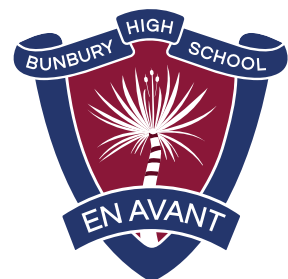


# SENIOR SCHOOL *HANDBOOK 2027*



**BUNBURY**  
SENIOR HIGH SCHOOL



*En Avant*

## DEAR STUDENT,

This Senior School Handbook presents a summary of the courses available and other vital information necessary for students to make informed choices before entering senior school at Bunbury Senior High School. Students in senior school are encouraged to choose an appropriate pathway that consists of six courses that are both challenging and achievable. Students should select courses on the expectation that they will be completing them over two years (unless otherwise indicated).

This handbook contains information on:

- Pathways
- Courses and course units
- Vocational Education and Training (VET)
- Endorsed programs
- Requirements to achieve the WACE
- School assessments
- Examinations

I encourage you to read the information in this handbook carefully and discuss the contents with your parents/ carers. This book is to be combined with advice and information available from Course Counsellors who will be appointed by the school for parent and student information sessions.

Please contact the school for further information regarding Course Selection or any aspect of Senior Schooling at Bunbury Senior High School.

**Mark Woodland**  
Deputy Principal

## OUR PHILOSOPHY

Senior school students at Bunbury Senior High School are provided every opportunity to reach their academic potential.

Our approach is based on treating our students as young adults and providing them with comprehensive support to develop the skills and attributes required to successfully transition into future work, training and educational pathways.

As a school, we are very proud of how our students conduct themselves and of the outcomes that are achieved. Our students are supported by an exceptional group of educators who develop strong relationships based on the School Values of Learning, Collaboration, Diversity, Courage and Wellbeing. Being recognised as the 2019 WA Secondary School of the Year is testimony to the quality of our philosophy and approach.

Senior school students invariably exit Bunbury Senior High School having developed an enduring connection to the school community.

We value your child, and our commitment to you is to provide your child with an education that is second to none.

Welcome to the Senior School journey!

### SENIOR SCHOOL CONTACTS

Tim Fry | Senior School Manager

Elizabeth Chambers | Workplace Learning Coordinator

Danelle Field | Student Support Officer

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ACRONYM	TITLE
NAPLAN	National Assessment Program Literacy and Numeracy
STEM	Science, Technology, Engineering, Mathematics
TISC	Tertiary Institutions Service Centre
ONLA	Online Literacy & Numeracy Assessment
WACE	Western Australian Certificate of Education
ATAR	Australian Tertiary Admission Rank
VET	Vocational Education & Training
HASS	Humanities & Social Sciences
HPE	Health and Physical Education
PE	Physical Education
BREC	Bunbury Regional Entertainment Centre
BRAG	Bunbury Regional Art Gallery
RTO	Registered Training Organisation
EST	Externally Set Task
IRP	Independent Research Project
WPL	Workplace Learning
ADWPL	Authority Developed Workplace Learning
BEST	Bunbury Elite Sports Training
SRTAFE	South Regional TAFE
BRTTC	Bunbury Regional Trade Training Centre
HSH	Health Science Hub
SCSA	School Curriculum and Standards Authority
WASSA	Western Australian Statement of Student Achievement

## LONG HISTORY AND PROUD CULTURE

Bunbury SHS has over 100 years of history and has a rich culture of success over time. Being 'on top of the hill' the views are always commented upon. But, it is our history and location that has contributed to our continual success as a senior high school. We have consistently achieved excellent results in both ATAR and VET pathways, with famous and influential Alumni.

Our location allows us to expand the boundaries of campus to the Back Beach, runner club and the city. Class can regularly be found at the BRAG, BREC, law courts and other locations around Bunbury.

We have performed strongly in the sporting field through various carnivals and competitions. Being in senior school at Bunbury SHS means students can participate in Country Week and be part of our very successful sporting teams.

Choosing to complete your senior schooling at Bunbury SHS means you are joining a legacy of success. And when you successfully complete your senior schooling with us you are contributing to that legacy. Your Alumni will be the likes of WA Governor General, Rhodes Scholars, famous film and TV artists, musicians, doctors, lawyers and Business CEOs.



Prefects



Country Week Champions



House Culture



Year 12 Ball

# PURPOSE OF SENIOR SCHOOL

Before embarking on the Senior School journey, you should understand what senior school means. It is a transition to the next phase of your educational life, be it TAFE, University, further training, apprenticeship, or work. Part of that understanding is to consider if school is the best next step on your pathway.

When you elect to enrol in our senior school program you are making a conscious decision to improve and further your education and growth as a person during this time.



Courses offered at Bunbury SHS are designed to enable all students who wish to continue at school to select courses, VET certificates or endorsed programs appropriate to their interests, ability, future intentions and Online Literacy & Numeracy Assessment (OLNA) results.

The course listings to follow indicate the likely offerings at Bunbury SHS for 2027. Traditionally, you will study six courses at Year 11 level and possibly six courses at Year 12 level. However, many students can now create a mix of ATAR, general and VET course and study periods to suit their needs.

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## POINTS TO CONSIDER WHEN MAKING COURSE SELECTIONS

- Carefully consider the minimum recommendations for courses, their requirements, and where appropriate, the various entry requirements of other institutions.
- Be realistic to match your own ability, interests and educational or career intentions. In particular, courses to be studied in Year 11 should be selected in view of:
  - a. Your results obtained in Semester 1 Year 10,
  - b. Potential future pathways, and
  - c. Personal Interest
- Choosing an ATAR course is your first preference if you meet the minimum requirements. An ATAR course provides deeper content understanding.
- Discuss your preferences with your teachers, the school counsellor, and your parents prior to finalising your course selections.

## Reminder

**There needs to be sufficient interest in a course before it will be incorporated into the final selection grid for next year. Those courses which do not attract adequate numbers will be removed and the students affected will need to re-select.**

## BRING YOUR OWN DEVICE (BYOD)

Success in senior school requires you to have your own device for study. If you are doing an ATAR course, you will be required to access electronic information on a continuous basis beyond the limitations of a textbook.

In recent years there is an increased reliance on students participating in a VET certificate to have access to a device for successful completion of that certificate. Registered Training Organisation (RTOs) are increasingly utilising online resources and students not bringing their own device are jeopardising their success in these certificates. This is clearly evident if you are choosing a higher certificate.

# THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

At Bunbury Senior High School, we aim for all our senior school students to achieve WACE at the end of Year 12.

To achieve the WACE you must satisfy the following requirements:

1

## General Requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
  - at least four Year 12 ATAR courses **OR**
  - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
  - a certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

## Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify in the reading, writing and numeracy tests of the Year 9 NAPLAN and being exempt from OLN in that component, or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the OLN in Year 10, 11 or 12.

3

## Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course.
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

## Achievement standard

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

5

## Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs - two in Year 11 and two in Year 12.

## COURSES

Students come from diverse backgrounds and have varying aspirations. You may be interested in university study, have specific vocations in mind involving further education and training, or you intend to enter the workforce after leaving school. Possibly, leaving us because you have picked up an apprenticeship (or other) before entering Year 12.

For this reason, we offer a range of courses that you can mix and match that enables you access to university or training and employment at the completion of your schooling.

Consider the following information whilst you are making pathway and course selections.

### Courses

In lower school, the term 'subject' is used but in senior school, 'course' is the term given to a program of study. Courses are broken into semester-long units. Units 1 and 2 are completed in Year 11, Units 3 and 4 are completed in Year 12. There are two types of courses offered at Bunbury Senior High School which are described in the table below.



*En Avant*

COURSES	GENERAL FEATURES
<b>ATAR COURSES</b>	<p>ATAR courses provide deep content knowledge for further study and employment. One ATAR course (or more) can be chosen to compliment a VET or General program.</p> <p>Four ATAR courses (minimum) should be chosen to determine eligibility for university entrance. These courses are examined externally in Year 12.</p>
<b>GENERAL COURSES</b>	<p>General courses are for students who are typically considering a vocational pathway. These courses provide opportunities for further study or vocations as they provide a general level of knowledge only.</p> <p>These courses are not externally examined but will have an Externally Set Task (EST) in Year 12.</p>

**In addition to ATAR and General courses, you can gain credit for the WACE by completing Vocational Education and Training (VET) qualifications and/or Endorsed Programs.**

<b>VET</b>	<p>VET qualifications are nationally recognised training and will contribute to achieving WACE.</p> <p>Certificates are designed to enter a specific employment sector and may be used for portfolio university entry.</p>
<b>ENDORSED PROGRAMS</b>	<p>Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations. Workplace Learning (ADWPL), ECU UniPrep, Individual Research Project and BEST are examples of endorsed programs that contribute to achieving WACE. ADWPL is attached to VET certificates.</p>
<b>PORTFOLIO CURRENCY</b>	<p>This item, while not school based, is supported by Bunbury SHS. Students can receive WACE credit for some elements and are valued as part of a post school portfolio. Examples include Music 5 examination, Surf Lifesaving Bronze Medallion, St John First Aid, Elite Development Sporting participant or Duke of Edinburgh.</p>

## COURSE PRE-REQUISITE RECOMMENDATION

A full ATAR pathway is still the best method of entry into university. Research shows that entry by this method provides a strong basis for successful completion. However, there are other options for students and that they should always study the course that they are most capable of.

Once Year 10 Semester 1 reports have been issued it is expected that you review and confirm your choices. The following information relating to course choices is based on success indicators from previous years.

- VET Certificate II: generally, C grades or better in Mathematics and English
- Competitive VET course may require higher grades; interview and/or further testing
- VET Certificate III: B grades and OLN Cat 3 will be required
- ATAR Courses: OLN Achievement and B Grades or better

RECOMMENDATION	ATAR COURSE
B grade: Mathematics, pre-qualified NAPLAN in numeracy	Applied Information Technology ( <a href="#">AEAIT</a> ) Mathematics Application ( <a href="#">AEMAA</a> )
B grade: Science	Biological Sciences ( <a href="#">AEBLY</a> ) Human Biological Science ( <a href="#">AEHBY</a> )
B grade: English	Business Management ( <a href="#">AEBME</a> ) Media Production and Analysis ( <a href="#">AEMPA</a> ) Drama ( <a href="#">AEDRA</a> )
B grade: Mathematics and Science, pre-qualified NAPLAN in numeracy	Chemistry ( <a href="#">AECHE</a> ) Physics ( <a href="#">AEPHY</a> )
B grade: English, pre-qualified NAPLAN in Reading	Psychology ( <a href="#">AEPSY</a> )
A grade: 10A Mathematics and NAPLAN exceeding in numeracy	Mathematics Methods ( <a href="#">AEMAM</a> )
A grade: 10A Mathematics and NAPLAN exceeding in numeracy plus Mathematics Methods	Mathematics Specialist ( <a href="#">AEMAS</a> )
B grade: English and HASS, pre-qualified NAPLAN in Writing	Modern History ( <a href="#">AEHIM</a> ) Politics and Law ( <a href="#">AEPAL</a> )
B grade: Physical Education and Science	Physical Education Studies ( <a href="#">AEPES</a> ) Health Studies ( <a href="#">AEHEA</a> )
B grade: Visual Arts and English	Visual Arts ( <a href="#">AEVAR</a> )
B grade: Mathematics and Science	Engineering: Mechatronics ( <a href="#">AEEST</a> )
B grade: English	English ( <a href="#">AEENG</a> )
A grade: English and Teacher recommendation	Literature ( <a href="#">AELIT</a> )

## Full ATAR Option (ATAR)

Minimum Entry Requirement:

- B Grade or higher in each Year 10 MESH subject
- NAPLAN prerequisite in Writing, Reading and Numeracy OR Category 3 in Year 10 OLNA
- You can select 5 ATAR courses and 1 Endorsed Program/General/Certificate course

COURSE	DETAILS
English ATAR	Compulsory
4-5 additional ATAR courses	<ul style="list-style-type: none"> <li>• Student choose from courses offered in this booklet</li> <li>• Student must select another 4 courses in addition to English</li> <li>• Recommendations made to individual students during counselling process</li> </ul>
General/Certificate course/Individual Research Project	<ul style="list-style-type: none"> <li>• Students can choose to do one or two general courses available to complete their ATAR pathway</li> <li>• Students can choose to complete an Endorsed Program – Individual Research Project</li> <li>• Students may choose to continue with BEST from Year 10</li> <li>• Potentially choose a certificate; details provided during counselling</li> </ul>

## Combinations

Minimum Entry Requirement:

- successfully secured a placement in a certificate course at an RTO for one day per week, or
- have not secured an RTO placement by Week 4, Term 1. If no placement then, enrolled in minimum six (6) General and ATAR courses.

COURSE	DETAILS
English - General or ATAR	Compulsory
Mathematics Essential or Mathematics Applications	<ul style="list-style-type: none"> <li>• Compulsory for students who have not achieved OLNA</li> <li>• ATAR Mathematics Applications is available for students who have A or B in Year 10 Mathematics</li> </ul>
Three other courses (which is a mix of general and ATAR courses); or an Endorsed Program (eg Independent Research Project, BEST)	<ul style="list-style-type: none"> <li>• Selected from the list of courses offered</li> <li>• An ATAR course may be available</li> <li>• Endorsed Program</li> </ul>
One Certificate II or higher offered at BRTTC, online or at another offsite RTO	<ul style="list-style-type: none"> <li>• Delivered at BRTTC (or online) or at another RTO</li> <li>• Students select one certificate to complete concurrently with chosen courses. <b>Please note:</b> this will require the student to be offsite for one day per week and required to catch up on work within their courses</li> <li>• Online certificate timetabled on grid.</li> </ul>

## Full VET Option (3 days)

(Onsite Mon-Wed, Offsite Thurs and Fri)

- Minimum Entry Requirement:
- C Grades or higher in Mathematics and English
- Successfully secured a placement in a **VET in Schools** program at SRTAFE or BRTTC (or other RTO) (2 day)

COURSE	DETAILS
English - general Two other general courses Mathematics - if OLN Numeracy not achieved	<ul style="list-style-type: none"> <li>• English is a compulsory unit</li> <li>• ATAR Mathematics Applications available for students who require mathematics for future pathway</li> <li>• Select two other general courses or an Endorsed Program</li> <li>• Completed at Bunbury Senior High School on Monday, Tuesday and Wednesdays</li> </ul>
Select one Certificate Course	<ul style="list-style-type: none"> <li>• Students apply and secure a placement in a VET in Schools program at TAFE or BRTTC. Completed off site on a Thursday and/or Friday</li> <li>• Students need to remain in certificate program until completion</li> </ul>
Authority Developed Workplace Learning (ADWPL) or WPL	<ul style="list-style-type: none"> <li>• Compulsory unless completing a two-day TAFE/BRTTC certificate</li> <li>• Program completed off site on a Thursday or Friday</li> <li>• Details provided during counselling process</li> </ul>



## Endorsed Program – Individual Research Project (IRP)

The school has an exciting program offered for 2027. This program is for students that wish to explore topics and opportunities outside of the normal curriculum offered through SCSA courses. This program develops skills essential for university and provides a strong background on how to research. Successfully completing this Endorsed Program is equivalent to one C grade.

COURSE	DETAILS
Individual Research Project	<ul style="list-style-type: none"><li>• Students may choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.</li><li>• Students may participate in community based research opportunities.</li><li>• The Individual Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training and work.</li><li>• There are no examinations or in class tests attached to this program.</li></ul>

## Endorsed Program - ECU UniPrep Course

Our school has partnered with Edith Cowan University (ECU) to offer students a university pathway through the UniPrep Schools Program. It is offered to our Year 12 students to complete in their final year of senior school. Entry into this program is by invitation only.

The UniPrep Schools Program contains four academically rigorous units that provides up to one-unit equivalent (C grade) for each of the four units successfully completed. On successful completion of those units and achieving WACE, students can then apply for most of ECU's undergraduate degrees (excluding courses with specialist entry requirements).

COURSE	DETAILS
ECU UniPrep Course	<ul style="list-style-type: none"><li>• Year 12 program allowing students an alternative pathway into ECU University*</li><li>• Students are invited to participate in this program based on Year 11 Semester 1 results.</li><li>• Students successfully completing a certificate qualification are eligible to apply</li><li>• Enrolment in at least one ATAR course is required within this program.</li></ul> <p><i>*Other universities may accept completion of this program for entry but this is not confirmed.</i></p>

## COURSE COSTS

Payment of course charges are compulsory.

Please see page for 2026 charges.

Costs are subject to change in 2027.

# LITERACY AND NUMERACY

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

1. Required to complete two Year 11 English units and a pair of Year 12 English units.
2. Demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

1. Pre-qualified in your Year 9 NAPLAN, Reading, Writing and Numeracy tests or,
2. Category 3 through the Online Literacy Numeracy Assessment (OLNA).

## ONLINE LITERACY NUMERACY ASSESSMENT

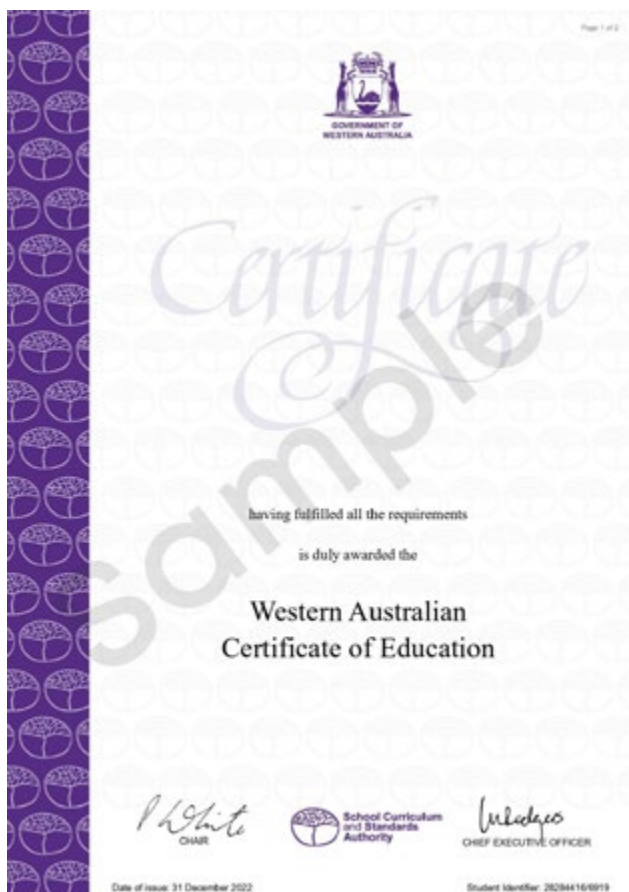
The OLNA is compulsory if you have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve your WACE. You have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

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

## THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

The WASSA is issued to all Year 12 students who complete courses (SCSA) and programs (VET and Endorsed) in Year 10, 11 and/or 12.

Under new graduation guidelines all students may receive a WASSA. Not all students will be eligible for a WACE.



## REPORTING

You will receive a school report at the end of each semester of your senior schooling. Both semesters in Year 11 and only Semester 1 for Year 12 will contain a grade, mark, comment, and a rating of your attributes for each course studied. At the end of Year 12, SCSA will present your final statement (WASSA).

### Folio of achievement and certification

At the end of senior secondary schooling, if you have satisfactorily completed any WACE course units, VET certificates or Endorsed Programs you will receive a folio of achievement. This folio may include one or more of the following:

- Western Australian Certificate of Education (WACE)
- Western Australian Statement of Student Achievement (WASSA)
- WACE course report (ATAR courses only)
- Award certificates achieved

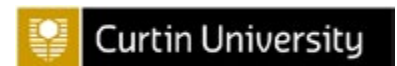
At the end of your senior schooling and you have met the minimum standards shown on Page 6, you will receive your WACE as recognition of your commitment and success.



## CAREER FUTURES

Making decisions about the future is not easy for young people. The following resources can assist you in making good decisions:

- Attending university and TAFE Open Days
- Completing a computer-based career profiling program at school during Career Education classes e.g. Career Voyage
- Browsing through the Job Guide – [www.goodcareersguide.com.au](http://www.goodcareersguide.com.au)
- Browsing through university and South Regional TAFE course handbooks (limited hard copies are available from the school) and websites listed below (click on the university logo to visit their website).



- The Jobs and Skills Centre at SRTAFE , 13 64 64, provides valuable career information.
- Exploring some of the numerous careers websites, such as:



# THE SENIOR SCHOOL COURSE SELECTION PROCESS

This booklet has been compiled to help you and your parents to make informed choices about the courses you will undertake in 2027 and 2028.

Selecting an appropriate course for Year 11 and 12 requires:

1. An understanding of what pathway you may want to pursue after Year 11 and 12, based on your career goals:
  - University
  - TAFE or private training provider
  - Apprenticeship or Traineeship
  - Defence Force
  - Employment
2. An understanding of what courses may be required for entry into some university courses. The [TISC](#) University Admissions information booklet for 2027/2028 is a useful document.
3. An understanding of what certificate courses are recommended for certain industry trades or vocations.
4. An understanding of your current academic ability, interests and other skills, such as communication, teamwork, time management and study techniques. Are you prepared to undertake the work required in your chosen pathway?

You and your parents will receive a recommendation that suggests a pathway based on the information we have regarding your academic achievement, NAPLAN and OLNA testing as well as other indicators, such as your attendance and behaviour. This is a recommendation only, but it has been a successful guide in the past.

Course counselling is available to you and your parents.

We recommend that you visit the school website to view information online prior to the course application process. Visiting the SCSA website (Years 11 and 12) will provide you with the opportunity to view course details. Each course in this booklet has a link to SCSA so you can really understand what each course is about. Appointments with staff will be made through an online portal on the school website to assist with pathway choices.

Applications to study courses at school will also be completed through an online platform. Instructions and log in information will be given to your parents at the course counselling meeting. Contact the school if you do not receive this information.

Applications to study certificate courses through a Registered Training Organisation (RTO) must be completed through those organisations' separate application processes. Student Services will support students to complete the application process through the individual portals.





## ENGLISH

A Literature or English course is compulsory in Senior School for WACE graduation. You can study ATAR Literature, ATAR English, General English and General Literature in Senior School. Courses are structured into year-long programs. ATAR Literature and ATAR English provide for university entrance; results from these courses also allow you to attain the required tertiary benchmark. General English and General Literature provides for further training and employment opportunities. BYOD and Internet access at home is recommended for all courses.

### Literature

#### Literature ATAR – [AELIT](#)

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative, and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this course, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.



## English

### English ATAR - [AEENG](#)

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

### English General - [GEENG](#)

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, and training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

### How will these courses help students in the future?

English and Literature courses are important for helping you appreciate diversity, develop sensitivity and, perhaps most importantly, contribute to the future of culture through your writing and critical thinking. Learning to analyse literature effectively not only teaches you how to better enjoy texts, music and film, but also how to better understand the causes and effects taking place in the world around you. English teaches you to understand your world with nuance and conviction.

### Year 10 Recommended Background

#### Literature ATAR

B grade or higher and pre-qualified in NAPLAN or Cat 3 in OLN Reading and Writing in Year 10.

#### English ATAR

C grade or higher and pre-qualified in NAPLAN or Cat 3 in OLN Reading and Writing in Year 10.

#### English General

No prerequisites; students given support to pass OLN.



# HUMANITIES & SOCIAL SCIENCES (HASS)

HASS offers a broad range of courses for students to study in Year 11 and 12. All ATAR courses have an external examination as part of the course assessment structure. All General courses have one EST during Year 12.

## History

A study of History covers the nature of society, economics, politics, foreign affairs, conflict and culture and identity. Go on a journey to discover global issues today are deep-rooted in the violent past. Make meaning of the past by examining a range of ancient or modern historical narratives. Learn the skills of leadership and how to resolve economic and political crises. Actively seeking the “truth” by sifting through what is “real” and what is “fake”.

### Modern History ATAR - [AEHIM](#)

**Unit 1: Understanding the Modern World:** This unit introduces significant developments in the modern period and explores crucial changes such as the challenges to social hierarchy and hereditary privilege. Students will also explore the historical legacy of these changes and events.

**Unit 2: Nazism in Germany:** The period of study is from 1918 to 1945, focusing on German History. The course starts with Germany’s role in World War I and the Treaty of Versailles. It continues with the Weimar Republic’s attempts to cope with economic difficulties and culminates with the destruction of Germany in 1945 after 13 years of Nazism.

### Ancient History General - [GEHIA](#)

This general course will introduce you to the complexities involved in the pursuit of knowledge and require you to pit your own imagination and interpretations against your peers. You will study societies that no longer exist and how key individuals have spaced these societies. Most importantly, you must have a sense of curiosity and be able to be captivated by people and mysteries from the past.

**Unit 1: People, Place and Time:** This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present.

**Unit 2: Ancient Societies:** In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals’ motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

### How will this course help students in the future?

History is an extremely valuable course to study as it increases your literacy, analytical and communication skills and is a great preparation for University study. If you are interested in careers in journalism, teaching, law, public service, foreign affairs, or the media then History is a must do course for you.

### How will these courses help students in the future?

These courses are designed to give students understandings that will support them in any chosen field including journalism, human resources, psychology, or any pathway that requires critical thinking, research, organisation of content and an understanding of human behaviour. Learning to analyse events and sources effectively promotes a better understand the causes and effects taking place in the world around you.

## Year 10 Recommended Background

**Modern History - ATAR:** B grade in English and HASS; pre-qualified in NAPLAN or Cat 3 in OLNA Writing in Year 10.

**Ancient History - General:** C grade or higher and Cat 3 in OLNA Writing or Reading in Year 10.



## Business Management and Enterprise

### Business Management and Enterprise ATAR - [AEBME](#)

The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives.

**Unit 1:** The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

**Unit 2:** The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

### Business Management and Enterprise General - [GEBME](#)

This course works with students to develop their skills, aptitude, creativity and enterprise to operate effectively in a constantly changing world. Students will engage in the running of a small business, or participate in business simulations, to develop practical business skills. Within this learning activity students will develop their understanding of the business cycle, day-to-day running, continuing viability of a business and business expansion.

Course learning is developed around three outcomes:

- Environment: Types of businesses, entrepreneurship, innovation, legal requirements
- Management: Marketing and Operations (Business plan, market research, cash flow and records, business practice and protocols, marketing and opportunities for growth in a business, rights and responsibilities, and the impact and opportunities of technology)
- People: Human resource management, working collaboratively in teams, enterprising traits, characteristics of entrepreneurs, competitive advantage, developing creative and critical thinking, and decision making.

### How will these courses help students in the future?

Both Business Management and Enterprise courses aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. Students have with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values. A sound understanding of how the business, commerce or economic community operates is developed in this course.

### Year 10 Recommended Background

**Business Management and Enterprise - ATAR:** C grade or higher in HASS and Cat 3 in OLNA Reading in Year 10

**Business Management and Enterprise – General:** No Prerequisites

## Careers and Employability General

Career development in today's world recognises that careers are about life, work and learning. Individuals need to be proactive managers of their own career development. The Careers and Employability Courses aim to provide students with the knowledge, skills and attitudes to manage their career development in a constantly changing digital and global world of work.

### Careers and Employability General - [GECM](#)

**Unit 1:** This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions. The focus of this unit is exploring my world and its connections. Students recognise themselves as part of a network of people and organisations and identify who can help with school to work transitions. They realise that employment relates to responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored.

**Unit 2:** This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions. The focus of this unit is entry-level work readiness. Basic skills and entry-level jobs are studied, and links drawn between the two as students broaden their understanding of work roles within specific industry areas. Students understand the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level positions.

The Careers and Employability course is available to all Year 11 students and is compulsory for all students in Vocational Education & Training (VET) Pathways.



### How will this course help students in the future?

The Careers and Employability course is likely the most important course to study in senior school. Students will use the latest career development computer software and have access to a wide range of career counselling resources. Careers and Employability provides students with the skills and knowledge to support any career pathway (University, TAFE, Apprenticeships, Traineeships or full-time employment). This course will set students up for the future employment pathway.

### Year 10 Recommended Background

**Careers and Employability – General:** No Prerequisites



En Avant

## Politics and Law ATAR

The study of politics examines the structures and processes through which individuals and groups deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development.

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

### Politics and Law - [AEPAL](#)

**Unit 1: Democracy and the Rule of Law:** This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system.

**Unit 2: Representation and Justice:** This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system.

### How will this course help students in the future?

The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

### Year 10 Recommended Background

**Politics and Law:** B grade in Year 10 HASS and English. Pre-qualified in NAPLAN in Reading and Writing.

# THE ARTS

Research has long shown the arts offer many benefits beyond “art for art’s sake”, with health, social and economic benefits which offer both private and public value. Confidence gained from arts programs, and their capacity to support healthy risk taking improves academic outcomes and student behaviour. Throughout the courses on offer in The Arts you’ll learn transferable skills to establish yourself in any career, including self-management, problem-solving, critical thinking, innovation and emotional judgment.

## Drama

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Drama entertains, informs, communicates and challenges. Students achieve outcomes through the key activities of creation, performance and reflection.

### Drama ATAR - [AEDRA](#)

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama.

Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

### Drama General - [GEDRA](#)

Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

## How will these courses help students in the future?

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of career situations. These may include board room presentations and other public speaking situations, dealing with clients and customers in face-to-face settings, working on collaborative projects in the workforce as well as thinking “outside the box” to solve work related problems. Both drama courses help to build confidence, empathy and understanding about human experience, and a sense of identify and belonging. These are invaluable qualities for contemporary living.

## Year 10 Recommended Background

**Drama - ATAR:** B grade in English is recommended.

**Drama - General:** No Prerequisites





## Media Production and Analysis

### Media ATAR - [AEMPA](#)

During Semester 1 students will be learning about Popular Culture and what that means today. They will analyse, view, listen and interact with a range of popular media that includes computer games, music video clips, television drama and animation. Students will have an opportunity to explore how audiences consume popular media and learn how to interpret codes and conventions of different media texts.

In Semester 2, they will be studying journalism to help further their understanding of journalistic mediums such as news media, current affairs programs, photojournalism and documentaries. During both semesters students will draw on their own knowledge and new skills to become more independent consumers, and producers, of media.

### Media General - [GEMPA](#)

Students are exposed to, and engage with, different mass media works such as superhero and action films, TV, music, graphic novels in Unit 1 (Mass Media) and Point of View mediums such as radio, print, social media, memes, and documentaries for Unit 2 (P.O.V.). Students demonstrate their understanding of media languages, representation, audience, production, skills and processes through the creation of different media like movie trailers, posters, magazines and podcasts. This also allows them to express their creativity and originality through assorted mediums.

### How will these courses help students in the future?

Some students intend to make a career in varied forms of media and related fields, they also take part in Media to understand the broader world around them while also enjoying the media presented. The course helps to build confidence with using different forms of technology as well as increasing their understanding about the human experience. Participation can also lead to improvements in communication skills as well as the ability to organise, analyse and evaluate.

### Year 10 Recommended Background

**Media Production and Analysis - ATAR:** B grade in English is recommended.

**Media Production and Analysis - General:** no prerequisites



## Visual Arts

### General Introduction

The Visual Arts courses encompass the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

### Visual Arts ATAR - [AEVAR](#)

The Visual Arts ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. They engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments. Students gain knowledge, understanding and appreciation of art and culture. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints.

### Visual Arts General – [GEVAR](#)

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. Within contemporary society there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements.

### How will these courses help students in the future?

Employers are looking for people who are creative and who can think critically, solve problems, communicate well, conceptualise, make decisions, learn and reason. The sought-after worker is a continuous and highly adaptable learner, and an imaginative thinker who possesses a wide range of higher level thinking skills. Students in the Visual Arts learn to understand both 'big picture' concepts and the nuances within it.

### Year 10 Recommended Background

It is recommended that students have positively engaged in and achieved at higher than a C grade for a Year 10 Visual Arts subject (Fine Art recommended).

**Visual Arts – ATAR:** B grade or higher in English is strongly recommended.

## Design General - [GEDESG](#)

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems, and devise innovative strategies through projects.

Students can focus on contexts from a choice of photography, graphics, dimensional design, and technical graphics. The Design General course also emphasises the scope of design in arts trade-based industries allowing students to maximise vocational pathways. The Design General course at Bunbury Senior High School will have an enterprise focus with development of Critical Thinking and Analysis, Creative Thinking, Collaborative Working and Leadership skills.

### How will these courses help students in the future?

Employers are looking for people who are creative and who can think critically, solve problems, communicate well, conceptualise, make decisions, learn and reason. The sought-after worker is a continuous and highly adaptable learner, and an imaginative thinker who possesses a wide range of higher-level thinking skills. Students in Design learn to work with clients and colleagues on various projects, they also learn important soft skills like communication and problem solving.

## Music

### General Music - [GEMUS](#)

The Music course is designed to give students a practical and theoretical understanding of music which will prepare them to further develop as musicians, encompassing both performance and composition, music production, and a sound understanding of aural and theory. Coursework includes solo and ensemble performance, composition and music programming skills, music notation, keyboard skills as well as basic sound production skills.

### How will these courses help students in the future?

Skills developed through the study of music include confidence, critical and creative thinking, problem-solving skills and working in a team. These skills are transferable across a wide range of industries. This music course will guide students into career pathways for a future in different areas of the music industry including professional performance, composition, and sound production.

### Year 10 Recommended Background

Students will have studied Music Mastery. Non-Music Mastery students may audition through performance or composition, as well as a theory and aural test.





# HEALTH AND PHYSICAL EDUCATION

## General Introduction

In the Health and Physical Education learning area, students can choose a university entrance (ATAR) pathway or a general (VET) course pathway. Physical Education Studies and Health Studies are offered as ATAR courses. Outdoor Education and Physical Education Studies are offered as GENERAL courses. Currently enrolled BEST students can choose to continue the BEST Pathway into Year 11.

## Physical Education Studies

### Physical Education Studies ATAR - **AEPES**

In the ATAR Pathway Physical Education Studies course, students work towards developing personal sports skills, together with high-level understandings of sports science principles. Students apply their knowledge by developing training programs, performance analysis strategies and sport-specific approaches to improve their own and others performance.

Students will spend two to three hours per week in the classroom covering the essential theory content and one to two hours per week exploring two practical contexts (sports). Physical Education Studies ATAR is a rigorous academic pathway and is suited to students wishing to enter university following Year 12. There is an external examination component to this course in Year 12, including a practical component. Units in this pathway are particularly compatible with Human Biology and Physics.

Students will study the following areas:

- Developing skills, strategies and tactics
- Exercise Physiology
- Biomechanics
- Functional Anatomy
- Motor Learning and Coaching
- Sport psychology

### Physical Education Studies General - **GEPES**

In the General Pathway Physical Education Studies course, students work in practical and theory settings to develop their skills, knowledge and understandings of human movement, sport, coaching and exercise science. The course has a practical, applied focus.

Students will spend two hours per week in the classroom covering the essential theory content and (typically) two hours per week exploring three practical contexts (sports). This is a suitable pathway for keen Physical Education students who are not seeking to use Physical Education Studies as a university entrance course. There is no external examination component to this course.

Students will study the following areas:

- Developing skills, strategies and tactics
- Exercise Physiology
- Biomechanics
- Functional Anatomy
- Motor Learning and Coaching
- Sport psychology

Practical contexts for learning may include basketball, volleyball, touch rugby, badminton, tennis, soccer, netball and AFL.



## How will these courses help students in the future?

Physical education explicitly teaches the necessary knowledge and skills for working with and relating to others and provides the opportunity to develop these skills. It enables the development of leadership and teamwork skills and encourages students to transfer knowledge to other learning areas. It does this for example, by supporting students to work cooperatively in other subjects, or when working with groups in a leadership role in the school setting and in their lives outside of school in sports clubs or community groups.

## Year 10 Recommended Background

**Physical Education Studies - ATAR:** B grade or higher in any PES or Health electives and Cat 3 in OLNA Reading

**Physical Education Studies - General:** Minimum B Grade in any of the Year 10 Physical Education electives.

## Health Studies

### Health Studies ATAR - [AEHEA](#)

In the ATAR Pathway Health Studies course, students focus on the impact of lifestyle, socioeconomics and the environment towards the health of individuals and the community. The units explore health promotion, international health agencies, changing technology in health and medicine and societal factors which influence health. The course also looks at Australia's health in comparison to other countries.

The following contexts drive the course and provide a basis for discussion and assessment.

- Health Promotion
- Chronic health conditions in Australia
- Health systems in Australia and around the world
- Access and equity to health
- The characteristics and needs of specific populations
- Development of health literacy

### Health Studies General - [GEHEA](#)

In the General Pathway Health Studies course, students develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic and biological determinants of health is a key focus of the course.

The following contexts drive the course and provide a basis for discussion and assessment.

- Health Promotion
- Personal health and wellbeing
- Social and cultural influence on health
- Prevention strategies and actions to influence health
- The role of social marketing and emotional intelligence on community health
- Development of health literacy



### How will this course help students in the future?

Health Studies will prepare students for a career in the health and medical sectors. In WA it is a recommended course for physiotherapy and is strongly aligned with the Health Science degree at ECU Bunbury. It provides a background in health concepts that relate to careers in nursing, police/armed forces, teaching, ambulance, medicine, psychology, health promotion, nutrition and workplace health and safety.

### Year 10 Recommended Background

**Health Studies - ATAR:** B grade or higher any Health or PES elective and Cat 3 OLN in Reading

**Health Studies - General:** No Prerequisites



## Outdoor Education

### Outdoor Education General - [GEOED](#)

In the General Pathway Outdoor Education course, students gain understanding and skills for safe and sustainable participation in outdoor activities in the environment. They plan and then participate in a wide range of outdoor activities, such as mountain biking, body boarding, bushwalking, paddling, orienteering and snorkelling. They develop the ability to assess risk, apply the appropriate management procedures to enable safe participation and develop proficiency in emergency response. Working with others to gain an understanding of group dynamics enables students to enhance their leadership qualities and decision-making abilities, whilst showing respect for self and others.

Students will spend one hour per week in the classroom covering the essential theory content and three hours per week exploring practical contexts. There is no external examination component to this course. Outdoor Education typically involves two overnight expeditions each year as part of assessment requirements. Students should consider their availability for these before choosing this course. There is also the requirement for students to provide their own equipment for some of the activities completed within the Outdoor Education program.

Students will study the following areas:

- Skills for safe participation in outdoor activities
- Understanding of the environment
- Self-management and interpersonal skills in outdoor activities

### How will this course help students in the future?

The knowledge, understanding and skills gained through outdoor experiences may be transferred and applied to life and a range of careers and situations. Future employment opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many areas evolving in the outdoors industry.

### Year 10 Recommended Background

Minimum C Grade in Movement & Physical Activity in any of the Year 10 Physical Education electives



## BUNBURY ELITE SPORTS TRAINING (BEST)

The Bunbury Elite Sports Training (BEST) is an endorsed program available to selected Year 7-12 students at Bunbury Senior High School. The BEST units available in Senior School provide a progression from the curriculum in Year 10 and focus on personal development. Students will work in three strands: Theory into Practice, Conditioning and Physical Literacy in each unit. In addition, the students will have the opportunity to achieve a Certificate II in Sport Coaching.

### Unit 1: Personal Performance I

This unit provides students with an opportunity to develop knowledge and skills in the areas of applied interval and resistance training for enhanced sports performance. Students will consider the key principles of each training method, relevant to their sport of expertise, and develop a personal program, which will be implemented, monitored and evaluated.

### Unit 2: Skilled Performance

In this unit students will have an opportunity to develop cognitive skills in the biomechanical analysis of their own sports performance. Using this information, students will develop and apply intervention strategies to improve their execution.

**Please note:** Whilst the BEST Program has been developed at the school level, it has a School Curriculum and Standards Authority unit equivalence, meaning it counts fully towards the WACE.

#### Note:

1. BEST is available for currently enrolled BEST students only (any interest from students NOT currently enrolled in BEST requires them to complete a formal application in consultation with the PC of Health and Physical Education.)
2. BEST students may elect to also complete courses from the ATAR or VET Pathway



## MATHEMATICS

If a student wishes to choose mathematics as part of their Year 11 course selection we can offer four alternatives, depending on the student's interests and abilities. The mathematics courses on offer are both wide-ranging and purposeful.

### Mathematics Specialist

#### Mathematics Specialist ATAR - [AEMAS](#)

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

### Mathematics Applications

#### Mathematics Applications ATAR - [AEMAA](#)

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

### Mathematics Methods

#### Mathematics Methods ATAR - [AEMAM](#)

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

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





## Mathematics Essential

### Mathematics Essential General - [GEMAE](#)

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

### How will these courses help students in the future?

Every course in mathematics develops the necessary understanding and skills to prepare students for productive working lives. It should be emphasised that people who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling is so important.

### Year 10 Recommended Background

**Mathematics Applications – ATAR:** B grades or better in Year 10 with pre-qualified NAPLAN or Cat 3 in Year 10 OLNA.

**Mathematics Methods – ATAR:** A grade in Number and Algebra, at least a B in Measurement and Geometry, and at least a B grade in Statistics and Probability in Year 10. Complete the 10A course in Year 10. NAPLAN exceeding in Numeracy also recommended.

**Mathematics Specialist – ATAR:** A grade in Number and Algebra as well as Measurement and Geometry in Year 10 with Statistics and Probability being at least a B grade. Complete the 10A course in Year 10. NAPLAN exceeding in Numeracy is recommended.

# SCIENCE

The general purpose of completing a senior school science course is to allow students to become scientifically literate. This allows students to have a greater awareness and understanding of themselves and their environment, so that they become better equipped to make judgements about the issues in society and economic developments.

## Biology

### Biology ATAR – [AEBLY](#)

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## Human Biology

### Human Biology ATAR - [AEHBY](#)

The Human Biology ATAR course gives students a chance to explore what it is to be human how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

## Chemistry

### Chemistry ATAR - [AECHE](#)

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

## Human Biology

### Human Biology General - [GEHBY](#)

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.



En Avant

## Physics

### Physics ATAR - [AEPHY](#)

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

## Psychology

### Psychology ATAR - [AEPSY](#)

In this course, students learn about factors relating to individuals such as the way we think, genetic hereditary and personality. They research, analyse and read about how individuals function within groups. They build on their knowledge about socialisation, moral development, formation of attitudes and how people relate and communicate. They learn about major psychological theories and the methods used to investigate such theories.

### Year 10 Recommended Background

All Science ATAR courses have a recommended background of at least a B grade in Science.

In addition, Physics and Chemistry students should have a B grade in Mathematics, plus pre-qualified NAPLAN.

Psychology requires a B grade in English.

General Psychology students should have received at least a C grade in Science and English.

## Psychology

### Psychology General - [GEPsy](#)

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

### How will these courses help students in the future?

Every course in Science develops the necessary understanding and skills to prepare students for productive working lives. The course listed above a very specific, designed to provide a strong understanding of content linked to the aspiration of a student's future pathway. Biology and Chemistry are courses allowing students to explore opportunities in wider ranging further study and employment prospects, such as physical sciences or medical/health sciences.



# TECHNOLOGIES

## Engineering Studies – Mechatronics

### Engineering Studies ATAR - [AEEST](#)

This exciting STEM course focuses on solving problems and overcoming challenges using technology focused solutions. This course will foster student's creativity, practical and problem-solving skills and turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities.

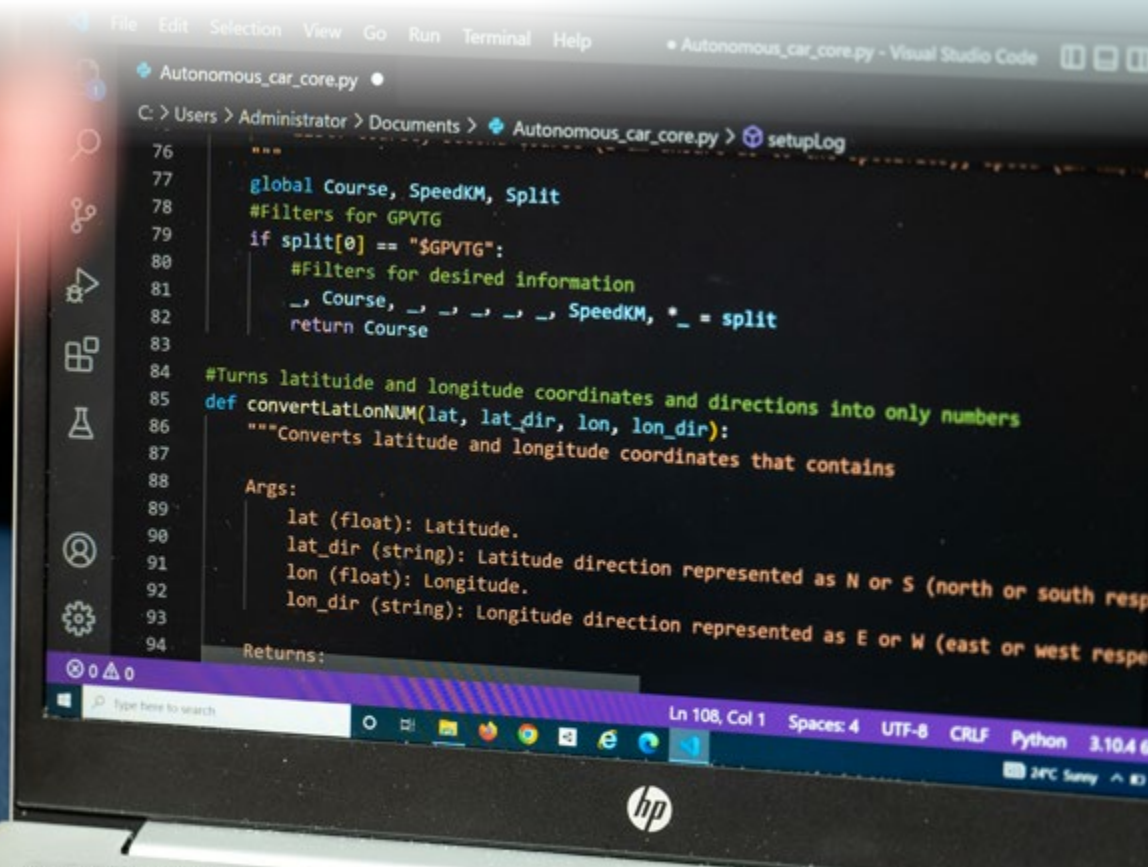
Students will develop skills and knowledge in the electro-technology field, robotics, coding and computer aided drawing. They will have the opportunity to develop solutions using innovative computer aided manufacturing (CAM) technologies such as, microcontrollers, 3D printers and Laser cutters to help them produce solutions. The students will investigate, research and present information, design and make products and undertake project development. They will apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

### How will this course help students in the future?

This course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

### Year 10 Recommended Background

**Engineering Studies – ATAR:** B grade in Science and Mathematics, pre-qualified in NAPLAN in Reading and Numeracy.



## Applied Information Technology

### Applied Information Technology ATAR - [AEAIT](#)

The development and application of digital technologies impacts upon most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology course students will work individually as well as in a team(s) to investigate client driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

### Year 10 Recommended Background

**Applied Information Technology – ATAR:** B grade in Science and Mathematics, pre-qualified in NAPLAN in Reading and Numeracy

**Applied Information Technology – General:** interest in technology, C grade in English.

### Applied Information Technology General - [GEAIT](#)

Information Technology is forever changing. Our students require the skills and confidence to go into a workplace and/or a tertiary training organisation and be able to adapt to whatever software they are introduced to.

The course will cover software related to business, graphic design and media, using programs like spread sheets, database, and graphics and video editing software. As well as this the students will learn the basics of maintaining a computer and the equipment required to set up a basic network in an office.

#### How will these courses help students in the future?

With the ever changing nature of the world around us an opportunity to become knowledgeable in the information technology world should be explored. Whether it be game designing, military operator/technician, to web design or as an auto machinist (think F1!), these courses provide the foundation to understanding computer systems of the future.

## Design and Technologies General

Design and Technology offers largely practical, “hands on” courses. The connecting influence between all courses is the use of a design process to create or modify products, processes, systems, plans or images to meet society or individual needs.

The Design and Technology courses aim to prepare all students for a future in a technological and material world by providing the foundations for lifelong learning. The courses also connect to the world of work, further vocational education and training and university pathways.

### ATAR SUCCESS

**Our school has rated in the Top 5 Schools for ATAR Applied Information Technology ATAR in the past five years. Hard work and application are rewarded with successful marks!**



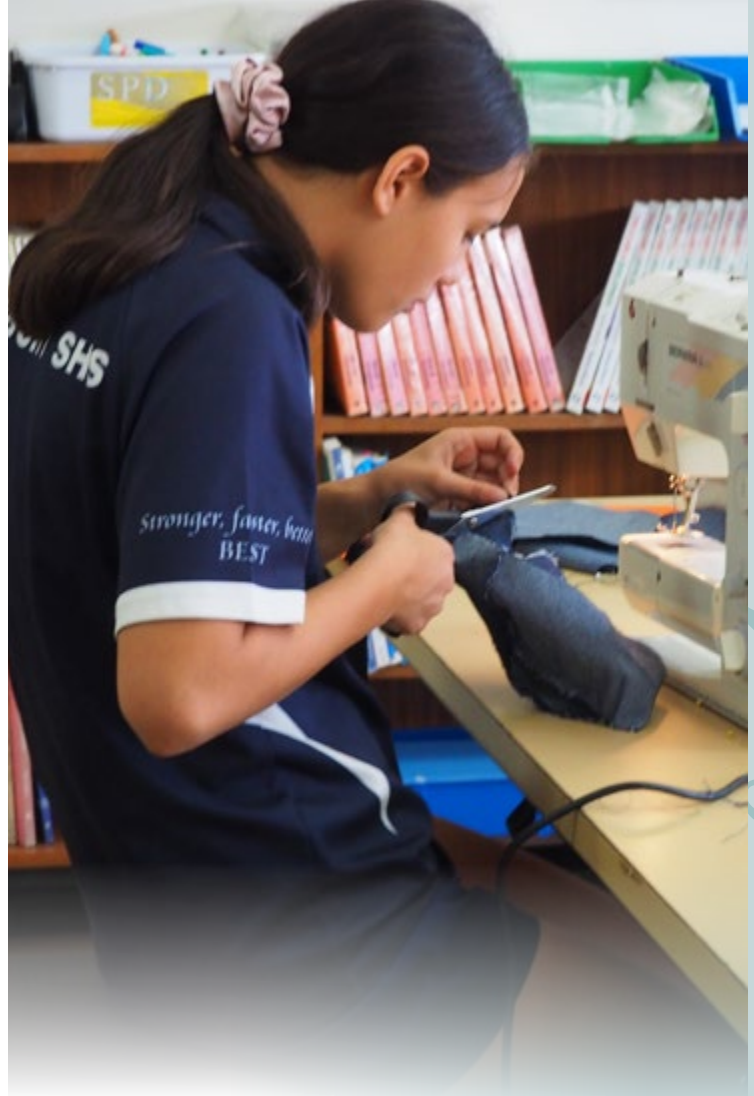
## Materials Design and Technology - Textiles

### Materials Design and Technology Textiles General - [GEMDTT](#)

The clothing, textiles industry is one of the most versatile areas of the economy, catering for those with artistic and creative talents as well as skilled machinists and technicians. This is a practical course. The course content is divided into three content areas:

- materials
- design
- use of technology

This is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design, fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills. Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively. This unit introduces students to the world of textiles and develops their production skills and knowledge through practical tasks.



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## Materials Design and Technology - Wood

### Materials Design and Technology Wood General - [GEMDTW](#)

Materials Design and Technology Wood is a practical course designed to give students the opportunity to experience aspects of designing, constructing, appraising and marketing furniture. This course will focus on the application of current technology in the furniture industry and aims to provide relevant skills for students with an interest within this area.

Some areas of study will include:

- Use of hand and power tools
- Workplace safety
- Use of machines
- Wood fabrication
- Wood turning
- Furniture design
- Wood finishing
- Marketing
- Sustainability

## Design – Photography

### Design Photography General - [GEDESP](#)

Students will study photography with an emphasis on design and manipulation of images. The courses are designed to engage students in a range of practical activities, leading to proficiency in the use of digital cameras and the manipulation of images using computer software programs.

### Design Fundamentals and Personal Design

Theme based course applying elements of design to produce a portfolio of images. There is a strong emphasis on production involving practical application and development of skills in camera controls and image manipulation in this course.

Some areas of study will include:

- Producing a series of photographs showing how manipulating camera controls produces different effects.
- Production of photographs with emphasis on shape, space, texture and 3D form.
- Studio portraiture.
- Landscape, still life, sporting and nature photography.
- Ethical and legal issues related to copyright and intellectual property.

## Children, Family and the Community

### Children, Family and the Community General - [GECFC](#)

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

#### Unit 2 – Our community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.





## Automotive Engineering and Technology

### Automotive Engineering and Technology General - [GEAET](#)

In the Automotive Engineering and Technology general course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.



## Food Science and Technology General

### Food Science and Technology General - **GEFST**

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors, which influence the purchase of locally produced commodities.

#### Unit 2 – Food for communities

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

### How will these courses help students in the future?

The General courses offered in Technologies are wide ranging and designed to provide specific information in areas of interest. Each course provides the foundation for a student to determine their interest and understanding in potential fields of further study or employment. They can choose a course that allows them to achieve post-school destinations into a range of disciplines. And having a good understanding of concepts from these courses will ensure students to feel confident to go to that next stage.

## Year 10 Recommended Background

**Children, Family and the Community:** Obtained at least a C Grade in English and Science in Year 10.

**Food Science and Technology:** Obtained at least a C Grade in one Home Economics option in Year 10.

Lessons typically cover practical skills (usually 2 periods per week) and theory (usually 2 periods per week)



## AVIATION PROGRAM

### Soar into the Future with Bunbury SHS's Aviation Program!

Have you ever dreamt of piloting a drone, understanding how airplanes fly, or even exploring careers in the exciting world of aviation?

Bunbury SHS's proposed Aviation Program takes you on an incredible journey into the skies! Unlike other schools in the Southwest region, we are offering a unique program to Year 11 students to experience life in the world of aviation. Southern Aviation and Bunbury SHS has developed a unique course program for any student wishing to explore the world of aviation.

This program is perfect for you if you're:

- Passionate about aviation and technology
- A creative problem solver
- Looking for a hands-on learning experience
- Interested in a rewarding career path.

#### Program Highlights

- Trial introductory flight
- Flight simulator offering flight training
- Flight lessons
- UOC's x4 towards Diploma of Aviation

Participation in this program involves completing the General Aviation course, which provides the theory behind flying. The course is endorsed by SCSA and contributes directly to a student's WACE if passed.

In addition to this theory-based learning, students have the opportunity to participate in interactive excursions to Bunbury Flying School. Here they will be involved with Flight Training familiarisation and have the opportunity to sit the CASA Recreational Pilot Licence (Aeroplane) examination. This examination is beneficial to students wanting progress with both recreational and commercial flight training.

The best part – hands on flight training familiarisation through Trial Introductory Flights.

#### Nominal Course Charges

Cost \$1500 of which the school contributes \$750.

Additional costs may be incurred if the student pursues extra flights. This is a negotiated opportunity in consultation with Southern Aviation.



# VOCATIONAL EDUCATIONAL & TRAINING OPTIONS (VET)

VET offers students the opportunity to achieve an Industry Training Qualification and participate in Workplace Learning (WPL) in Year 11 and Year 12. Most certificate qualifications have a compulsory work placement component, usually up to at least 150 hours.

Typically, BSHS students complete qualifications in partnership with the following Registered Training Organisations: South Regional TAFE (SRTAFE), Bunbury Regional Trade Training Centre (BRTTC) and the Health Science Hub (HSH).

Satisfactory completion of NAPLAN/OLNA, minimum C grade achievement in all courses and demonstrated behaviours supporting the school's Code of Conduct are all key factors in successful enrolment in competitive qualifications.

Students intending to apply for courses deemed "highly competitive" or at a Certificate III or IV level will require at least a B grade in English, Mathematics, Science and Humanities to be considered a competitive applicant.

The Semester 1 report is a critical document that significantly impacts the RTO's application processes and the School's recommendations.

Students can complete VET qualifications in each of the senior school options outlined below. Depending on qualification requirements, students will be placed in the most appropriate pathway to suit student requirements.

## FEES

- SRTAFE: Nil cost (may be additional resource costs)
- BRTTC and HSH: Costs apply and BSHS provides a \$1000 course subsidy

Typically, there are no refunds when a student withdraws from a certificate once the course commences.

### 1. Full VET Option (3 days)

Attend school three days per week. The range of courses on this timetable are reduced. Students who choose a VET certificate that takes two days per week or one day per week and WPL.

### 2. Combination (ATAR, General & Certificate)

Attend school four days per week and attend their certificate course on the designated day. Students who enter this pathway will need to ensure they catch up on course work missed when they are not on the school site. Students completing a certificate and an ATAR course(s) will be eligible to apply for a course reduction (study periods).

***Compulsory WPL requirements will be completed in block at designated times during the year and in consultation with the WPL coordinator.***

### 3. Online certificate option

Students completing four or more ATAR courses attend school five days per week and potentially could enrol in an externally delivered training qualification as approved by the school. Online certificates may also be explored as a valuable option. Parents/Guardians wishing to explore this option should contact the Manager Senior School. There is an option to include a study line for students.

## Pathway Summary

Pathway	Days attending school	Days attending offsite training	Includes Workplace Learning	Study line available
Full VET	3	2	Yes	No
Combination	4	1	If Certificate requires	Yes - Certificate III
Online	5	0	If Certificate requires	Yes - Certificate III

During Term 3, Students will be required to book an appointment at Student Services where support will be provided to complete the appropriate application(s) as discussed in the Term 2 course counselling appointments.

Students will be required to prepare for this appointment by:

- Having decided on the qualification[s] for which an application[s] will be completed
- Providing a Unique Student Identification number (USI) prior to, or at the appointment.
- Application can not be submitted without a USI.
- Providing a completed BRTTC and/or HSH application form (if applying for a BRTTC/HSH qualification) before the designated due dates.

## CERTIFICATE QUALIFICATION DELIVERY SITES

### South Regional TAFE

Robertson Dr, Bunbury WA 6230

### BRTTC

Bunbury Catholic College Campus (BCC)  
Eaton Community College Campus  
Manea Senior College Campus  
Our Lady of Mercy Campus  
Dalyellup College

Cnr Petherick St & Flynn St, Bunbury WA  
Cnr Recreation Drive & Edith Cowan Ave, Eaton WA  
Robertson Drive, Bunbury WA  
Kingston Drive, Australind WA  
Wake Drive, Dalyellup

### HSH

62 Wittenoom Street, Bunbury WA 6230

**Additionally, the 2027 Training Options booklets will be made available on the school website (under Curriculum / Senior School tab) when provided by RTOs.**

### How Do Students Apply for SRTAFE Certificate Qualification?

Students must apply online (via the SRTAFE portal) at school under supervision from Student Services.

Students enrolled in a SRTAFE certificate attend school from Monday to Wednesday, and SRTAFE each Thursday and Friday.

### The Selection Process

- Interviews will be conducted at SRTAFE in Semester 2 for short listed students.
- Students will be advised early Term 4 of the outcome of their application.



# VET DELIVERED AT SOUTH REGIONAL TAFE (SR TAFE)

Parents and students can access the South Regional TAFE website for additional information.

## Bunbury campus 2027 proposed offerings overview



QUALIFICATION	Days per week	Highly Competitive
<b>Agriculture and Environment</b>		
Certificate II Conservation and Ecosystem Management	Thurs/Fri	
Certificate II Horticulture	Thurs/Fri	
<b>Education &amp; Community Services</b>		
Certificate III School Based Education Support	Thurs/Fri	Likely Yes
Certificate III Early Childhood Education & Care	Thurs/Fri	Likely Yes
<b>Health, Beauty and Fitness</b>		
Certificate II Sport and Recreation	Thurs/Fri	
Certificate III Fitness	Thurs/Fri	
Certificate II Retail Cosmetics	Thurs/Fri	Likely Yes
Certificate II Salon Assistant	Thurs/Fri	
<b>Business and Finance</b>		
Certificate II Workplace Skills	Thurs/Fri	
Certificate III Business	Thurs/Fri	
Certificate II Applied Digital Technologies	Thurs/Fri	
<b>Hospitality and Tourism</b>		
Certificate II Hospitality	Thurs/Fri	
Pre-App Commercial Cookery	Thurs/Fri	
Certificate II Retail Services	Thurs/Fri	
<b>Creative Industries</b>		
Certificate II Visual Arts	Thurs/Fri	
Certificate III Visual Arts	Thurs/Fri	
<b>Building and Construction</b>		
Pre-App Building & Construction (Brick & Block)	Thurs/Fri	Yes
Pre-App Building & Construction (Carpentry)	Thurs/Fri	Yes
Pre-App Building & Construction (Painting & Decorating)	Thurs/Fri	Yes
Pre-App Building & Construction (Wall & Ceiling)	Thurs/Fri	Yes
Pre-App Electrotechnology (Career Start)	Thurs/Fri	Yes
<b>Engineering and Resources</b>		
Certificate II Sampling & Measurement	Thurs/Fri	
Certificate II Engineering Pathways	Thurs/Fri	Yes
Certificate II Civil Construction	Thurs/Fri	Yes
<b>Automotive</b>		
Pre-App Automotive Servicing Technology (Light Vehicle)	Thurs/Fri	Yes
Pre-App Automotive Servicing Technology (Heavy Vehicle)	Thurs/Fri	Yes

# VET DELIVERED AT THE BUNBURY REGIONAL TRADE TRAINING CENTRE (BRTTC)



## How do students apply for a BRTTC Certificate Qualification?

Students apply by bringing a completed written application form to the scheduled school appointment. Instructions for this application process will be provided to all students and an application form can be obtained from Student Services and the BSHS website.

## The Selection Process

- Interviews will be conducted at BRTTC in Semester 2 for short listed students.
- Students will be advised early Term 4 of the outcome of their application.

## BRTTC 2027 proposed offerings overview

QUALIFICATION	Work Place Learning	*Estimated Cost	Highly Competitive
<b>Automotive and Engineering</b>			
Certificate II Automotive Servicing Technology	Recommended	\$3,250 #	Yes
Certificate II Automotive Vocational Preparation	Recommended	\$2,950 #	
Certificate II Engineering Pathways	Recommended	\$2,950	Likely Yes
<b>Building and Construction</b>			
Certificate II Civil Construction	Recommended	TBC #	
Certificate II Construction	Recommended	TBC (funded by Construction Training Fund) #	Likely Yes
Certificate II Electrotechnology (Career Start)	162 hours	TBC #	Likely Yes
Certificate II Plumbing	158 hours	\$0 (funded by Construction Training Fund)	Likely Yes
<b>Health Services</b>			
Certificate II Medical Services First Response	No	\$1,985	
Certificate III Health Services Assistance	No	\$2,085	Yes
Certificate III in Dental Assisting	Yes	TBC	Yes
<b>Business Services</b>			
Certificate III Business	Recommended	\$1,600	Yes
<b>Aviation</b>			
Certificate III Aviation (Remote Pilot)	No	\$2,300 #	
<b>Education &amp; Community Services</b>			
Certificate III School Based Education Support	100 hours	\$1,450	Likely Yes
Certificate III Community Services	No	\$1,485	Likely Yes
Certificate III Early Childhood Education and Care	160 hours	\$1,540	Likely Yes
<b>Hospitality and Tourism</b>			
Certificate II Hospitality	Recommended	\$2,450 #	
Certificate II Retail Services	Recommended	\$2,250 #	
<b>Horticulture</b>			
Certificate III Horticulture	Recommended	\$2,750	

*Estimated costs based on 2026 certificate costs.*

*# Funded Courses in 2026*

*Certificate IV offered in Year 12*

# VET DELIVERED AT THE HEALTH SCIENCE HUB



HSH offers a diverse range of programs designed to empower our students to make a meaningful impact in the field of healthcare for Youth all around the country.

Typically, high achieving Year 11 students may apply for enrolment in a Certificate III qualification and have the option to complete a Certificate III or IV qualification as a Year 12 student. Additionally, students who successfully complete a Certificate II qualification as a Year 11 student, may enrol in a Certificate III (or Certificate IV) as a Year 12 student.

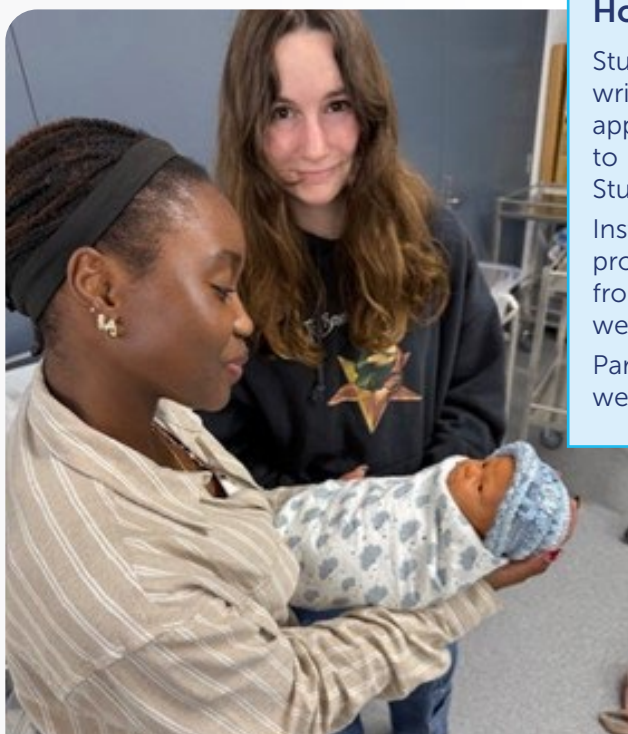
There are no Workplace Learning requirements for certificate qualifications delivered by the HSH. Typically, students will complete a Combination pathway (attend one day week at the HSH and BSHS for the other four days).

## HSH 2027 proposed offerings overview

QUALIFICATION	Estimated Cost
<b>Health &amp; Medical</b>	
Certificate III Health Services Assistance	\$2,200
<b>Animal, Marine &amp; Environmental</b>	
Certificate II Sampling & Measurement	TBC
Certificate II Animal Care	TBC
Certificate III Animal Care Services	\$2,300
<b>Fitness, Sport &amp; Nutrition</b>	
Certificate III Fitness	\$2,200
<b>Community &amp; Mental Health</b>	
Certificate III Community Services	\$2,200
Certificate III Tourism	TBC
<b>ONLINE OPTIONS ARE POTENTIALLY AVAILABLE</b>	

*Estimated costs based on 2026 certificate costs.*

*Certificate IV offered in Year 12*



### How Do Students Apply for HSH?

Students apply by submitting a completed written application at the scheduled school appointment. The application will be uploaded to the HSH portal under supervision from the Student Support Officer in Student Services.

Instructions for this application process will be provided to all students and can be obtained from the Student Services office and the BSHS website.

Parents and students can access the HSH website for additional information.

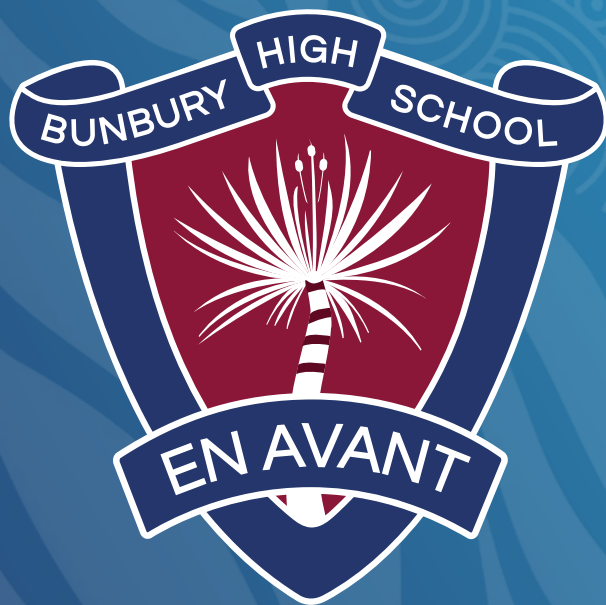
# BUNBURY SENIOR HIGH SCHOOL

## SENIOR SCHOOL COMPULSORY CHARGES 2026

COURSE	YEAR 11	
	Code	Cost
<b>THE ARTS</b>		
Drama ATAR	AEDRA	\$45
Drama General	GEDRA	\$45
Visual Arts ATAR	AEVAR	\$110
Visual Arts General	GEVAR	\$110
Junior or Senior Band		\$30
<b>ENGLISH</b>		
English ATAR	AEENG	\$65
English General	GEENG	\$50
Literature ATAR	AELIT	\$65
<b>HASS (Humanities and Social Sciences)</b>		
Business Management & Enterprise ATAR	AEBME	\$65
Business Management & Enterprise General	GEBME	\$45
Career & Enterprise General	GECAE	\$45
Media Production and Analysis ATAR	AEMPA	\$75
Modern History ATAR	AEHIM	\$65
Politics & Law ATAR	AEPAL	\$65
Ancient History General	GEHIA	\$50
<b>HEALTH &amp; PHYSICAL EDUCATION</b>		
Bunbury Elite Sports Training (BEST) ** <small>charges payable prior to commencement of 2026 course</small>	SBEST11	\$230
Health Studies ATAR	AEHEA	\$100
Health Studies General	GEHEA	\$60
Outdoor Education General	GEOED	\$170
Physical Education Studies ATAR	AEPEA	\$100
Physical Education Studies General	GEPEA	\$80
Psychology ATAR	AEPSY	\$100
Psychology General	GEPSY	\$60
<b>MATHEMATICS</b>		
Mathematics: Applications ATAR	AEMAA	\$55
Mathematics: Essentials General	GEMAE	\$50
Mathematics: Methods ATAR	AEMAM	\$55
Mathematics: Specialist ATAR	AEMAS	\$55
<b>SCIENCE</b>		
Biology ATAR	AEBLY	\$100
Biology General	GEELY	\$80
Chemistry ATAR	AECHE	\$85
Human Biology ATAR	AEHBY	\$85
Physics ATAR	AEPHY	\$60
<b>TECHNOLOGIES</b>		
Applied Information Technology ATAR	AEAIT	\$60
Applied Information Technology General	GEAIT	\$50
Automotive Engineering & Technology General	GEAET	\$95
Aviation General	GEAVN	\$1500
Children, Family and Community General	GECFC	\$80
Design: Photography General	GEDESP	\$60
Engineering Studies ATAR	AEEST	\$100
Food Science & Technology General	GEFST	\$200
Materials Design & Technology Wood General	GEMDTW	\$155

Certificate Course: (\$500 to \$6000) Fee for service course delivered or auspiced by an accepted external Registered Training Organisation (RTO). Cost dependent on Certificate studied. **Note: School subsidises \$1000 course fee in Yr11.**

En Avant



Inspiring *Self* Belief