



TOM PRICE SENIOR HIGH SCHOOL

**Year 7 – 10 Handbook
2025**

TABLE OF CONTENTS

WELCOME TO STUDENTS AND THEIR PARENTS	5
Our Vision.....	5
Our Purpose	5
Our Objectives.....	6
Our Beliefs.....	6
Our Values	6
BELL TIMES.....	7
School Dress Code Policy	7
School Procedures and Policies	9
Absences.....	9
Attendance	9
Lateness.....	9
Appointments and Leaving School Grounds	9
School Library	9
Medical Help.....	9
Homework	10
Bullying Policy	11
Good Standing Policy	12
Diary Responsibilities	13
TOM PRICE ACTIVE LEARNERS (TPAL).....	14
The Centre of Resources Excellence (CoRE).....	15
IMPORTANT DATES – 2024/2025.....	16
CONTRIBUTIONS AND CHARGES	17
PAYMENT OF CONTRIBUTIONS AND CHARGES	18
Payment Options.....	18
Secondary Assistance Scheme	19
Contributions Years 7 - 10.....	19
Charges.....	19
Booklists and Personal Items	19
OTHER OPTIONAL COSTS	20
Student Diary	20
VOLUNTARY APPROVED REQUESTS.....	20
Chaplaincy Contributions.....	20
P & C Contributions.....	20
OTHER COSTS	20

Smartrider Cards	20
Safety Glasses.....	20
Textbooks.....	20
Calculators.....	20
Tom Price SHS Uniform	21
SELECTING SUBJECTS FOR 2025	22
YEARS 7 and 8	22
YEARS 9 and 10	22
YEAR 7 TO 10 COMPULSORY COURSE INFORMATION.....	23
COMPULSORY COURSE DESCRIPTIONS.....	23
MATHEMATICS.....	23
ENGLISH	23
SCIENCE.....	24
Science CoRE, The Centre of Resources Excellence	24
HUMANITIES AND SOCIAL SCIENCES (HASS)	25
HEALTH AND PHYSICAL EDUCATION.....	25
Health Education.....	25
Physical Education.....	26
Year 7 and Year 8 Course Information	27
YEAR 7 and 8 COURSE DESCRIPTIONS.....	27
THE ARTS.....	27
Drama.....	27
Visual Art.....	27
TECHNOLOGIES.....	27
Design Technologies – Materials and Technologies Specialisation (Metal and Wood).....	27
Design Technologies – Food Specialisation	28
Digital Technology.....	28
YEAR 7 and 8 – 2025 COST OF EDUCATIONAL PROGRAMS.....	28
YEAR 7	28
YEAR 8	29
Year 7 and 8 Extra Costs Optional Components of Education Programs.....	29
YEAR 9 AND 10 COURSE INFORMATION	30
THE ARTS.....	30
Drama.....	30
Visual Art.....	30
HEALTH AND PHYSICAL EDUCATION.....	30
Outdoor Education.....	30

Physical Recreation	31
Year 9 Specialised Sport	31
Year 9/10 Basketball Program	31
Year 10 - Introduction to Physical Education Studies	32
TECHNOLOGIES	32
Design Technologies – Materials and Technologies Specialisation (Metal and Wood).....	32
Design Technology – Food Specialisation	32
Automotive Small Engines (Year 10 Only)	33
Year 10 Childcare	33
SCIENCE	33
STEAM	33
Program Benefits	33
VOCATIONAL EDUCATION AND TRAINING (VET) AND OTHER ENDORSED PROGRAMS	34
AHC21020 Certificate II in Conservation and Ecosystem Management.....	34
AUR20720 Certificate II in Automotive Vocational Preparation	34
MEM20413 Certificate II in Engineering Pathways.....	35
SHB20116 Certificate II in Retail Cosmetics	35
CPC20120 Certificate II in Construction	35
SIT20322 Certificate II in Hospitality	36
52845WA Certificate II in Autonomous Work Operations.....	36
FSK20119 Certificate II in Skills for Work and Vocational Pathways.....	36
AVI30419 Certificate III in Aviation (Remote Pilot)	37
CHC30121 Certificate III in Early Childhood Education and Care	37
Barista Operation Skill Set.....	37
YEAR 9 and 10 – 2025 COST OF EDUCATIONAL PROGRAMS.....	39
YEAR 9	39
YEAR 10	39
Year 9 and 10 Extra Costs Optional Components of Education Programs.....	40

WELCOME TO STUDENTS AND THEIR PARENTS

We welcome you as part of the Tom Price Senior High School community, whether as a student, parent or guardian, and hope that your time with us is productive, enjoyable and memorable for many years to come. At Tom Price SHS, we provide a warm, caring environment that is rich in culture, challenge and diversity.

This booklet lists the academic options your child has. The program you choose will give your child the chance to solidify their knowledge and abilities in areas that match their needs and/or interests in which they will eventually specialise.

Secondary education covers Year 7 to Year 12. That period is broken into the middle school years (7, 8 and 9) and the senior school years (10, 11 and 12). It is a legal requirement that students attend school until the end of Year 12.

All education in Western Australia (whether state or private) is controlled by the School Curriculum & Standards Authority (SCSA). The Department of Education (DoE) funds, staffs, govern and keep accountable all state-run education, of which Tom Price SHS is a part.

Tom Price Senior High School operates a five-period day. Curriculum at Tom Price Senior High School follows the Australian and Western Australian Curriculum.

If you need more assistance or information, kindly ask.

Our Vision

Tom Price Senior High School is committed to creating responsible citizens who strive for excellence. Our school community embraces diversity and is dedicated to providing students with a supportive learning environment in order to equip them with the knowledge, skills and qualities for lifelong success.

Our Purpose

- To provide a vibrant school environment that fosters the development of the intellectual, physical and social skills of our students and challenges them to achieve their individual potential and contribute to society.
- To provide pathways that recognise that each student is an individual who will explore different opportunities and require different educational experiences.
- To create partnerships, which facilitate optimum learning opportunities for our students and staff, linking us to the broader community, the primary schools in our learning corridor and to the TAFE and tertiary sector.
- To engage the community in defining our future directions.
- To embrace a supportive and caring pastoral care system, recognising that close attention to the needs, welfare and progress of students forms the foundation of a safe learning environment.

Our Objectives

- To make all our students successful students.
- To have sound teaching in all our classrooms.
- Ensure our school is an effective school.
- Ensure that all our staff are supported and that they are confident, enthusiastic and committed.
- Plan for continuous improvement through the implementation of our school improvement cycle.

Our Beliefs

We believe:

- POSITIVE RELATIONSHIPS are the key to success.
- In the INDIVIDUAL OWNERSHIP of LEARNING.
- In striving for PERSONAL BEST and CELEBRATING EXCELLENCE.

Our Values

Our values influence our behaviour and give purpose to our lives. We seek to ensure that all students are able to develop the following core values:

Respect

Valuing ourselves, others, and our community. We honour the traditional owners of the land and celebrate their cultural heritage, fostering an inclusive environment where everyone is valued and encouraged to grow.

Inclusivity

We demonstrate equity by ensuring that all students have access to the same opportunities and support, regardless of their background. Kindness is at the heart of our interactions, fostering a caring environment where everyone feels valued. We celebrate and acknowledge diversity, embracing the unique perspectives and experiences that every individual brings to our school community.

Personal Best

Personal best is a core value that drives us forward. We maintain a positive approach to learning, encouraging each student to reach their full potential with enthusiasm and determination. We enjoy celebrating the successes of others, recognising their achievements as inspiration for our own growth. Our commitment to personal best means striving continuously in the pursuit of excellence, both academically and personally.

Responsibility

Responsibility is a key value that guides our actions and attitudes. We take ownership of our own learning journey, actively engaging in our education and seeking opportunities for growth. We are accountable for what we do and say, ensuring that our behaviour reflects our commitment to respect and integrity. By being mindful of how we treat others, we contribute to a positive and supportive school environment, embodying the essence of responsibility in all our interactions.

BELL TIMES

MONDAY - FRIDAY
PCG 8.00 - 8.20
Period 1: 8.20 - 9.20
Period 2: 9.20 - 10.20
Recess 10.20 - 10.45
Period 3: 10.45 - 11.45
Period 4: 11.45 - 12.45
Lunch: 12.45 - 1.10
Period 5: 1.10 - 2.10

ASSEMBLY DAYS
Period 1: 8.00 - 8.55
Period 2: 8.55 - 9.50
Recess 9.50 - 10.15
Period 3: 10.15 - 11.10
Period 4: 11.10 - 12.05
Assembly: 12.05 - 12.50
Lunch: 12.50 - 1.15
Period 5: 1.15 - 2.10

School Dress Code Policy

The school colours must be worn for school purposes (no slogans, motifs, stripes, patterns, or other colours are permitted) in order to foster a sense of pride in belonging to the Tom Price Senior High School community and to make sure that our students are easily identifiable for safety reasons. **Denim shorts, jeans, leggings/jeggings, bike shorts, thin sportswear, are not permitted to be worn.**

The following Dress Code has been endorsed by our School Board, Staff and Student Councillors in accordance with the Department of Education Uniform Policy; The Dress Code consists of the following:

Summer

Polo shirt (sleeves & collar)	Navy with school emblem
Shorts	School shorts with school embroidery or Plain black or navy shorts must be 1/2 length of thigh

Winter

Jacket	School jacket or jumper with emblem or Plain navy windcheater or plain black or navy jacket
Track Pants	School pants with school embroidery Plain black or navy pants
Polo shirt	Navy with school emblem
Pants	Plain black or navy pants
Under Garments (i.e. long-sleeved tops under t-shirts)	Plain navy or black

Physical Education

T-Shirt	School Physical Education Shirt
Shorts	School shorts with school embroidery or Plain black or navy shorts

Hats and SPF 50+ sunscreen should be worn while participating in outdoor Physical Education.

Covered Footwear (enclosing whole of foot)

Covered footwear is required at all times as a safety requirement. **Thongs, slides or crocs are not permitted at any time.**

School Procedures and Policies

Absences

Parents/caregivers are asked to contact the school by telephone, email, or Compass, on the day of your child's absence and where possible provide advance notice of absences. A note of explanation should include: date of absence, reason for absence, name and parent/guardian signature.

A written explanation from a parent/guardian must be provided if a student is unable to participate in Physical Education. Reasons for non-participation must be supplied. Extended absence from Physical Education will require a medical certificate.

Attendance

Under the WA Education Act, every student must attend school or some form of training until the end of the year in which he/she/they completes Year 12. Students wishing to undertake employment before the end of that year must apply through the school for a Department of Education 'exemption' or Notice of Arrangement.

Lateness

Before entering any classrooms, students who are late for school must sign in at the front office and collect a late note. Detention or other consequences, in addition to losing one's good standing, may be imposed for unexplained or unacceptable reasons for tardiness.

Appointments and Leaving School Grounds

It is essential that the school is aware when students need to leave the school premises. If they need to leave the school grounds for any reason, the student's parent/caregiver must provide permission, written or verbal, and the student must sign out at the front office. Students must sign back in at the front office on their return to school grounds.

School Library

The school library has a large variety of fiction and non-fiction books. It is a great resource for students to use. The library is opened before school, lunchtime and after school until 2:30pm to research, choose new books and complete homework / assignments.

Medical Help

If students become sick at school, they will be referred to the front office. The school will notify parents/caregivers on the student's condition. In consultation with parents, students may be sent home. Transporting sick students is the responsibility of the parent/care giver. If students are actively vomiting, they will not be permitted on the school bus, and parents must arrange for them to be collected.

If students require medication to be kept or administered at school, parents must complete a Medication Form. Medications are kept in secure cupboards in the sick bay, and students must present to the front office when they require to take their medication.

Students are not to keep medication in their own school bags. This includes Panadol and Nurofen.

Homework

Homework or home study is a natural extension of the teaching and learning program of the school. Teachers, parents and students should acknowledge that appropriate and relevant homework or home study assists students to achieve their potential.

The Purpose of Homework/Home Study is to:

- Reinforce the work done in class, re-reading class work done during the day.
- Encourage students to explore and use a wider range of resources hence developing their research skills and independence as learners.
- Develop student responsibility to time-manage, prioritise and meet commitments and deadlines.

What is Homework/Home Study?

- Overnight homework could consist of quick practice exercises, revision or finishing class work.
- Longer projects or assignments. These would have a longer time period set for completion so that students should use their diary to plan towards the set deadline.

How much Homework?

Completing regular homework helps develop students' responsibility for their own learning. The time spent should increase as student's progress in their schooling and demands and expectations increase accordingly.

The below information should be used as a guide:

Middle School	Year 7	30 – 45 minutes a day: 5 days a week
	Year 8	1.0 – 1.5 hours a day: 5 days a week
	Year 9	1.5 – 2.0 hours a day: 5 days a week
	Year 10	2.0 – 2.5 hours a day: 5 days a week
Upper School	Year 11	2.5 – 3.0 hours a day: 5 days a week
	Year 12	3.0 – 3.5 hours a day: 5 days a week

Parents should ensure that their children have a quiet and well-lit area for them to complete their homework.

This is a guide only. Students who wish to experience greater success may need to extend these hours depending upon workload, assessments and examination periods.

Bullying Policy

All staff of Tom Price Senior High School are committed to providing a safe, caring and inclusive environment that fosters and promotes personal growth, resilience and positive self-esteem.

Tom Price Senior High School does not tolerate bullying or harassment in any form.

What is Bullying?

Bullying is a form of abuse in that is repetitive, often hidden and involves a misuse of power against an individual or group, by an individual or a group. Bullying and harassment are patterns of behaviour, which are designed to hurt, injure, embarrass, upset or cause discomfort.

It can take many forms including:

- Physical aggression such as hitting, tripping up and damaging property.
- Verbal attacks such as put-downs, insults and name-calling.
- Social/relational exclusion: such as not allowing someone to sit with a group.
- Mental/psychological abuse such as 'dirty looks' and 'story telling'.
- Cyber-attacks including text-messaging and web/email attacks.

If students are being bullied, the following are strategies they can use:

- Stay calm.
- Assertively tell bullies to stop the unwelcome behaviour.
- Ignore bullies or walk away.
- Openly speak with their friends, parents or teachers reporting the behaviour.

If students feel that it cannot be sorted out, they should talk it through with an adult.

Students can:

- Report the matter directly to their parent.
- Report the matter directly to a teacher.
- Talk to the Year Coordinator, School Chaplain, School Psychologist or School Administration.

Students should not look at reporting unwelcome behaviour as 'dobbing' but a way of assisting themselves and others from that type of behaviour from a student or group. It also makes students accountable for their behaviour.

Good Standing Policy

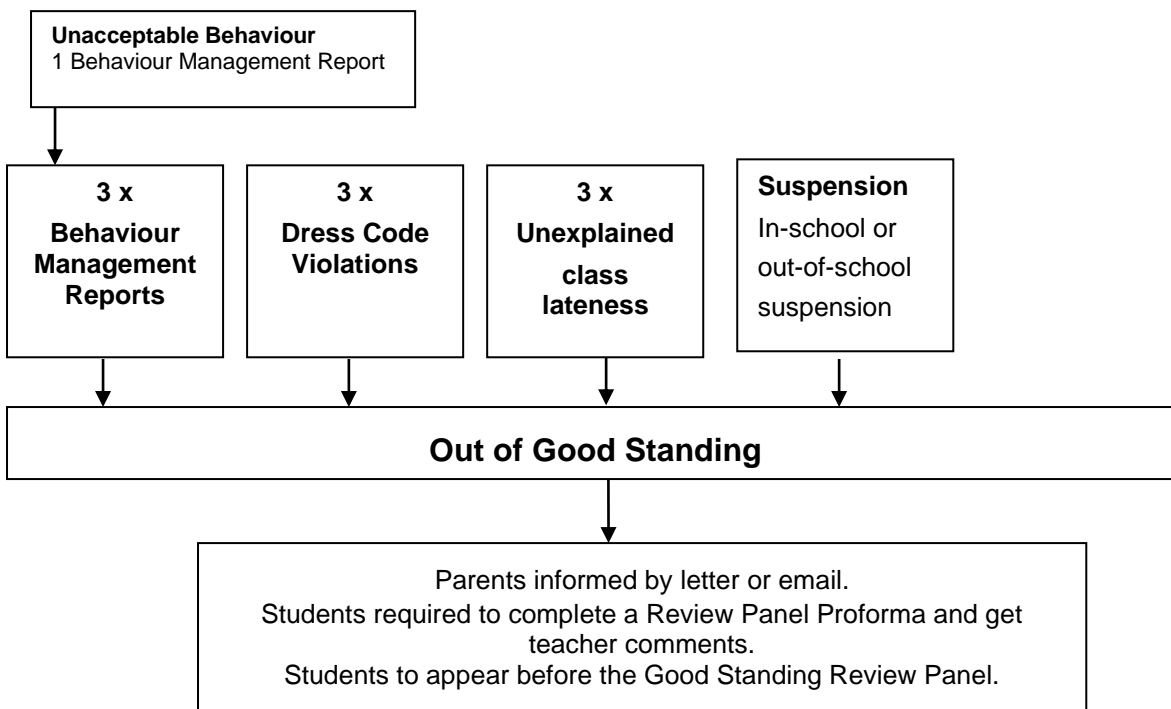
Good Standing is the status achieved when students perform according to a set of criteria established by the school relating to attendance, dress, behaviour and submission of assigned work. All students begin the year in Good Standing. To maintain Good Standing students are required to:

- Arrive to all classes on time.
- Follow classroom and school rules.
- Adhere to school dress code.
- Submit all assignments on time.

Students will lose their good standing if they receive 3 of the same violations. (For example; 3 x dress code violations).

If students are out of Good Standing, they will not be able to participate in extra-curricular activities.

Good Standing Flow Chart



Diary Responsibilities

Students

It is the student's responsibility to use and maintain his or her school diary.

Your child should:

- Bring the diary to school every day.
- Record all homework, tests and project work in the diary.
- Add events to the Term Planner.
- Maintain the diary in a reasonable condition.
- Give the diary to parents to sign.

Subject Teachers

It is an expectation that Subject Teachers will:

- Allocate time towards the end of a lesson for students to write homework in their diaries.
- Check that assigned homework has been completed.
- Acknowledge students' use of their diaries by signing entries during spot checks.
- Respond to parent entries by contacting parents.

Form Teachers

It is an expectation that Form Teachers will:

- Check for parent signatures and sign weekly.
- Acknowledge students who make positive use of their diaries.

Parents/Carers

- Use the diary for communication
- Check and sign your child's diary weekly
- Liaise with your child's teachers to follow up on issues raised.

TOM PRICE ACTIVE LEARNERS (TPAL)

The Tom Price Active Learners Program is an education support and engagement program for Students with disabilities or Students at Educational Risk (SAER). SAER students are those who require additional support or are not reaching their potential in all areas of education.

This program has been structured over three years of lower school. Year 7 SAER students are identified through a number of means. Main feeder schools are requested to fill out transition data sheets and interviews are held with the Year 6 teachers. NAPLAN data is analysed, and specific information received from parents and teachers is taken into consideration. Research shows that SAER work better within a structured, safe environment where their particular educational needs can be more easily met. For other classes, students proceed along a mainstream gridline but with written and verbal support given to these teachers by the Student Services team.

Key Elements of Teaching and Learning:

- Student centred learning.
- Scaffolding of tasks.
- Small class sizes which allow for group/individual educational plans.
- Assessment tasks set to individual students needs/demonstrated capabilities.
- Teaching/learning adjustments.
- Negotiated curriculum.
- Opportunity for individual learning styles – teaching/learning opportunities to reflect this diversity.
- Parent/family involvement.
- Improving social skills and values/building effective relationships.

Key Elements of Behaviour Management:

- Strong rapport built between student and teacher.
- Negotiated and simple classroom behaviour management plans.
- Positive behaviour modification plans.
- Close working relationship with student services.
- Conflict resolution and problem solving skills as an element of classroom tasks.
- Parent family involvement.
- Increasing school attendance through relationships.

The Centre of Resources Excellence (CoRE)

CoRE is a select entry program offered at Tom Price Senior High School for Years 9 and 10. It is a Science, Technology, Engineering, Arts and Math (STEAM) education model based in the resources industry, aimed at preparing today's young minds to power our future. All Year 7 and 8 students study science under a CoRE learning model.

CoRE is a unique student-centred program which supports both integrated and collaborative learning. Its aim is to develop curiosity whilst engaging students in the latest technology practices.

Early on in the program students become aware of the diverse array of potential career avenues they can pursue through tertiary education. These careers will be necessary to operate the resources industry. By 2025, 40% of the careers we are now familiar with will no longer exist and 75% of the new range of careers will require STEAM education. CoRE is well positioned to ensure that students have the opportunity to prepare themselves for this fast changing resource platform.

The program is well supported by industry links, professional associations and university faculties, allowing the latest research and development to permeate into the CoRE curriculum. Students will be working in relevant and authentic situations so they can experience first-hand how their CoRE/STEAM learning can apply to real world scenarios.

IMPORTANT DATES – 2024/2025

Payment of Voluntary Contributions and Charges can be made at Tom Price SHS Administration Office prior to the commencement of the school year. Secondary Assistance forms can be completed at this time.

**Campion book orders need to be completed by Friday 15th November 2024
(for free delivery to school)**

Opening Hours Prior to Commencement of School Year

Monday	27 nd January 2025	CLOSED
Tuesday	28 rd January 2025	CLOSED
Wednesday	29 th January 2025	CLOSED
Thursday	30th January 2025	10:00am to 2:45pm
Friday	31st January 2025	10:00am to 2:45pm
Monday	3rd February 2025	7.30am to 2:45pm
Tuesday	4th February 2025	7.30am to 2:45pm
Wednesday	5th February 2025	STUDENTS RETURN

Parents can purchase uniforms on the above dates from our Uniform Shop, which is located in the Tom Price SHS administration area. Payment can be made by credit card or direct debit.

Students return to school

Wednesday 5th February 2025

CONTRIBUTIONS AND CHARGES

The following information is provided in the hope of making the school charges and contributions structure clear for parents and caregivers. Tom Price SHS has directed our efforts towards keeping costs as low and as equitable as possible. The Tom Price SHS Board and Finance Committee have examined the contributions and charges structure in detail and approved the amounts shown in accordance with the Education Act.

The State Government through the Department of Education provides placement at educational facilities for all students who choose to attend public schools. The Department also pays for the wages of all teaching and non-teaching positions plus costs such as repairs, maintenance and utilities. Government does not provide for many goods and services which students use and it is reasonable for parents to meet these costs.

Where do contributions and charges go?

Some examples include ingredients in home economics, transport, photographic equipment and supplies, art materials, timber, metals, consumable tools, external instructors, sporting equipment, textbooks, etc.

How much can be charged?

For Years 7, 8, 9 and 10 the maximum contributions a school may charge is currently fixed at \$235, however **additional charges for optional school-based activities** above that figure can be requested for consumables and additional resources.

Who should pay?

Given that all students benefit from the pool of collected fees, it is fair to expect that all parents should pay the balance of contributions and charges. Parents of students who choose the more expensive option subjects need to consider the costs during the subject selection process. All would agree that it is unfair for those parents who meet their financial commitments to be seen to subsidise the education of those students whose parents do not pay their contributions and charges. This school is committed to an even-handed and responsible approach, and it is our expectation that all parents should make contributions towards their children's education.

A Compassionate View

This school is only too aware that the payment of school contributions and charges can be a financial burden for some families. Payment plans, deferred payments and credit card debits are all available to support parents experiencing difficulties. However, we do need to talk to you about this. Ignoring accounts and reminders is unhelpful to all parties. The school is also keen to assist parents in selecting options that they can afford. To this end subject charges will always be provided to parents prior to selection of subjects.

Collecting Contributions & Charges

- Tom Price SHS will take a positive approach to collecting contributions from parents/caregivers of students in Years 7 to 10. In particular, the school will highlight the benefits to students if all parents meet their contributions. With respect to charges for Years 7 to 12, the school will actively seek full payment of charges when appropriate.
- Tom Price SHS Board and the Finance Committee have endorsed and passed all subjects costs charged by the school. They are in full support of Tom Price SHS chasing up any outstanding debts owed by parents.

Tom Price SHS Board have endorsed the following actions:

- Regular statements will be sent home to parents
- Parents who refuse to communicate with the school and have made no effort to pay will be referred to our debt collection agency as permitted in the regulations.

PAYMENT OF CONTRIBUTIONS AND CHARGES

Tom Price SHS believes that the best way to provide quality education is through the provision of modern resources and equipment for students. Declining payments of contributions may result in a poorer standard of educational materials for your child.

As you are aware, the financial support provided to the school by parents as a contribution plays an important role in extending the resources available to your child adding value to their learning experiences.

Parents and carers are asked to start making financial plans now so that they are in a position to pay for Contributions and Charges prior to the end of Term One, 2025. Tom Price SHS is aware that the cost of contributions and charges can be a burden for some families, and it is possible to negotiate a payment plan. To arrange this, please contact Tom Price SHS Manager Corporate Services, on 9188 3650.

Payment Options

The school makes provision for the following payment options:

- Direct Deposit:
 - BSB: 036 182
 - Account No: 910 244
 - Reference: Student's full name and year (eg, John Smith Yr8)
- By completing the credit card information at the bottom of the Contributions & Charges Sheet and posting to Tom Price SHS
- By telephone, using credit card facilities on 9188 3650
- In person during office hours (Mon-Fri, 7.30 – 2.45)

Secondary Assistance Scheme

The Secondary Assistance Scheme is available to secondary students whose parent/caregiver holds a Centrelink Family Health Care Card, a Pensioner Concession Card or a Veteran's Affairs Pensioner Concession Card. The scheme is available to students up to and including the year in which they turn 18 years of age.

Applications are made by the parent or carer for students enrolled in Years 7 - 12. It is preferable that applications are made prior to the beginning of the school year or as early as possible in Term One. To discuss your application please make an appointment to speak to our Finance Officer to process your application. Application forms must be submitted prior to the end of first term.

- \$235 Education Program Allowance paid directly to the school
- \$115 Clothing Allowance paid directly to the parent/carer or the school, with the provision to use this towards school fees if not used for school clothing.

The Education Programs Allowance will be paid directly to the school and will be applied to voluntary contributions for Year 7 - 10. For Year 11 and 12 students in receipt of the allowance, the money will be applied towards their charges.

Contributions Years 7 - 10

Revenue collected from your contributions is used to help cover expenses for students in compulsory learning areas. Examples of these expenses are textbooks ranging in price from \$35 - \$50 each, physical education equipment, audio-visual equipment, graph paper and photocopied materials.

Charges

Extra cost optional courses outside the basic core program incur additional charges above the contribution of \$235. **Subjects such as Sports, Visual Art and Food**, attract charges for items such as consumable materials and venue hire. Charges relate to items that students consume over and above what is supplied by the Department of Education and Training. **Charges for extra cost optional courses require a 50% deposit to be paid prior to the end of 2024 with the remaining balance paid at the start of the school year to remain in the course.**

Booklists and Personal Items

Recommended personal and stationery items will be detailed on the Champion Booklist sheet. Items may be purchased from Champion (our preferred supplier) or parent/caregivers have the option of purchasing the required equipment independently. Parents may also pay Contributions & Charges for Years 7 & 8 by ticking the appropriate box on the Champion booklist.

OTHER OPTIONAL COSTS

Student Diary

Students are required to have a Tom Price SHS Student Diary. These will be issued to students at the start of the school year at a maximum cost of \$10.00. Parents are asked to encourage daily use of the diary. **Replacement Diaries are available from the Front Office at a cost of \$10.00.**

VOLUNTARY APPROVED REQUESTS

Chaplaincy Contributions

A levy of \$30.00 is requested to support the presence of a non-denominational chaplain who is an integral part of the school's Student Services program and is not an employee of the Department of Education. This position is solely funded by the community and your donations. ***(This contribution may be tax deductible).***

P & C Contributions

The P & C Association earnestly seeks your continued support through a contribution of \$20.00 per student. ***(This contribution may be tax deductible).***

OTHER COSTS

Smartrider Cards

Smartrider cards are issued to all new students. The Smartrider card is free; however, the cost of a replacement card is \$5.00.

Safety Glasses

It is a safety requirement that student have a pair of 'Approved Safety Glasses' for all Design and Technology classes. All Year 7 and Year 8 students participate in Design and Technology classes during the year and will need Safety Glasses. Students in Years 9 to 10 require safety glasses only if enrolled in Design and Technology classes.

Textbooks

Textbooks are often made available to students as class sets to minimise costs for parents/carers. Please be aware that a replacement cost will be charged if a textbook is lost or badly damaged.

Calculators

All students require a calculator for use in Mathematics:

Year 7 to Year 10: A scientific calculator is required – see Champion Booklist

Tom Price SHS Uniform

The Tom Price SHS Board has endorsed the wearing of Tom Price SHS uniform as compulsory for all students in Years 7 to 12.

Uniforms are available from the front office prior to the commencement of the school year on:

Monday	27 nd January 2025	CLOSED
Tuesday	28 rd January 2025	CLOSED
Wednesday	29 th January 2025	CLOSED
Thursday	30th January 2025	10:00am to 2:45pm
Friday	31st January 2025	10:00am to 2:45pm
Monday	3rd February 2025	7.30am to 2:45pm
Tuesday	4th February 2025	7.30am to 2:45pm
Wednesday	5th February 2025	STUDENTS RETURN

SELECTING SUBJECTS FOR 2025

YEARS 7 and 8

Students in Year 7 and 8 will be enrolled in compulsory classes and will be rotated through a variety of courses in The Arts, and Technology and Enterprise. **Students in Year 7 and 8 do not need to select subjects and will receive their timetable at the commencement of the new school year.** This means students in Years 7 and 8 have a fixed grid, giving them the opportunity to study in all Learning Areas*. Please carefully read the subject descriptions and the estimated charges information for 2025.

**This may vary for students in Specialist programs.*

YEARS 9 and 10

Students in Years 9 and 10 will receive a selection grid with this package from which to circle their selected elective subjects for 2025. These selection sheets must be signed by both the parent/carer and student and returned to the **FRONT OFFICE no later than Friday 13th September**

Class allocations will be based on date of receipt, once classes are filled, students may be asked to re-select. Should minimum numbers not be reached, and/or due to business requirements, some elective subjects may not run in 2025. In this instance, students will be asked to reselect their elective courses.

To secure a place in an extra cost education program, we require a 50% deposit being paid prior to the end of the 2024 school year.

YEAR 7 TO 10 COMPULSORY COURSE INFORMATION

All students in Years 7, 8, 9 and 10 will be required to enrol in compulsory courses each year. These compulsory courses include Mathematics, English, Science, Humanities and Social Sciences and Health and Physical Education. Descriptions of these subjects can be found below. These courses will become increasingly challenging as students move up the year levels. Contributions and charges for these courses will be detailed on an invoice, which will be posted to parents/carers after student subject selections are finalised.

COMPULSORY COURSE DESCRIPTIONS

MATHEMATICS

All students study the same course in Year 7-10. In Mathematics, students will learn to use ideas about number, space, measurement and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum. They will be assessed in the following areas: Number and Algebra, Statistics and Probability, Measurement and Geometry. Students aiming to complete University bound courses should be achieving a B grade average in the top pathway for Year 10.

Year 7 - 10	4 hours per week
Year 11 & 12	Mathematics – Preliminary Mathematics – Foundation Mathematics Essential – General Mathematics Application – ATAR Mathematics Methods – ATAR Mathematics Specialist – ATAR

ENGLISH

All students study the same courses in Year 7-10. In the English Learning Area, students learn about the English language; how it works and how to use it effectively. They develop an understanding of the way in which language operates as a social process and how to use language in a variety of forms and situations. They will be assessed in the following areas: Speaking and Listening, Reading and Viewing, and Writing.

It is recommended that students achieve a minimum B grade standard of English in Year 10, in order to be considered for ATAR units in Year 11.

Year 7 - 10	4 hours per week
Year 11 & 12	English – Preliminary English – Foundation English – General English – ATAR

SCIENCE

All students study the same courses in Year 7-10. In the Science Learning Area, students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life. They will be assessed in the following areas: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Students aiming to complete University bound courses should be achieving a B grade average in the top pathway for Year 10.

Science CoRE, The Centre of Resources Excellence

CoRE (Centre of Resources Excellence) is a select entry program offered at Tom Price Senior High School in Years 9 and 10. It is a Science, Technology, Engineering, Arts and Math (STEAM) education model based in the resources industry, aimed at preparing today's young minds to power our future. All Year 7 and 8 students study science under a CoRE learning model.

CoRE is a unique student-centred program which supports both integrated and collaborative learning. Its aim is to develop curiosity whilst engaging students in the latest technology practices.

Early on in the program students become aware of the diverse array of potential career avenues they can pursue through tertiary education. These careers will be necessary to operate the resources industry.. By 2025, 40% of the careers we are now familiar with will no longer exist and 75% of the new range of careers will require STEAM education. CoRE is well positioned to ensure that students have the opportunity to prepare themselves for this fast changing resource platform.

The program is well supported by industry links, professional associations and university faculties, allowing the latest research and development to permeate into the CoRE curriculum. Students will be working in relevant and authentic situations so they can experience first-hand how their CoRE/ STEAM learning can apply to real world scenarios.

Year 9 and 10 students will be required to attend compulsory excursions as part of their assessment program.

Year 7 & 8	4 hours per week CoRE – 4 Hours a week
Year 9 & 10	4 hours per week CoRE – 4 hours per week (Invitation Only) STEAM – 2 hours per week (Optional)
Year 11 & 12	Chemistry – General / ATAR Human Biological Sciences – General / ATAR Physics – General / ATAR Science in Practice - General

HUMANITIES AND SOCIAL SCIENCES (HASS)

All students study the same course in Year 7-10. The Humanities and Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment today and how they have done throughout history. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability. They will be assessed in the following areas: Geography, Civics and Citizenship, History, and Economics and business.

Students aiming to complete University bound courses should be achieving a B grade average in the top pathway for Year 10.

Year 7-10	4 hours per week
Year 11 & 12	Economics – General / ATAR Geography – General / ATAR Modern History – General / ATAR Politics and Law – General / ATAR

HEALTH AND PHYSICAL EDUCATION

Health Education

All students will complete Health Education lessons from Year 7-10 as part of the WA curriculum. Through Health Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing. They will be assessed in the following areas: Personal, social and community health.

Students aiming to complete University bound courses should be achieving a B grade average in the top pathway for Year 10.

Physical Education

All students study the same course in Year 7-10. Integral to Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. They will be assessed in the following areas: Moving our body, understanding movement and learning through movement.

Students aiming to complete University bound courses should be achieving a B grade average in the top pathway for Year 10.

Year 7 & 8	Health Education – 2 hour per week Physical Education – 2 hours per week
Year 9	Health Education – 2 hours per week Physical Education – 2 hours per week Outdoor Education – 2 hours per week (Optional) Specialised Sport – 2 hours per week (Optional) Physical Recreation - 2 hours per week (Optional) Basketball Program – 2 hours per week (Optional)
Year 10	Health Education – 1 hour per week Physical Education – 2 hours per week Outdoor Education – 2 hours per week (Optional) Physical Recreation - 2 hours per week (Optional) Introduction to Physical Education Studies – 2 hours per week (Optional) Basketball Program – 2 hours per week (Optional)
Year 11 & 12	Health Studies – General / ATAR Physical Education Studies – General Outdoor Education – General Certificate II – Sports and Recreation

Year 7 and Year 8 Course Information

The lower secondary school curriculum at Tom Price SHS provides students with a range of subjects that fit their needs and/or interests and in which they may ultimately specialise in Senior School.

All students in Year 7 & 8 will study a selection of compulsory and option courses across the learning areas.

YEAR 7 and 8 COURSE DESCRIPTIONS

THE ARTS

Drama

Students will be involved in improvisation, theatre-sports, techniques of basic acting, voice and movement, reading scripts, undertaking different theatre roles such as acting, directing etc. They will learn different forms/styles/conventions of drama, stagecraft, and examine some famous drama works. Students will finish Performing Arts with the opportunity for small class performance as well as the confidence to interact with their peers in a safe and inclusive environment.

Visual Art

Students will use elements of the visual arts: line, colour, texture, shape, space, light, form, and value. They will use design principles, which include balance, unity, contrast, pattern, emphasis, time, proportion, scale, movement, and rhythm. In working with these elements and principles, students will use skills in a variety of mediums including painting, printmaking, sculpture, ceramics, graphics and textiles, and apply traditional and new technologies. Students will research artists, use them as inspiration for artworks that they will design, develop, and create.

TECHNOLOGIES

Design Technologies – Materials and Technologies Specialisation (Metal and Wood)

Students will be introduced to tools and equipment to construct small items in both metal and wood. They will develop skills, which will allow them to begin making projects of their own design.

Design Technologies – Food Specialisation

In Food Specialisation, the focus is on the application of nutrition principles and knowledge about the characteristics and properties of food-to-food selection, preparation; and contemporary technology-related food issues. Students will learn to prepare a range of quick nutritious snacks and meals using equipment and products found in the modern home. It is encouraged that students bring their own containers to take their food home to reduce food and plastic wastage – containers will not be provided.

Digital Technology

Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability. In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions. The ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

YEAR 7 and 8 – 2025 COST OF EDUCATIONAL PROGRAMS

YEAR 7

Compulsory Courses	Cost per year
Mathematics	\$14.50
English	\$20.00
Science	\$24.00
HASS	\$20.00
Health Education	\$15.00
Physical Education	\$25.00
LOTE	\$15.00
Drama	\$6.50
Visual Art	\$23.00
Design Technology-Materials and Technologies Specialisation (Metal/Wood)	\$30.00
Design Technology-Food Specialisation	\$28.00
Digital Technology	\$14.00

YEAR 8

Compulsory Courses	Cost per year
Mathematics	\$14.50
English	\$20.00
Science	\$24.00
HASS	\$20.00
Health Education	\$15.00
LOTE	\$15.00
Physical Education	\$25.00
Drama	\$6.50
Visual Art	\$23.00
Design Technology-Materials and Technologies Specialisation (Metal/Wood)	\$29.00
Design Technology-Food Specialisation	\$29.00
Digital Technology	\$14.00

Year 7 and 8 Extra Costs Optional Components of Education Programs

Anticipated Excursions, Incursions and Competitions – 2025

As required by the Department of Education, we are informing parents and carers of the planned excursions, incursions, camps and competitions that may take place in 2025. The cost of each activity will not exceed the amount shown in the Additional Costs information sheet. There may be additional excursions that have no cost to the parents or carers. There may also be extra activities undertaken by your child that may not be listed below but may incur extra costs.

You will be contacted with the details closer to the activity date – do not send in any money for any of these activities at this stage.

YEAR 9 AND 10 COURSE INFORMATION

In addition to the compulsory courses for all students, Year 9 and 10 students will be able to choose from a selection of elective courses shown below. Students and their parent/carers are required to complete the elective selection sheet and return it Tom Price SHS Administration as soon as possible to indicate their first preferences for course selection.

THE ARTS

Drama

In this semester/ yearlong course students will collaborate to create performances that reflect their understanding of themselves, Australian society and the world, in a safe and inclusive environment. Drama students will work within dynamic frameworks of scripted performance and self-devised practice. They will work with costumes and props to enhance their performances and will also have the option to extend themselves through backstage roles such as lighting, sound, costume and basic special effects. This course creates a strong basis for those interested in Upper School Drama courses.

Visual Art

This semester long course is designed to suit students who enjoy working in all forms of art, including drawing, painting, ceramics, printmaking and textiles. Students are encouraged to think in imaginative, critical and reflective ways through the production and appreciation of Art in Australian society and the wider world. Students follow the design process and learn to apply critical feedback to improve their skills level while experimenting with a wide range of techniques.

HEALTH AND PHYSICAL EDUCATION

Outdoor Education

This course is designed to provide students with the skills, knowledge and attitudes for safe outdoor participation. Students take part in hiking, orienteering, mountain bike riding, survival skills, basic roping skills, leadership activities, camping skills, leadership and environmental awareness units. This course includes practical and theoretical sessions, including excursions where students are given the opportunity to gain experience and practice skills in local and coastal environments.

Please note, camps will incur an additional cost. These camps are compulsory as they contain practical assessment.

Prerequisites: Students will be required to attend expeditions and excursions as this forms part of the assessment. Students must like the outdoors and be willing to participate in this environment.

Physical Recreation

This course is designed to expose students to a range of activities to increase physical activity and participation. Students take part in theoretical and practical components in a wide variety of sports and games, that are outside of the standard PE curriculum. This course allows students to be physically active in activities available in the wider community and increase their knowledge of living a healthy lifestyle.

Please note: Extra charges may be applicable, based on the sports completed (eg, swimming pool entry, bowls / gym entry)

Year 9 Specialised Sport

This course covers sport in great detail. Students will get the opportunity to specialise in four sports throughout the year. The class is split into a theoretical and practical component. Throughout the course, students will be introduced to concepts such as functional anatomy, training techniques and coaching principles. This class is a great lead up to Introduction to Physical Education Studies in Year 10.

Year 9/10 Basketball Program

This course will allow students to participate in the sport of Basketball year-round and learn about specific components of the game. The students will be given the opportunity to upskill their technique within the sport, learn in depth about the rules of Basketball, participate in the Level 1 Umpiring Course, and learn about injury prevention, treatment and management that is specific to Basketball. This program will also allow for students to become involved with the community and potentially surrounding towns in the forms of competitions with organisations and other schools.

Please note: To be eligible for this program students will need to sign and uphold a contract that requires them to maintain a certain attendance, academic achievement, and behaviours. If this is not upheld by the students, they will no longer be eligible for the class, and returned to an alternative elective.

Year 10 - Introduction to Physical Education Studies

This course will allow students the opportunity to specialise in four sports throughout the year. Introduction to Physical Education Studies is a combination of practical and theoretical activities. It will also provide them with the opportunity to learn basic anatomy, physiology, sport psychology and is an ideal preparation for Physical Education Studies in Years 11 and 12.

TECHNOLOGIES

Design Technologies – Materials and Technologies Specialisation (Metal and Wood)

The Year 9 and 10 courses are predominantly practical in nature that focuses on the production of personal projects, helping students to develop and expand their skills and knowledge. Students will become familiar with a range of hand and power tools.

Students are given the opportunity to refine the skills of;

- marking, sawing, paring, planning, drilling, lathe work, and finishing
- metal joining and welding techniques

Students develop design and problem-solving techniques using these skills and adopt safe work practices.

The theory component of the course aims to develop freehand sketching and technical illustration skills, as well as manipulation of digital images and model building, with a strong focus on computer-assisted drawing (CAD).

This course will prepare students for the transition to Year 11 and 12 courses of study as well as Certificate II Engineering Pathways.

Students must have their own safety glasses.

Design Technology – Food Specialisation

Year 9

In Food Specialisation, students learn how to apply the principles of meal preparation to produce a variety of nutritionally balanced meals. They investigate the main nutrients in food, where they come from and the roles they play in ensuring good health. Students will journey around the world exploring a range of social and cultural impacts on the selection and preparation of food products in certain countries. It is encouraged that students bring their own containers to take their food home to reduce food and plastic wastage – plastic containers will not be provided.

Year 10

Students learn a wide variety of food preparation opportunities, for example producing meals using several methods of cookery and safe food handling practices. Students prepare meals for a variety of scenarios including dinner parties and café menus. Students work creatively with food and use technology to produce exciting dishes and meals to satisfy a variety of design criteria. It is encouraged that students bring their own containers to take their food home to reduce food and plastic wastage – containers will not be provided.

Automotive Small Engines (Year 10 Only)

Students will be given the opportunity to use the Trade Training Centre and inspect motors and engines. Students will rebuild, service and maintain six-cylinder engines and learn the workings of 2 and 4 stroke small engines. This course aims to prepare students for the transition to Year 11 and 12 courses of study and a career in the Trade Industry.

Year 10 Childcare

This course focuses on factors that influence early childhood development and the wellbeing of individuals, families and communities. We will cover contemporary Australian issues relating to families and communities at the state and national level. Students will have the opportunity to care for a simulated infant and discover practical techniques to use to care for infants and children. This class gives you a taste of what it is like to become a childcare professional and promoting positive early childhood development.

SCIENCE

STEAM

STEAM is a dynamic and innovative program for students in Years 9 to 10. The program is enriched by cutting-edge resources and unique learning opportunities to extend students beyond what is routinely offered in Science, Technology, Engineering and Mathematics classes in secondary schools.

Program Benefits

- Emphasis Hands on in Science, with projects involving robotics and motion-tracking technology
- Innovative use of Technology – designing and building specialised robots; coding, programming robotic arms; creating Virtual Reality, learning how to code for video games.
- Cutting-edge Engineering – rapid prototyping using 3D printing
- Deep Learning projects in Mathematics – student driven inquiry tasks that develop creativity, critical thinking and collaboration

VOCATIONAL EDUCATION AND TRAINING (VET) AND OTHER ENDORSED PROGRAMS

Tom Price SHS offers a variety of Vocational Education and Training (VET) Courses. These courses give students the opportunity to gain nationally recognised qualifications in a number of courses at Certificate II and Certificate III level. These courses assist students to gain State Training Provider (formerly TAFE) entry and also contribute towards student graduation.

All students are permitted to select one *standard VET* qualification to be completed over Year 10 to Year 12. All VET courses at Tom Price SHS can be chosen as *standard VET* qualifications. This means students successfully completing the course will gain unit equivalence which is counted towards their WACE attainment. They will also obtain the nationally recognised qualification.

A student who completes a Certificate II will achieve 2x Year 11 VET Equivalence Units and 2x Year 12 VET Equivalence Units.

A student who completes a Certificate III will achieve 2x Year 11 VET Equivalence Units and 4x Year 12 VET Equivalence Units.

Literacy and Numeracy Support:

All students enrolled in Certificate II qualifications will be monitored for progress and if students require additional support in literacy and numeracy and/or they do not meet Online Literacy and Numeracy Assessment (OLNA) requirements they may be re-counselled and given an alternate completion option for qualification attainment for their Year 12 studies.

Please note:

VET Courses are yet to be confirmed by our RTOs for 2025.

VET Course options are subject to VETis suitability, lecturer availability and student numbers.

AHC21020 Certificate II in Conservation and Ecosystem Management

This qualification provides the skills and knowledge required for work in a defined context and/or for further study in conservation and ecosystem management. Work would be carried out under general guidance and supervision. The qualification enables individuals to select and develop basic factual, technical and procedural knowledge in conservation and ecosystem management for Indigenous land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems.

Cost per Year: TBC*

AUR20720 Certificate II in Automotive Vocational Preparation

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This

qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

Cost per Year: TBC*

MEM20413 Certificate II in Engineering Pathways

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for delivery in learning institutions.

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld some metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Cost per Year: TBC*

Please note: this Certificate has limited places available. If needed, a selection process will be applied.

SHB20116 Certificate II in Retail Cosmetics

This two-year qualification provides the skills and knowledge for students wishing to work in the retail or cosmetics. This qualification provides participants with the skills needed to work as a retail sales assistant selling and demonstrating beauty and cosmetic products. During this course, participants will gain the skills and knowledge required to apply make-up products as well as hair styles for evening or special occasions. Participants will also learn how to consult with clients, analyse face and skin, and demonstrate how to apply make-up products to suit each individual client's needs or make-up brief.

Cost per Year: TBC*

CPC20120 Certificate II in Construction

Learn how to use power tools, read and understand plans as well as work with construction and building materials.

The qualification has core units of competency that are required in many Certificate III qualifications. The elective options are structured to allow choice from a range of units aligned at

Certificate III level and in total could provide meaningful credit in a construction industry Apprenticeship.

Cost per Year: TBC*

SIT20322 Certificate II in Hospitality

If you want to work your way up the hospitality ladder, then this course is a great place to start. This entry-level qualification provides basic operational hospitality skills and is suitable for someone new to the industry.

You will learn about food and beverage preparation, serving coffee and non-alcoholic beverages, interacting with customers and undertaking social and cultural sensitivity. You will also have the opportunity to specialise in a particular area of the hospitality industry, such as accommodation, administration, customer service, kitchen operations, computer operations, food and beverage, finance, gaming or inventory through your selection of elective units.

Cost per Year: TBC*

52845WA Certificate II in Autonomous Work Operations

The course is intended to provide participants with the underpinning knowledge and skills to work in an automated workplace. It is intended to equip current and prospective workers with the background skills and knowledge to demonstrate necessary awareness of what an autonomous workplace is, how it operates, what unique safety systems are present, how the human-machine interface operates and what, why and how data is used within such workplaces. It embraces an overview of the historical development of automation, an in-depth coverage of current automation and insight into some future extensions.

Cost per Year: TBC*

FSK20119 Certificate II in Skills for Work and Vocational Pathways

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

It is suitable for individuals who require:

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

Cost per Year: TBC*

AVI30419 Certificate III in Aviation (Remote Pilot)

Do you want to become a remote pilot of an aircraft? Technology has advanced to bring a new era of piloting that can improve the efficiency and safety of almost every industry you could wish to work in.

A drone is a robotic aircraft controlled remotely and drone piloting has become an in-demand skill that can open the door to many rapidly evolving fields. Gain skills for roles such as a Commercial Licensed Drone Pilot, which is integral to performing many important operations requiring an 'eye in the sky.' Drones can facilitate delivery of medical and food supplies to remote areas and assist in emergency situations such as bushfires or shark spotting and military support. The agricultural, mining, oil and gas industries use drones to for surveying and wildlife conservation, and drones also have high creative capability for photography for weddings and tourism.

Note: this is a professional qualification and not a recreational qualification; this course provides you with training to legally operate a remotely piloted aircraft. This qualification will also permit you to fly without many of the operating restrictions applied to recreational users.

Cost per Year: TBC*

CHC30121 Certificate III in Early Childhood Education and Care

Early Childhood Education and Care is an expanding industry for those with a genuine interest and passion in the care and education of young children up to the age of 5 years. The childcare industry is demanding higher qualifications and training from educators in this field to ensure consistently high standards of education and care for children placed in these services. This can be achieved by completing the Certificate III in Early Childhood Education and Care.

You'll learn how to interact and foster the development of the children while working within legal requirements and ensuring the children's health and safety are not at risk.

As part of this qualification, you will undertake a work placement where you will be able to apply the skills and knowledge you have learned.

You will work closely with children from different backgrounds and cultures and provide care and support for them in various childcare situations.

Cost per Year: TBC*

Barista Operation Skill Set

This nationally recognised skill set is for espresso machine operators who prepare and sell espresso coffee beverages in cafés, restaurants, clubs, and function and event venues. This theory and practical based course begins with food hygiene and safety and builds skills through customer services and transactions to students delivering the complete menu of espresso drinks. Students will learn, understand and put into practice the basics of espresso coffee and espresso machine operation. Also included are different coffee styles, coffee bean storage, grinder setting, adjustment and milk texturing and espresso machine cleaning. Students will also complete

nationally recognised units of competency in processing transactions, customer service and food hygiene and safety. This can form part of the Certificate II in Hospitality.

Cost per Year: \$400 (\$200 in consumables, \$200 for certification).

YEAR 9 and 10 - 2025

COST OF EDUCATIONAL PROGRAMS

YEAR 9

Compulsory Courses	Costs per Year
Mathematics	\$17.50
English	\$15.00
Science	\$23.00
HASS	\$20.00
Health Education	\$15.00
Physical Education	\$25.00

Electives	Costs per Semester
Drama	\$15.00
Visual Art	\$45.00
Outdoor Education	\$60.00
Physical Recreation	\$30.00
Specialised Sport	\$25.00
Basketball Program	\$55.00
STEAM	\$10.00
Design Technologies- Materials – Metal	\$100.00
Design Technologies- Materials – Wood	\$100.00
Design Technologies – Food Specialisation	\$120.00

YEAR 10

Compulsory Courses	Costs per Year
Mathematics	\$17.00
English	\$15.00
Science	\$23.00
HASS	\$20.00
Health Education	\$15.00
Physical Education	\$25.00

Electives	Costs per Semester
Childcare	\$30.00
Drama	\$15.00
Visual Art	\$45.00
Outdoor Education	\$60.00
Physical Recreation	\$30.00
Introduction to Physical Education Studies	\$30.00
Basketball Program	\$55.00
STEAM	\$10.00
Design Technologies- Materials – Metal	\$100.00
Design Technologies- Materials – Wood	\$100.00
Design Technologies - Food Specialisation	\$100.00
Automotive (Year 10 only)	\$80.00

***The cost for individual Certificate courses is yet to be confirmed. These courses will have a maximum cost of \$150 per year (with the exception of Barista Operations Skill Set), depending on their need for consumable items and the units to be completed as determined by the RTO.**

Year 9 and 10 Extra Costs Optional Components of Education Programs Anticipated Excursions, Incursions and Competitions – 2025

As required by the Department of Education, we are informing parents and carers of the planned excursions, incursions, camps and competitions that may take place in 2025. The cost of each activity will not exceed the amount shown in the Additional Costs Information Sheet. There may be additional excursions that have no cost to the parents or carers.

There may also be extra activities undertaken by your child that may not be listed below but may incur extra costs.

You will be contacted with the details closer to the activity date – do not send in any money for any of these activities at this stage.