop fitting

Cabinet Making

Joinery

Wood Turning

Mandatory HSC Course Requirements

Students must complete 180 indicative hours of course work to be eligible for the certificate. Students who do not meet these requirements will be 'N' determined as required by the NESA.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.

Course Cost: Preliminary - \$80 HSC - \$80

Students are required to wear solid work boots and comply with safety standards relevant to work in this industry.

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

Students may study VET Furniture Making and Industrial Technology- Timber and Furniture Products, however cannot submit same projects for assessment in both courses.



2022 HOSPITALITY FOOD AND BEVERAGE COURSE DESCRIPTION

SIT20316 Certificate II in Hospitality

RTO 90162 Public Schools NSW, Tamworth

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Hospitality - Food and Beverage**
Board Developed Course

2 or 4 Preliminary and/or HSC units in total
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

Electives

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee

Plus, additional competencies

Category A

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Recommended Entry Requirements

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Examples of occupations in the hospitality industry:

Café attendant	Barista	Kitchen hand	Food and beverage attendant
----------------	---------	--------------	-----------------------------

Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Food and Beverage is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

Course Cost: Preliminary - \$90 HSC - \$90

Black Polo Shirt
Black Long Pants
Leather Shoes

Refunds

Refund Arrangements on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>



Education

2022 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

SIT20416 Certificate II in Kitchen Operations

RTO 9162 Public Schools NSW, Tamworth

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.

Course: Hospitality - Kitchen Operations Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)		
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.			
Tourism, Travel and Hospitality training package (SIT 1.2) Units of Competency Core BSBWOR203 Work effectively with others SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items SITXWHS001 Participate in safe work practice	Electives SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches SITHCCC006 Prepare appetisers and salads BSBSUS201 Participate in environmentally sustainable work practices SITXFSA002 Participate in safe food handling practices SITHIND002 Source and use information on the hospitality industry		
Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.			
Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.			
Recommended Entry Requirements Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use handheld and larger commercial kitchen equipment. Students will be required to attend events and functions out of school hours. There will be out of class homework, research activities and assignments.			
Examples of occupations in the hospitality industry			
Kitchenhand	Cook	Chef	Baker
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.			
External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.			
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.			
Course Cost: Preliminary - \$90 HSC - \$90 Black Polo Shirt Black Long Pants Leather Shoes	Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy		
A school-based traineeship and apprenticeship are available in this course, for more information: http://www.sbatinnsw.info/			
Exclusions - VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			
2022 Course Descriptions for RTO 90162 Public Schools NSW, Tamworth V1 March 2021			

Year 11 2021

General Contribution \$90
 Aboriginal Studies \$5
 Agriculture \$10
 Ancient History \$5
 Biology \$10
 Business Studies \$5
 Dance \$30
 Drama \$30
 Design & Technology \$50
 Food Technology \$90
 Geography \$5
 Industrial Technology - Timber \$80
 Industrial Technology- Metal \$80
 Legal Studies \$5
 Modern History \$5
 Music 1 \$10
 Visual Art \$32
 Work Studies \$5

VET Courses

Construction Pathways \$50
 Plus WHS Whitecard
 Entertainment Industry \$30
 Plus WHS Whitecard
 Furniture Making \$80
 Hospitality Food & Bev \$90
 Kitchen Operations \$90
 Primary Industries \$45

Year 12 2022

General Contribution \$90
 Aboriginal Studies \$5
 Agriculture \$10
 Ancient History \$5
 Biology \$10
 Business Studies \$5
 Dance \$30
 Drama \$30
 Design & Technology \$60
 Food Technology \$70
 Geography \$5
 Industrial Technology - Timber \$70
 Industrial Technology- Metal \$70
 Legal Studies \$5
 Modern History \$5
 Music 1 \$10
 Visual Art \$32
 Work Studies \$5

VET Courses

Construction Pathways \$50
 Plus WHS Whitecard
 Entertainment Industry \$30
 Plus WHS Whitecard
 Furniture Making \$80
 Hospitality Food & Bev \$90
 Kitchen Operations \$90
 Primary Industries \$35

Wauchope Attitude to Personal Achievement WAPA



Acknowledgement of PBL classroom expectations

We are committed to acknowledging and rewarding positive and expected behaviours which support learning and lead to improved student outcomes. Students are encouraged to demonstrate our school expectations, strive to work to the best of their ability seeking improvement.



How is it awarded

Every term, in every class, teachers will award points for every student according to their effort and application. This information is collated and sent to parents in a letter at the end of each term. Attendance will also be acknowledged in this correspondence.

Excelling - 6 points juniors; 8 points seniors

Student consistently demonstrates and models PBL behaviour expectations for school wide and classroom settings. Student strives for personal best in words and actions.

Student initiates actions to achieve positive outcomes for themselves and peers. Student is a positive role model for themselves and the wider school community.

Beyond expectations - 5 points juniors; 7 points seniors

Student consistently demonstrates PBL behaviour expectations for school wide and classroom settings. Student applies themselves consistently.

Student maintains self-management to promote a positive learning environment and encourages others to do the same. Student is a positive role model for themselves and the school community.

Meeting expectations - 4 points juniors; 6 points seniors

Student mostly demonstrates PBL behaviour expectations for school wide and classroom settings.

Student applies themselves to their learning and self-monitors to achieve a positive learning environment.

Student is a positive role model for themselves and the school community.

Towards expectations - 2 points juniors; 3 points seniors

Student needs reminders about PBL behaviour expectations for school wide and classroom settings. Student has been placed on classroom detention or on a green monitoring card at least once during the term. Classroom teacher has had to monitor the student's behaviour to assist them to demonstrate our expectations more consistently.

1 point - below expectations

Student needs constant reminders about PBL behaviour expectations for school wide and classroom settings. Student has been placed on classroom detention or on a green monitoring card more than once during the term. Classroom teacher has had to refer the student on to the head teacher at least once during the term.

0 points - non performance

Student needs constant reminders about PBL behaviour expectations for school wide and classroom settings. Student consistently fails to meet with the behavioural expectations of Wauchope high School despite interventions by the classroom teacher and the head teacher.

Students can access their accrued point score through their student portal.

Wauchope High School Merit Scheme

Acknowledgement of Academic, Social and Citizenship Skills



We are committed to acknowledging and rewarding positive and expected behaviours which support learning and lead to improved student outcomes. Students who demonstrate our school expectations, strive to work to the best of their ability seeking improvement, and develop an attitude of service through school representation and volunteering will earn points which contribute towards achievement levels.



120 + 16 points 35 points 70 points 100 points



Accruing Points

- Class Awards, Faculty Excellence Awards, Excellence Awards, WAPA's and Wauchope Warriors all contribute to a student's point tally.
- They have different values.
- They acknowledge different aspects of your school community development

Faculty Excellence Awards 2 points

Student is identified by a faculty as outstanding/ consistent/improved academic performance in subject area. Presentations on weekly assembly.

Excellence Awards 4 points

Student is identified as outstanding / consistent academic performance in subject area.

WAPA Awards 0 - 6 points junior 0 - 8 points senior

Recognition each term by classroom teacher of students who consistently display our school expectations in the classroom.

- | | |
|----------------------------|------------------------------------|
| 6/8 - Excelling | 2/3 - Working towards expectations |
| 5/7 - Beyond expectations | 1 - Below expectations |
| 4/6 - Meeting expectations | 0 - Non performance |

Wauchope Warrior Awards 4 - 10 points

Recognition of participation in significant extracurricular activity. For example: sporting, public speaking, chess, volunteering, creative arts performances, participation in national subject competitions. . .

- | | |
|------------------------------|---------------------------|
| 10 - National representation | 6 - Zone representation |
| 9 - State representation | 5 - School representation |
| 8 - Regional representation | 4 - Self improvement |
| 7 - Community | |

Wauchope High School



Nelson Street Wauchope

Ph: 65851400

Email: wauchopeh.school@det.nsw.edu.au

Web page: wauchope-h.schools.nsw.gov.au

