Dear Students
Finally you have reached the last year of your school education. How do you feel? I hope
the adventure ahead for you will be rewarding and encouraging. I want you to know that we
at the College, are in full support of you and we will help you to make this year a special one
as we work towards your graduation. You will learn a great deal, be challenged and no doubt
grow closer as a group. I look forward to getting to know you better during the year and I look
forward to seeing you engage with all that you will need to make 2016 a successful year for
you. Each year I give the Year 12 graduating class a special verse. As I thought about you I
decided to give you the following words to consider...

With kindness and Courage!

This is the advice I would give you. In everything that you do to achieve your dreams and
within the relationships you will have along the way, let kindness and courage be important,
practical guides. Let your goals enthuse you to be pro-active, to have the courage to believe
in yourselves and in others… and be consistent. The memories you have of this year will last
you a lifetime. Work together, have the courage to face your challenges and be kind to each
other and your families. Remember that your families and your school are in support of you,
experiencing this eventful year with you. Remember that you are role models to our younger
students and be aware that we trust you with this position. When you need assistance,
advice or support, know that you belong to a College full of good staff, ready to help. May this
special year in which you will be graduating, be the start of many blessings for you. I offer
you my very best wishes.

God bless,

Dawn Clements
College Principal K-12

In Senior Secondary School, students, parents and teachers have a shared vision: that students realise their academic potential and achieve their highest possible set of grades to allow them to gain entry to the university course, TAFE course or work placement of their choice. It is, therefore, vitally important that all three stakeholders work in partnership. The purpose of this booklet is to outline how we can achieve this together.
# Year 12 Information Booklet 2016

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Dear Year 12 students

As you enter Year 12, I would like to encourage you to make a decision to be the best that you can be during this, your final year at the College. Don’t be daunted by the thought of the challenges that lie ahead but consider each task to be an opportunity to share the knowledge that you have. You are surrounded by a caring and helpful team of teachers and support staff who will make every effort to assist you to get the most out of this year.

I want to reassure you too that you should not feel under pressure to know exactly what it is that you should be doing once you finish school. You may not necessarily know exactly what it is that you want to do going forward yet, but your goal should be to ensure that you keep your opportunities open by striving to achieve the best grades of which you are capable. You are part of a strong and committed year group and I encourage you to make the most of this strength.

Do not be afraid to share your ideas in class discussions, or over coffee with friends. The best ideas are the ones that you test in conversation before you put them on paper in an examination, assessment or essay context. The Year 12 groups that do well are the ones who stick together and if necessary, study together throughout the year - Year 12 students at our College have a proud tradition of taking over the Joondalup Library for study during exam times. You owe it to everyone in your cohort to attempt to do well in all your courses. Remember, for those of you who have an ATAR generating course selection that a course that you may not be counting on may be in another student’s top four. If you personally take the responsibility to do your very best in your subjects you will benefit academically and so will all your peers in the same courses of study.

The most important advice that I can give you this year is to maintain a balanced perspective. Yes, this is a year to be focused and to put your best effort into your study, but remember also to have fun. Exercise, go out with friends and make sure that you maintain a healthy diet. We would like this to be a wonderful year for you. As you set out on your Year 12 journey, remember that “every accomplishment starts with a decision to try” but also that “if you keep doing the same thing you will keep on getting the same results”.

Make this year fantastic!

All the best
Mrs Houghton

We are here to help

Dean of Studies
Mrs Houghton counsels all Year 12 students, monitors their academic performance and identifies those who are experiencing difficulties over a number of courses and/or are at risk of not graduating. Mrs Houghton oversees Year 12 assemblies in conjunction with Mrs Cooke, as well as any special programs and events pertinent to the Year 12 cohort. Please make an appointment to see Mrs Houghton if you have any special examination provisions. Mrs Houghton also provides parents and students with information from the School Curriculum and Standards Authority, TISC, universities and Technical and Further Education (TAFE).
Dean of Students
Mrs Del Frate, Dean of students, has responsibility for ensuring that the highest standard of pastoral care is offered to students and their families in their final year at the College. Mrs Del Frate, in liaison with the respective Head of House, is available to support students and families experiencing emotional anxiety distress, trauma, injury or illness. The Dean of Students encourages high levels of morale, goodwill and cohesion among students and ensures the highest standards of conduct and appearance are maintained.

Secondary Curriculum Manager
Mrs Eyre assists Mrs Houghton with Year 12 course changes and monitoring of academic progress and is available for subject selection and tertiary entrance advice. Mrs Eyre will be working with Mrs Houghton and Mrs Cooke organising events and assemblies relating to Year 12 students. Mrs Eyre is available for any matters relating to teaching and learning in the College and, with Mrs Houghton, to assist with queries regarding the curriculum and learning at LJBC.

Year 11/12 Mentor
Mrs Cooke is the Mentor for Year 11 and 12 students. Mrs Cooke is located in the Curriculum Office and the Humanities Office and can be approached for study skills support, assistance with planning and all matters Academic. Mrs Cooke will also be happy to help with anything that is impacting on your ability to study and if she does not have the answers will be able to point you in the right direction. Mrs Cooke will meet Year 12 students during the year to offer support and check on academic progress whilst continuing to monitor individual Course results. Mrs Cooke will run Year 12 Assemblies in conjunction with Mrs Houghton and will also be present at many of the Year 12 events during the year. As your Year 12 Mentor, Mrs Cooke has your best interests at heart and will work closely with your Head of House to ensure that you have a fantastic year!

Dean of Administration
Mr Downsborough, will manage all the examinations that Year 12 students will sit at the College, including the School Curriculum and Standards Authority WACE examinations in November. He also oversees the mid-year College examinations and the Trial Examinations in the Term 3 holidays and during the first week of Term 4. If you have any questions regarding examination schedules or the courses being examined at the College, please contact Mr Downsborough.

Head of Career Education
As the Head of Career Education, Mr Smith maintains and ensures appropriate dissemination of career related information. He assists students and parents with Senior Secondary course selection, provides information on post school options, and organises university and TAFE information evenings at the College. Mr Smith is the College Coordinator for the Vocational Education Training (VET) and can be contacted with any queries regarding these courses. In his role as the CareerLink Coordinator, Mr Smith liaises with parents regarding the progress of students participating in the On the Job Training Course. As the Workplace Learning (WPL) Coordinator he is responsible for monitoring the progress of Year 12 WPL students. Mr Smith also oversees work experience and gives students information regarding part time employment. Mr Smith is also available for assistance and advice regarding the requirements for Portfolio entry into Edith Cowan University as well as all other alternative pathway entry enquiries.
Connect Group teachers
The Connect Group teachers address specific issues that pertain to this very important year. They also ensure that all information specific to Year 12 is communicated.

Course teachers
Course teachers are specialists in their particular areas and are the first point of contact for any course specific questions and concerns. Likewise, teachers will make contact with families if they have concerns over a student’s progress in their course. Teachers will also contact parents if students do not submit an assignment or demonstrate limited achievement in an assessment. Course teachers are available outside normal class times to assist students. Many are Year 12 examination markers, moderators and sit on various panels convened by the School Curriculum and Standards Authority. All teachers are members of professional associations and keep up-to-date with changes in teaching and learning.

Heads of Learning Area/Department
Heads of Learning Area/Department (HoLA, HoD) are experienced and highly qualified classroom practitioners. Should you raise an academic concern with a course teacher and the issue cannot be resolved, please contact the relevant HoLA for further clarification. The Heads of Learning Area/Department also take a particular interest in the academic progress and emotional wellbeing of Year 12 students.
Heads of House
The Heads of House (HoH) deal primarily with pastoral care, offering pastoral support, and ensuring that discipline and uniform standards are met. They also support teachers in maintaining a classroom climate that is appropriate for learning.

If students are unwell or finding it difficult to cope, the Head of House will liaise with the Dean of Studies and Heads of Learning Areas and teachers, as appropriate. If there are factors, in or out of school, that are negatively affecting a student’s wellbeing or school work, the Heads of House are available to assist.

The Heads of House provide additional support by issuing permission for Year 12 students to drive a car and/or scooter to and from the College. If you have queries relating to parking please refer these to your Head of House. If you have queries relating to the Class Jacket please refer these to Mrs Hebiton, Head of House – Cumberland.

Chaplains
Mr Harris and Mrs da Silva the Secondary College Chaplains provide spiritual support and prayer throughout the year. The Chaplains and the staff of the College will challenge students to contemplate the spiritual issues of life, and will encourage them to develop their own system of beliefs and values.

Secondary Co-curricular Coordinator
Mr Rice is the person to see if you have any issues relating to the College Co-curricular program.

Other College Resources
Library
The Teacher Librarians can assist Year 12 students in tackling research based assignments. In particular, assistance can be given with the following:
- Defining the topic by identifying keywords and constructing concept maps or mindmaps.
- Formulating focus questions to guide research.
- Finding sources that are relevant to the research task and this includes:
  - How to use the online library catalogue
  - How to access newspaper and magazine articles in print and online
  - How to access subscribed online databases
  - How to carry out Boolean searching with online databases
  - How to locate information within a resource by using skimming and scanning techniques
- Organising information from a number of sources using note making techniques and organisers
- Creating a product which effectively communicates the information required
- Citing sources correctly to write a bibliography
Learning Area Clubs
Most Learning Areas offer after school clubs which provide an opportunity for Year 12 students to receive extra tuition. Generally these clubs run from 3.30 to 4.30pm. Details will be published in the College Newsletter and promoted in Student Notices early in the term. The College recommends the use of these services. Students can also arrange to meet individual teachers at a mutually convenient time to go through class work or assessments.

Year 12 Assemblies
Year 12 Assemblies are held on a semi-regular basis to address Year 12 specific issues as they arise during the year. The assemblies are also addressed by a range of guest speakers, including representatives from universities and TAFE, past students and motivational speakers. It is very important to ensure that if you miss one of these assemblies due to illness or external academic commitments, you take the time to find out what information was disseminated during the meeting.

Western Australian Certificate of Education (WACE): Keeping things in perspective

The WACE is a two year course that begins in Year 11. It is important to remember that your Year 11 marks and grades count towards your graduation.

For students taking ATAR courses the WACE culminates in the WACE examinations, which are external examinations that take place each year in Western Australia. Often, for those directly involved, examinations can become a great focus of attention. It is important for both students and parents to have a realistic approach to the demands which this examination year can place on students.

Mid-year and trial examinations are held by the College to give students a guide to how they may perform in the final external examination. These internal examination marks carry a different weight in each course, but this mark is significant in a student’s final result in their WACE.

While the WACE can be seen as a gateway to future education and career prospects, it is important to remember that there are a number of possible pathways to achieve one’s aspirations.

Like a marathon run, work for the WACE should ideally be done at a steady pace. This is not always easy because of assessment task periods, practical work and the general demands of courses; however, regular homework and study habits are helpful, and breaks from the demands of work are essential. Every Year 12 student should have begun their study program by now no matter which courses you are enrolled in.

It is important for students to set goals, but it is equally important to be realistic about these targets. Parents, please encourage your child to work to achieve his or her own potential. Unhealthy anxieties can stem from expectations to achieve as well as, or better than friends, siblings or the children of parents’ friends.

Monitoring Student Progress
It is often difficult for parents to know how well their student is performing at school; however, there are a number of ways parents can monitor student progress. For every course in which they are enrolled, the student will be provided with a course outline, an assessment outline and a copy of the course syllabus document. The names of these may vary slightly between courses. The information
that these documents contain is useful to parents, indicating when assessments are due, and what results the student has attained. These documents can also be found on SEQTA Learn – the College Learning Platform. If a student ‘fails’ an assessment for a WACE course or their grade has dropped, the teacher is required to notify parents. This may be by email, letter, phone call, or a note in the Student Organiser. Students should also organise their homework by making appropriate use of their College Organiser and SEQTA Learn. Students should have started their study program in all of their courses by now.

Should parents have concerns about a student’s academic progress in a particular course, they are welcome to contact the classroom teacher; however, if you have concerns regarding a range of courses, please contact Mrs Houghton.

To repeat, each Year 12 student should have a study plan detailing the homework and assessments for the week ahead and a planner for the academic year showing when all of their assessments are due. It is a good idea for parents and students to discuss the student’s study schedule and then everyone will know when students are taking a well-earned break! This plan should be implemented from the start of Term 1 and every student should begin to create a bank of study notes for each course from day one!

**Homework and Study – How Much?**

Homework and study are not the same thing. Homework consists of activities set by teachers which allow students to practice, revise and apply skills that they have learned at school. Study is where students practice, revise and apply the skills they have learned at school over a period of time, usually culminating in a test or examination. Study is in addition to homework. The amount of homework and study will vary and depend on the range of subjects being studied and the time of the academic year. As a rule of thumb students should be doing a **minimum of three hours study per week, per course**. Study at the College is supported through compulsory attendance at all Elevate Studies Skills Seminars and the various Year 12 Assemblies held during the year.

**Work, Sport, Social Life and Study**

It is important that students live a balanced life during Year 12 and there can be a place for work, sport, a social life and study; however, everything must be kept in perspective. For the vast majority of students, study should come first and everything else should fit in around it. There seems to be a temptation for Year 12s to do part-time work (an excessive number of hours) and to work on a number of school nights during the week. The College recommends students work no more than 10 hours per week and preferably not on school nights.

There is also the temptation to focus on the College Ball, Valedictory Events and Leavers. While these events are seen by some students as a ‘rite-of-passage’, they should be seen as rewards for all the hard work being put in at school.

Physical activity is an excellent way to manage stress. As with work and social life, the number of hours dedicated to physical activity should also be kept in perspective. Of course this may not apply to the elite sports people among us.

**Sickness**

Often students attend school and sit assessments when they are ill. The College requests that students stay home if they are unwell; firstly, because the student’s condition may deteriorate further and require more time away from school, secondly, because they may infect other students and staff, and finally, in the case of assessments, students are unlikely to perform at their best if they are sick.
Absent for Assessments

If a student is absent from school on the due date of an assessment, the College requires a note from the parents explaining the absence and a medical certificate if the student was ill. This is in addition to a regular absentee note. A medical certificate and a more detailed explanation will be required from students who are regularly absent for assessments. Please see the College Assessment Policy and the absence and holiday policies published in the Student Organiser for more detailed information regarding student absence.

Students who miss an assessment will generally be required to write the missed assessment either on the day they return to school or during the assessment catch up class run after school each Wednesday by Mrs Houghton and Mrs Eyre.

Please note that it is a WACE requirement that students complete all assessments in a course unit otherwise the unit is considered by the School Curriculum and Standards Authority to be unfinished.

Helping Yourself - Getting the Most out of Classes

Adapted from *Treading Water While the Sharks are Circling* (Dr Jim Elliot, Curtin University).

Often the most under-utilised resources at the College are the course lessons. Here are a number of tips on how students can get the most out of their lessons:

**Bring your technology**
Many of you will own and/or use laptops, tablets and the like at home to help you manage your workload at school, and on which you complete much of your work. We invite and encourage you to bring to school these devices in order to utilise this technology in the classroom. In class and at the College you will have access to the College’s network and to the College Learning Platform. Your use of this device falls under the same rules and expectations as outlined in the Student Code of Conduct for Learning Technologies and as agreed upon in the 2016 LT Secondary Account Application.

If you have any queries relating to the use of laptops or mobile devices other than mobile phones on the campus please contact Mr van Aswegen, the Secondary Learning Technologies Manager. Mr van Aswegen can be located upstairs in the Technology and Enterprise Building.

**Get to class on time**
Lots of little housekeeping matters are often dealt with at the beginning of class. These might include handouts and important class dates such as assessment due dates, or items that might appear in an upcoming test. If you are consistently late you will miss these little pearls of wisdom.

**Go to all the classes**
Unless you are ill, you need to attend every lesson of every day. It is a good idea to have a study buddy in each of your classes whose notes you can borrow and who can collect handouts on your behalf. If you are going to be away for an extended time due to illness, contact your Head of House or the Dean of Studies.

**Where you sit counts**
There are some places in certain rooms that make it hard for you to pay attention thoroughly.
Avoid sitting with your friends if you cannot help but talk to them. Some spots in a room have poor visibility or make it hard to hear. The best spot is near the front where you have the clearest view and are able to hear clearly. Selecting a good place to sit maximises your chances of getting the most out of your class time.

**How you sit counts**

All that stuff your primary school teacher told you about sitting up straight and facing the front was true. Seriously, if you behave in an alert manner, you will probably be alert. This means really basic things that lots of students do not do; like have your pen poised and paper at the ready. It is a big help to watch the teacher – this helps you avoid distractions; adopt an upright posture.

**Be prepared**

Being prepared means having the necessary equipment. This includes textbooks, calculators, writing materials and paper.

**Pre-read your work**

Knowing something about the concepts or content matter before you begin a lesson will make it easier for you to follow what is being taught in the lesson. You will feel confident and more in control of everything that is being said and better equipped to ask key questions to clarify ideas.

It is highly recommended that students pre-read either from a reading list or from the set textbooks before coming to class. It is also helpful to research the topic online in advance.

**Engage your mind**

People learn much more when they are actively involved. If there is an opportunity to actively participate, then do so. One way of tuning in is to decide that you will ask a question about something in the lesson. You might not even bother asking a question in the end – but listening with the intention of doing so will help you pay attention.

**Watch for signals**

Teachers use different signals to communicate the importance of the material they are presenting:

- If it’s important enough to write on the board it’s probably important
- Keep an ear out for lists
- Watch out for formal definitions
- Pay attention for phrases that indicate importance
  eg a basic idea is … the chief causes are…. A notable feature is …

Verbal clues will help: some teachers will slow down or raise their voice, or in some way adopt a different tone when they are saying something that they consider very important. If anything is repeated deliberately, then it is probably quite significant.

**Take down examples**

Write down – clearly – any examples given in class.

**Review afterwards**

It is a good idea to quickly go over a class topic as soon as possible to reinforce what it is about. Things get into your memory much more easily if they are checked over soon after the original presentation. There will probably be some formal follow-up in your study later. It helps to go over the material asking yourself three pretty easy questions:
1. What was this lesson about?
2. Where does it fit into what we have been doing?
3. Are there any bits that are not clear to me?

A key tip that comes from highly successful Year 12 students is to go over your course concepts making sure that you understand everything. Do not be content with a simple glossing over of content.

Year 12 and Beyond – The Big Picture

Summary of WACE achievement requirements

General requirements
Students must:
• demonstrate a minimum standard of literacy and a minimum standard of numeracy
• complete a minimum of 20 units or equivalents as described below
• complete at least four Year 12 ATAR courses or complete* a Certificate II (or higher) VET qualification. Note: the partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see Section 4). *Note: In the context of VET in the WACE, the term ‘complete’ requires that a student has been deemed competent in all units that make up a full qualification.

Breadth and depth
Students must:
• complete a minimum of 20 units or the equivalent. This requirement must include at least:
  • a minimum of ten Year 12 units or the equivalent or two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course
  • one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).
Achievement standard Students must achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence
Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

For VET qualifications:
• a Certificate I is equivalent to two Year 11 units
• a Certificate II is equivalent to two Year 11 and two Year 12 units
• a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
• a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion is met).
For endorsed programs, unit equivalence is identified on the Authority’s approved list of endorsed programs.
University entry
To be considered for university admission as a school leaver applicant normally you must:
Meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by
the School Curriculum and Standards Authority, and achieve competence in English as prescribed
by the individual universities (please note that some universities have a higher requirement for
English Competence than that required to achieve a WACE ie a scaled score of 50 in the English
ATAR Course) and obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to
a particular university and/or course (Edith Cowan University and Notre Dame University may not
require a ATAR for some pathways), and satisfy prerequisites or special requirements for entry to
particular courses.

Portfolio Pathway to ECU and the University Preparation Course
at ECU
In addition to the requirements outlined above, Edith Cowan
University (ECU) offers an additional pathway for entry by school
leavers. Students will need to satisfy the ECU competence in English
requirement, as outlined below, and achieve a certain number of
points determined by their school assessed results for all subjects
in their WACE courses. Applications will be partially assessed prior
to release of final results based on experience and results achieved
to date. Please note that students who intend to apply for the Portfolio or University Preparation
pathway generally need to be taking ATAR courses or completing a Certificate IV.

Please speak to Mrs Houghton or Mr Smith if you are considering Portfolio entry to ECU.

Competence in English
For university admission purposes, usually you demonstrate competence in English by achieving
prescribed performance in a WACE English Course, although for some Universities the English
competence requirement is higher than the WACE English Competence requirement. Most
Universities require students to achieve a scaled score of 50 (‘C’ grade) in ATAR English or ATAR
English Literature.

Calculation of the Tertiary Entrance Aggregate (TEA) and the Australian Tertiary Admissions
Rank (ATAR)
The Tertiary Entrance Aggregate (TEA) is the total score derived from a mark from the best four
results that a student achieves in their WACE. As long as a student has achieved a ‘C’ grade for
English or Literature, this mark does not have to be one of the four best marks. For each WACE
Course, a mark is derived through a 50:50 combination of the external examination result (Scaled
score) and the school assessment (moderated to give comparability between schools). This total
score is then divided by four to reach the Australian Tertiary Admissions Rank (ATAR).

The ATAR is the basis of admission to most university courses. You are ranked in order of merit
based on your ATAR. The University of Notre Dame Australia does not rely solely on an ATAR
when determining a student's suitability for a course of study. The ATAR will be used across
Australia in 2016 and will therefore give students access to all Australian Universities.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other Western
Australian students of Year 12 school leaving age and takes into account the number of students
with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 leaving age
in the population of this state. An ATAR of 75 indicates that you have an overall rating equal to or
better than 75% of the Year 12 school leaving population in Western Australia. Once you have an
ATAR you are able to apply to Universities in any state or territory in Australia.
To summarise:
The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding the best four scaled scores in Courses, providing that for school candidates, at least two different units of the Course have been completed.

More detailed information on the TEA and ATAR can be found at: http://www.tisc.edu.au/

Prerequisites and desirable WACE courses for particular courses at universities
For entry into any particular course at a university or college, a student must satisfy the necessary conditions for Tertiary Entry, as well as achieve the required minimum ATAR. To be considered for admission to a number of courses it is also necessary to have studied specific WACE courses; these are known as prerequisites. The results in prerequisite subjects may be taken into account in the selection process, especially in courses with competitive entry. The universities will also list desirable WACE courses for particular courses at university. Whilst these WACE courses are not required for entry to the program at university, and student enrolment offices at the university will tell you that they are not required, successful completion of these WACE courses at Year 12 will enhance your chance of gaining entry to the course at university.

Recent changes to the selection procedures for some courses have reduced reliance upon the ATAR and incorporated a structured interview component. An example of this is the Faculty of Medicine and Dentistry at UWA which now uses an academic threshold, a written selection test (UMAT) and a structured interview. If you are interested in medicine at UWA, please see Mrs Houghton to discuss the new requirements for course entry.

Each year the universities and colleges produce a prospectus which describes courses offered, their duration, the estimated ATAR for entry and the required prerequisite courses and desirable courses. Please note that to satisfy a prerequisite, students must achieve a scaled mark of 50 or greater. This information can also be found on the TISC website.

TAFE Entry
Polytechnic/TAFE has recently changed many of its courses in order to bring them into line with the Australian Qualifications Framework (AQF) which establishes standard titles and levels for courses across Australia.

Under AQF the awards are:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

Certificates I to IV may vary in length and represent an increasing degree of skill levels from I to IV. Students leaving school before completing Year 12 are eligible to apply for these. Diploma and Advanced Diploma courses are at higher levels and normally require the WACE and satisfactory completion of Year 12 to be competitive applicants.

To get into TAFEWA you need to meet the entrance requirements for your chosen course. For a number of courses, you will also need to address selection criteria. Courses that require selection criteria to be addressed will clearly indicate this below the entrance requirement information.

Entrance requirements are the lowest level of school results you need to be allowed into a full-
time course at TAFEWA. Entrance requirements will be either: a lower level qualification, for example, to enroll in a Certificate IV in Disability Work you need a Certificate III in Disability Work or Communication and Maths skills. For further information regarding entrance requirements make an appointment to see Mr Smith.

Selection criteria are academic and other criteria, which are used to score eligible applicants competing for entry into a course where there are more applications than places available for a course. Examples could include:

- work experience;
- industry involvement;
- current and previous employment

If the course you are applying for asks you to address the selection criteria you will need to submit more documents. You can score points for:

**Qualification pathway** (maximum score = 29)
This includes any qualification completed/not completed, as listed in the qualification pathway of the selection criteria.

**Work experience/employment** (maximum score = 29)
This includes any employment or workplace experience that you have had as listed below under the work experience and employment sector. Note: you must provide copies of either a reference, pay slip or group certificate/summary. CVs and phone references are not accepted.

**Education/skills development** (maximum score = 42)
This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past in either the work experience and employment sector. Note: you must provide copies of either a reference, pay slip or group certificate/summary. CVs and phone references are not accepted.

**Useful websites**

- *Curtin University of Technology* [www.curtin.edu.au](http://www.curtin.edu.au)
- *Edith Cowan University* [www.ecu.edu.au](http://www.ecu.edu.au)
- *Murdoch University* [www.murdoch.wa.edu.au](http://www.murdoch.wa.edu.au)
- *University of Notre Dame* [www.nd.edu.au](http://www.nd.edu.au)
- *University of Western Australia* [www.uwa.edu.au](http://www.uwa.edu.au)
- *Tertiary Institutions Service Centre* [www.tisc.edu.au](http://www.tisc.edu.au)
- *School Curriculum and Standards Authority* [www.curriculum.wa.edu.au/](http://www.curriculum.wa.edu.au/)
- *Tertiary Institutions Service Centre* [www.tisc.edu.au](http://www.tisc.edu.au)
IMPORTANT DATES

Externally Set Tasks (All General Courses)
Week 4, Term 2 TBA

Semester 1 Examinations (ATAR Courses)
Tuesday 7 June to Friday 17 June 2016 (May be subject to change)

Practical WACE Examinations
Saturday 24 September to Sunday 1 October, 2016

Trial WACE Examinations
Monday 3 October to Wednesday 12 October 2016

Please note that the Trial WACE Examinations commence during the second week of the October holidays

Valedictory Day
Tuesday 18 October 2016

Written WACE Examinations commence (ATAR Courses only)
Tuesday 1 November 2016

Students will need to consult their School Curriculum and Standards Authority Examination Timetable closely to determine when the last day of their examinations will be.

College Graduation Evening
Friday 9 December 2016
Notes