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Year 11 Senior School HANDBOOK



DENMARK
SENIOR HIGH
SCHOOL

Strive to Achieve

Our Context

Denmark Senior High School is located in the Shire of Denmark within the Great Southern region of Western Australia and near the banks of the Denmark River. Built on its current site in 2000, the school is set on 19 hectares of land one kilometre east of the town centre. The school provides a comprehensive Year 7 to Year 12 secondary school education.

Our partnering primary schools include Denmark Primary School, Walpole Primary School and three non-government primary schools. Golden Hill Steiner School and Kwoorabup Nature School are both located in Denmark, and Woodbury Boston Primary School is located in Torbay Hill.

At the commencement of the 2022 school year, our student population sat at 459 students. Approximately 5% of our students identify as Aboriginal and Denmark SHS is a Follow the Dream school. We employ 38.2 FTE in teaching and 15.8 FTE in support staff. The school boasts a suitable blend of long-serving employees and new appointees, with eleven new staff commencing in 2021 and a further eight in 2022.

With an ICSEA of 1042 (Decile 3), the school has established a strong academic history with NAPLAN achievement demonstrating high achievement and high progress over consecutive years. Senior schooling pathways include a range of ATAR and General courses complemented by a suite of VET Certificates, often personalised to suit individual student needs. Western Australian Certificate of Education (WACE) completion rates are high with a vast majority of students transitioning

successfully to further education and/or employment. A recent trend of increased school based traineeships and apprenticeships has provided quality pathways for those individual students. We ranked equal 31st in the top 50 schools in WA last year.

Denmark Senior High School embraces the local natural environment along with the community arts and sporting culture. A number of outdoor education programs are offered to enable students to experience authentic learning in the range of natural environs close to our doorstep. The school's successful Arts programs are highly regarded by the community. The annual drama production is a well anticipated feature on the local community calendar. A wide variety of show-casing opportunities are also embraced by our music and visual art students. The school also has an Approved Specialist Program—Basketball with school teams successfully competing in regional, state and national competitions.

We value the many effective partnerships that exist in our tight-knit community. Our proactive School Board provides the necessary balance of support and accountability to underpin our continual improvement journey. Similarly, the school's P&C plays a pivotal role in supporting the school, providing a full-service canteen and actively contributing, both financially and in-kind to key initiatives. Of greatest import is the quality of the student and teacher relationships which foster the sense of inclusion, belonging and care that is the hallmark of Denmark Senior High School.



School Contacts



ADMINISTRATION

Principal	Mrs Kath Ward	
Deputy Principal's	Senior School Year 10 – 12	Lower School Year 7 - 9
	Miss Amy Palmer	Mr Wayne Austin

LEARNING AREA CONTACTS

English and Humanities & Social Sciences, Languages	Mr David Beckwith
Mathematics and Science	Mr Darren Jacques
Practicals - (Health & Physical Education & Technologies)	Mrs Kelly Judd
The Arts, Media and Vocational Education	Mr Gavin Palmer
Student Wellbeing	Mr David Brown

SPECIALIST PROGRAM CONTACTS

Basketball Extension Program	Mr Ken Davies/Mr Lindsay Stirling/Mr David Schober
Building & the Trades	Mr Patrick McConigley/Mr Cameron Warburton
Drama	Mrs Debra Edmondson
Gifted and Talented	Mr Wayne Austin
Food Science	Ms Jodie Pollard
Music	Ms Nola Formentin
Physical Education	Mr Dylan Judd/Mrs Kelly Judd/Mr Ken Davies/Mr David Schober
SES Cadets, Business & Information Technologies	Mr Robert Jones
Visual Arts	Ms Emily Gummer
Learning Support Coordinator	Mrs Melissa Palmer

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Senior School Information

Introduction

Studying at the senior level means that students are expected to take greater responsibility for their learning and their decisions. Much information is provided to help students decide which courses to study in Years 11 and 12. The options are many and the need for discussions with parents, teachers, counsellors and others is very important. Students and parents are advised to make themselves familiar with all the information available to them in order to make informed decisions.

Parents are an integral part of this process as they provide the biggest single influence in a student's choice of direction. Students will be looking for guidance and support in making informed choices and parents are asked to be active participants during the transition into senior schooling.

Individual Enrolment Appointments

Individual appointments will be made for all students and parents with a senior school course counsellor. Students should bring their Course Selection Package which should indicate the courses they would like to study. Any questions can be answered and suggestions offered during these appointments if students are not sure what they would like to select.

In the majority of cases students will be able to study their preferred courses, however, on occasion if a student has chosen a course that is not viable due to numbers, they will be contacted to discuss an alternative choice. Detailed descriptions of all proposed course offerings are contained in the Year 11 Course Descriptors Handbook contained in the course selection package.

Changing Courses

When a student selects a program of study, they are committing to the course for the duration of the program.

If a student realises that they are not in an appropriate course (e.g. too difficult or too easy), it is recommended that the student immediately arranges to meet with the Year Coordinator or Deputy Principal. Any student who changes a course after the commencement of the course must catch up on any work missed in the new course selected. There is limited opportunity to make a course change (generally needs to be completed within the first two weeks of the semester) which is why the initial counselling process is so important. Parents and students must be aware that there are cut off dates in place for changes in place set by the School Curriculum and Standards Authority.

Homework and Study

Before students decide on which type of pathway to study, they need to consider the type of commitment they are able to give outside of school hours. Students studying ATAR pathway courses need to do a minimum of 3 hours' study per course per week. This means a student studying 5 ATAR courses needs to commit to a minimum of 15 hours of homework and/or study each week.

Students studying General pathway courses need to complete a minimum of 1 hour of homework and/or study per course each week. This means that 6 general pathway courses require 6 hours of homework and/or study each week.

Homework does not only consist of the work given by the classroom teacher but should also be made up of self-directed study and revision. This may include organising notes, revision, research, exam study, practical study or practising additional tasks or questions.

Senior School Information

Attendance Commitment – Every Day Counts! Every Mark Counts!

Attendance and participation in class is the key to student achievement. Studies show that students who attend school regularly are more likely to succeed at school. Students are encouraged to aim for 100% attendance. The only acceptable reasons for absences are sickness or attendance at a school related activity. Work commitments and holidays are not acceptable reasons for being absent from school. If students are absent from class they need to collect any missed work from teachers to ensure they keep up to date with their coursework. Students wishing to engage in any extra-curricular activities must have zero unexplained absences.

Furthermore, it is vital in Years 11 and 12 that all assessment work is handed in on time, for all courses. Failure to do so jeopardises a student's achievement. The Denmark Senior High School Assessment Policy contains all the relevant details around assessment and students are encourage to make themselves familiar with all processes detailed.

I appreciate in the coming weeks there will be a great deal of information presented to parents and students. This information is intended to guide the decisions you and your child will need to make in the near future. Please remember that our main priority is to support all our students and their families in this transition period. Don't hesitate to get in touch if you have any questions. I am hopeful the course counselling process will make this a clear and informative process and support all our students in making the best decisions for their future.

Amy Palmer

Deputy Principal – Senior School



Western Australia Certificate of Education (WACE)

Senior School students in WA study a range of courses and programs developed and overseen by the School Curriculum and Standards Authority (SCSA). Their achievements are reported by SCSA and ultimately they are aiming to achieve WACE, a certificate that recognises significant achievement over Years 11 and 12. In the past, most students would achieve “Graduation”; with new more stringent qualification requirements, **not all students will receive a WACE at the end of Year 12**. This will raise its value to those who do achieve WACE.

Those not achieving a WACE will receive a Western Australian Statement of School Achievement (WASSA) if they have completed any course or program that contributes to WACE.

THE WACE REQUIREMENTS

The Western Australian Certificate of Education (WACE) is awarded to students who have successfully completed senior secondary schooling in WACE studies and have met the WACE requirements.

To achieve a WACE a student must satisfy the following:

- complete one of three course combination options
 - complete at least four Year 12 ATAR courses OR
 - complete at least five Year 12 General courses and/or ATAR courses or equivalent OR
 - complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses
- demonstrate the literacy and numeracy standards
- meet the requirements for breadth and depth of study
- meet the achievement standard.

Literacy and numeracy standard requirement:

Students must demonstrate minimum standards of literacy and numeracy by either:

- demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA); or
- pre-qualifying for a particular component by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN and being exempted from that component in the OLNA.

Breadth and depth requirement:

Students must complete a minimum of 20 units or the equivalent, including:

- a minimum of ten Year 12 units or the equivalent
- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from List A
- one pair of Year 12 units from List B.

Achievement standard requirement:

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

Western Australia Certificate of Education (WACE)

C grade equivalents can also be obtained through Vocational Education (VET) programs and/or Endorsed Programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs are as follows:

- VET qualifications
 - Certificate I is equivalent to two Year 11 units
 - Certificate II is equivalent to two Year 11 and two Year 12 units
 - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

THE ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

A student who achieves Band 8 or above in the reading, writing or numeracy component of the Year 9 NAPLAN, will be considered to have *pre-qualified* for that component.

- The OLNA has three components – reading, writing and numeracy.
- It is compulsory for students to sit the numeracy, reading and/or writing components in Semester 1 of Year 10.
- If students do not meet the standard in Semester 1, then they must sit in Semester 2 of Year 10, and, if required, Semester 1 of Year 11.
- From then on, and if required, students may choose when next to sit the assessment. Students will have up to six opportunities (in March and September of each year) before completing Year 12, to demonstrate the WACE minimum standard of literacy and numeracy.
- Students will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

Meeting the Literacy and numeracy standards:

- is a benchmark of educational achievement
- is valued by employers and post-school training providers
- ensures all students leave school with the best chance of future success.

Study Pathways

At Denmark Senior High School, students can choose courses from three study pathways to make up their course requirements:

- 1. WACE Courses** (three course types – ATAR, General and VET industry specific)
 - **ATAR course units** for students who are aiming to enroll in a university course directly from school. These courses will be examined by the Authority and the WACE Examination results contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
 - **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined but students will be monitored against predetermined standards and a statewide “Common Assessment Task” in Year 12.
 - **Vocational Education and Training Industry Specific (VETis)** courses for students who are aiming to enter further training or the workforce directly from school. VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.
- 2. VET Qualifications** – these are Nationally Recognised Certificate Qualifications delivered through a Registered Training Organisation.
- 3. Endorsed Programs** – provide access to areas of learning not covered by WACE courses or VET qualifications and contribute to the WACE as unit equivalents. These programs are identified on The School Curriculum and Standards Authority approved list of endorsed programs and are for students wishing to participate in programs that are delivered in a variety of settings by schools, workplaces, universities and community organisations.

Students can choose a combination of courses from these study pathways to create a personalised pathway that suits them best to meet the requirements of the WACE and set them up for life beyond school. When selecting a pathway, students should consider their post school options and may like to consider the following:

Heading to university once you finish Year 12? - For direct entry students should choose a course mix that leads to at least four Year 12 ATAR courses so they can achieve an ATAR. This rank is used by universities as a selection mechanism. There are alternative pathways into University studies but this path is the most direct. More information about the ATAR is available at <http://www.tisc.edu.au>

Not aiming to go to University? – Students will need to achieve the minimum WACE requirements through a combination of ATAR, General and/or Certificate courses. A minimum of 20 (10 pairs) of Course Units are required to achieve the WACE).

THE STRUCTURE OF YOUR PATHWAY

Students are required to choose SIX courses (comprising two units each) to study in Year 11, followed by and FIVE or SIX courses in Year 12. In most cases these will be the same courses for both years. This means you must be sure of your selections and be committed to success in them all. Year 11 students will not be allowed a private study line as this may jeopardise WACE graduation.

NOTE:

- As with all Senior High Schools, Denmark SHS will only run courses if sufficient students enrol to sustain them through to Year 12.
- Clashes are unavoidable, so students should consider the location of courses on the Selection Grid when determining the totality of their course section.
- Student wishing to undertake ATAR courses in Year 11 should ideally be achieving at a B or better in their Year 10 course and have teacher recommendation.
- A very sound C grade or better and teacher recommendation will be the absolute minimum Year 11 grade required for students to progress to any examinable course in Year 12.

ATAR Pathways Courses

ATAR Courses are examined externally for the purposes of university entrance and ideally suited to students achieving the majority of A and B grades in their Year 10 subjects. Each subject in Year 11 is the counterpart of a subject in Year 12 and is normally studied as a prelude to the Year 12 course.

Year 11 ATAR Pathway	List	Course Code	Proposed Course Charges
Applied Information Technology	B	AEAIT	Standard
Biology	B	AEBIO	Standard
Chemistry	B	AECHE	Standard
Computer Science (Programming)	B	AECSC	Standard
English	A	AEENG	Standard
Geography	A	AEGEO	Standard
Human Biology	B	AEHBY	Standard
Mathematics Applications	B	AEMAA	Standard
Mathematics Methods	B	AEMAM	Standard
Mathematics: Specialist	B	AEMAS	Standard
Modern History	A	AEHIM	Standard
Outdoor Education	B	AEOED	High
Physics	B	AEPHY	Standard
Physical Education Studies	B	AEPEP	High
Psychology	A	AEPSY	Standard

Please Note - Course Charges remain compulsory in Senior Schooling Years 11 – 12

Course Charges have not been finalised at this time so please use the following as a guide when selecting courses

	Standard Cost per Course	High Cost per Course
ATAR Pathway Courses	\$50 - \$100	\$100 - \$210
General Pathway Courses	\$50 - \$110	\$100 – \$200

GENERAL Pathways Courses

General courses do not contribute to direct university entrance eligibility. Although these courses stand alone each year, it is recommended that students select a course to student over the two year of senior schooling as it can be difficult to pick up a new course in Year 12 if the background has not been covered in Year 11. These courses would best suit students who have attained predominantly C grades in their Year 10 subjects.

Year 11 GENERAL Pathway	List	Course Code	Proposed Course Charges
Applied Information Technology	B	GEAIT	Standard
Building & Construction	B	GEBCN	High
Drama	A	GEDRA	Standard
English	A	GEENG	Standard
Health	B	GEHEA	Standard
Human Biology	A	GEHBY	Standard
Mathematics Essential	B	GEMAE	Standard
Modern History	B	GEHIM	High
Materials, Design and Technology –Textiles	B	GEMDTT	High
Materials, Design and Technology – Wood	B	GEMDTW	High
Media Production & Analysis	B	GEMED	High
Music	A	GEMUS	Standard
Outdoor Education	B	GEOED	High
Physical Education Studies	B	GEPES	High
Integrated Science	B	GEISC	Standard
Food Science Technology	A	GEFST	High
Visual Art	A	GEVAR	High
Boat Building (Endorsed)	B	Recreational Pursuits	-

SCHOOL BASED CERTIFICATE

- Certificate II Sports Coaching (Basketball Specialist Program)
- Certificate II Hospitality



VOCATIONAL Education & Training (VET) Courses

Students may express an interest in one of the following VET Certificate courses. Please note that VET offerings are not finalised until late in the year in consultation with registered training organisations (RTO) and may be cancelled or subject to change. Students who apply for one of these programs may be required to attend an interview and will be subject to meeting the RTO's selection requirements. Students must be aware that a number of these courses are competitive entry courses and operate independently of the school.

Certificate courses delivered onsite (SRTAFE – Denmark Campus)		
Certificate II in Building and Construction (Trades)	52824WA	\$25
Certificate II in Hospitality	SIT20316	
Certificate courses delivered offsite (SRTAFE Albany Campus)		
*NB: Enrolment in these courses is subject to SRTAFE application processes and offerings are subject to change		
Certificate II in Building and Construction (Trades)	52824WA	\$25
Certificate II in Conservation and Land Management	AHC21016	
Certificate II in Horticulture	AHC20416	
Certificate II in Kitchen Operations	SIT20416	
Certificate II in Retail Cosmetics	SHB20116	
Certificate II in Salon Assistant	SHB20216	
Certificate II in Sport and Recreation	SIS20115	
Certificate II in Tourism	SIT20116	
Certificate III in Education Support	CHC30213	
Certificate IV in Preparation for Health & Nursing	52831WA	
Authority Developed Workplace Learning – Endorsed Program	ADWPL	\$30

Benefits of undertaking a VET course -

- Training in a nationally recognised qualification
- Hands-on vocational experience
- Contributes to WACE (Western Australian Certificate of Education)
- A pathway for further training beyond school
- Life and employability skills
- Opportunity to participate in the workplace learning endorsed program

Some of these certificates will attract additional costs for courses such as First Aid Certificate, White Card and Drug and Alcohol Test which will be billed separately to the course costs.



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