

Albany Senior High School



Year 11 and 12 Pathway Information Booklet 2026

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Foreword

Dear Parents,

The transition from Year 10 into Year 11 is a significant milestone in your child's secondary education, marking the beginning of a new chapter filled with exciting possibilities, personal growth, and academic exploration. At Albany SHS, our priority is to have all our students on a pathway to success.

This booklet has been carefully crafted to equip you, as parents, with the necessary tools to navigate and understand the opportunities that await your child in Year 11 and beyond. Within these pages, you will discover valuable information about the Western Australian Certificate of Education (WACE) and its requirements. Additionally, you'll find a wide range of pathways available to students during their senior school years, each offering unique subjects and areas of study tailored to your child's interests and goals.

Course counselling is an important step in this process. Whether your child aspires to pursue tertiary education, enter the workforce, or explore vocational training, this resource will assist you in comprehending their options and making informed decisions about their future. Having open and honest conversations with your child, their school counsellors, and teachers is essential to ensure we are meeting a young person's needs.

As you explore the possibilities and choices outlined in this booklet, we encourage you to engage in these discussions actively. Our career education staff are available to support our young people in making the most suitable decisions for their future success. By working together, we can ensure that they are on a clear and fulfilling path.

We wish you and your child all the best as you navigate the exciting opportunities that lie ahead and look forward to being a partner in their future pathway success.



Melissa Walker

Principal

Albany Senior High School

Introduction

This booklet has been developed for parents and students to help them choose courses for their intended year 11 and 12 pathways.

Parents may be aware of the recent changes in Senior School, particularly in the Year 11 and 12 programs. These changes have brought about increased vocational pathways, a broader range of courses that contribute to university entrance, as well as alternative pathways for university admission.

While every effort has been made to ensure that the information in this booklet is current and correct, it is up to the student, in consultation with parents, to ensure that the entry requirements for Technical and Further Education (TAFE) are met. University information is available through the Tertiary Information Service Centre (TISC) website. The School Curriculum and Standards Authority website offers information on course content and other relevant details. The TAFE website will also offer information on courses available.

Selecting Courses

Meeting the requirements for the Western Australian Certificate of Education (WACE) or for entrance to a TAFE or a University depends largely on a student's ambitions and abilities. There are many factors to be considered when choosing courses. Even if you have not yet decided on a career area it is important to look at a number of possibilities and check prerequisites so that you do not restrict future options.

When choosing a program of study, consider:

- Abilities
- Future goals
- Interests
- Mental/Emotional resilience

Abilities

It is important to check the recommended levels for different courses to ensure that you select a course that is best suited to you. Your Year 10 achievement is the best indicator. Your teachers' recommendations are also an important part of the senior school course selection process.

Future Goals

You must ensure that courses chosen meet criteria for future employment or study. If your career goals are not clear, select a course that offers flexibility, interest and a realistic chance of success.

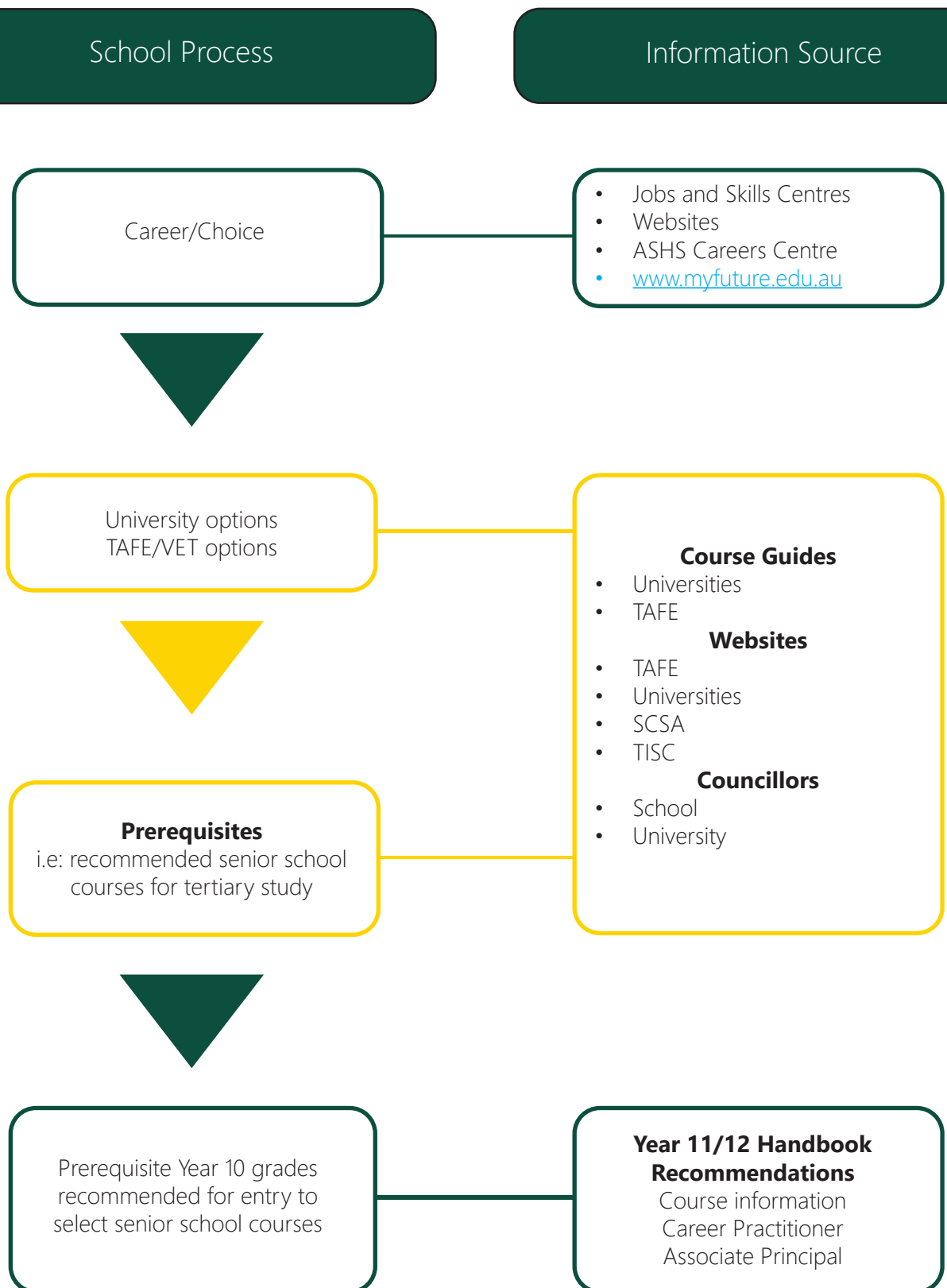
Interests

Choose courses that you enjoy, as you will spend a considerable amount of time studying them in Years 11 and 12.

Mental/Emotional Resilience

Students who choose an ATAR pathway are taking on a significant workload. It is important that you reflect on your capacity to manage your mental/emotional wellbeing and navigate periods of pressure.

Sources of Information



WACE Essential Information

School Curriculum and Standards Authority (SCSA)

SCSA sets requirements for achievement of the WACE and issues students with a statement of results.

For more information refer to www.scsa.wa.edu.au.

TAFE Colleges

For more information on TAFE please refer to page 16 of this handbook.

Western Australian Certificate of Education (WACE)

This certificate is awarded to secondary school students who satisfy its requirements (see page 10 of this handbook). The WACE is recognised by universities, industry, TAFE and other training providers.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a number between 0.00 and 99.95 that reports the rank position of a student relevant to all other Year 12 leaving age students in Western Australia. That is, an ATAR of 70.00 means you have performed better than 70% of all Year 12 school leaving age people in Western Australia.

Tertiary Institutions in Western Australia

University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, University of Notre Dame.

Tertiary Institutions Service Centre (TISC)

The Tertiary Institutions Service Centre (TISC) is responsible for processing school leaver's applications for Undergraduate courses at Western Australian universities.

100 Royal Street

EAST PERTH WA 6004

9318 8000

Phone-line times 9:00am – 4:30pm (Mon-Fri) Counter times 9:00am – 4:00pm

Email: info@tisc.edu.au

University Admission

Achievement of the WACE is a mandatory requirement by all universities. The normal pathway for University admission is based on the student's ATAR, competence in English and in some cases the meeting of prerequisite courses.

For more information refer to www.tisc.edu.au.



Courses (normal school subjects)

Albany Senior High School offers a range of courses to support students pursuing WACE, ATAR and a variety of VET pathways.

- Courses are divided into two units, which will generally make up one year of study.
- Courses are divided into two broad groups:
 - ATAR courses which are primarily used for university entrance and also contribute towards the achievement of the WACE,
 - General courses, which contribute to WACE requirements but do not contribute to an Australian Tertiary Admission Rank (ATAR).
- All ATAR courses taken in Year 12 have external examinations (WACE examinations).
- General courses are wholly school assessed, with one compulsory externally set task in Term 2 of Year 12.
- Foundation courses are available for those who need additional help in demonstrating the minimum standard of literacy and numeracy required to achieve a WACE.
- Preliminary course units are available for students who may need modification to the curriculum to meet their special needs. These units do not contribute to the achievement of the WACE.

Vocational Education and Training (VET) Programs

The Australian VET system is a nationally agreed system for recognising qualifications that can only be delivered through a Registered Training Organisation (RTO). The qualifications gained are recognised by employers and industries across Australia, contribute towards a WACE and lead to further study at TAFE or university.

Endorsed Programs

Endorsed programs have been formally endorsed by the School Curriculum and Standards Authority to offer learning through activities not covered by WACE courses. They can be integrated into the school curriculum (such as the Skippers Ticket in ASHS's Marine and Maritime program) or offered as extracurricular activities. Up to four units from Endorsed Programs can contribute towards WACE requirements for students in Year 10 and above.





WACE Requirements

To achieve a WACE, a student must satisfy the following:

General Requirements

- Demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. See below, Minimum Standard of Literacy and Numeracy.
- Complete a minimum of 20 units or equivalents as described below.

Breadth and Depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- A minimum of ten Year 12 units or the equivalent
- Two completed Year 11 English units and one pair of completed Year 12 English units
- One pair of Year 12 course units from each of List A (Arts/English/Language/Social Sciences) and List B (Mathematics/Science/Technology).

Achievement Standard

Students will be required to achieve a minimum of 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).

Explanatory Notes Relating to WACE Requirements

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

- 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 School Curriculum and Standards Authority's approved list of endorsed programs.

The implication of this is that students will need to complete at least three subject courses in Year 12.

Minimum Standard of Literacy and Numeracy

To demonstrate the minimum literacy and numeracy standard for the Western Australian Certificate of Education (WACE), students need to meet specific criteria equivalent to Level 3 of the Australian Core Skills Framework.

Students who achieve the minimum standard in any of the components of reading, writing, or numeracy in Year 9 NAPLAN assessments will be recognised as meeting the minimum requirement for that component. Students who do not meet the minimum standard for any component will be required to demonstrate the standard through the Online Literacy and Numeracy Assessment (OLNA).

Students that have not met the minimum standard of Literacy and Numeracy by the end of September in Year 10 will be encouraged to enrol in the Foundation English and Mathematics courses respectively and remain in these courses until they have met the minimum standard. This means that students need to complete at least three year-long 'school' courses in Year 12.

1

General Requirements

- Demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work (see below).
- Complete a minimum of 20 units or equivalents as described below.

2

Breadth and Depth (Complete at least 20 units)

Must include:

- at least ten Year 12 units (or equivalents)
- one pair of Year 12 units from List A (arts/languages/social sciences)
- one pair of Year 12 units from List B (maths/science/technology) subjects.
- four English course units (post-Year 10) with at least one pair of Year 12 units.

May include unit equivalents attained through VET and/or endorsed programs.

3

Achievement standard (14 C grades)

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

4

Literacy and numeracy standard

- Pre-qualify through achievement in the Reading, Writing and/or Numeracy NAPLAN tests, or
- Demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant OLNA components.

5

Unit equivalents

- Students can obtain up to four Year 11 unit-equivalents and another four Year 12 unit-equivalents, through:
 - VET qualifications, or
 - through a combination of VET qualifications and up to 2 Endorsed Program unit-equivalents per year.

University Entrance: ATAR Pathway

To gain entry to a particular course at Curtin University of Technology, Edith Cowan University, Murdoch University and the University of Western Australia, the requirements are:

- An Australian Tertiary Admission Rank (ATAR) sufficiently high to gain a place in the particular institution, faculty or course. In a limited number of courses, the rank required varies from year to year and depends on places available in the selected course and the standard of the applicants.
- Competence in English as designated by the university concerned – normally a scaled mark of at least 50 in ATAR English, English Literature, or English as an Additional Language.
- The Western Australian Certificate of Education.

The admission process for The University of Notre Dame is different from the other four universities in Western Australia. Prospective students need to apply directly to the university and entry is based on a range of factors, including Australian Tertiary Admission Rank (ATAR), academic record, contribution to school or community life, work history/experience, motivation to study, personal qualities and school references. Application forms are available from the Admissions Office or at www.nd.edu.au. The Tertiary Institutions Service Centre (TISC) provides a website with all these details. Their definitive statement on university admission can also be downloaded from their website www.tisc.edu.au

Calculating results for ATAR Courses

A student's overall course results are calculated using a 50/50 combination of their school result, and the ATAR course examination, taken in Year 12. These results are then scaled to adjust for varying degrees of course difficulty. From a student's perspective, the key factors that impact overall performance are examination results, class ranking, and comparability between examination and class results.



Australian Tertiary Admission Rank (ATAR)

For school students, access to courses at public universities is usually decided by a student's ATAR. A student's ATAR will be determined by the aggregation of their best four results from final scaled scores in ATAR courses.

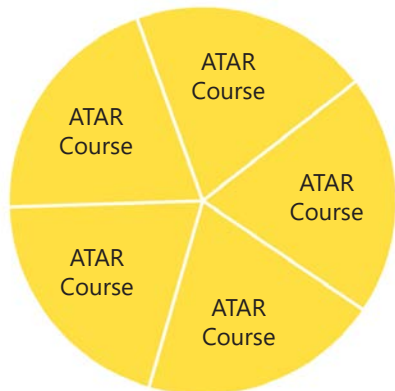
Historically, students studying Mathematics Methods, Mathematics Specialist, and/or Languages other than English, have received a bonus to their Tertiary Entrance Aggregate (TEA). This is currently under review and TISC have indicated it may not apply from 2027.

The ATAR is a number out of 100 that indicates a student's position relative to that of all other students who were eligible for a tertiary entrance score that year. The top-ranking score for any one year is 99.95. The top student and all other students within the top 0.05% of the state are also on that rank. A student with an ATAR of 88.50 would be in the top 11.5% of the state, and a student with a rank of 70.00 would be in the top 30%. This approach ensures comparability accuracy.

Current and recent school leavers from designated areas may be eligible for an ATAR adjustment (or 'boost') if they live in or attended school in regions classified as socioeconomically or educationally disadvantaged (such as a regional area like Albany): Curtin's StepUp to Curtin pathway, ECU's ECU Access Pathway, Murdoch's RISE Pathway or UWA's Broadway UWA pathway. Students are encouraged to contact relevant universities in order to confirm their eligibility and the specifics of any adjustments available to them.

Typical Course Selection Combinations: ATAR Pathway

An ATAR pathway is made up of a minimum of 4 x ATAR courses and must include English. University bound students at Albany Senior High School, would typically choose:

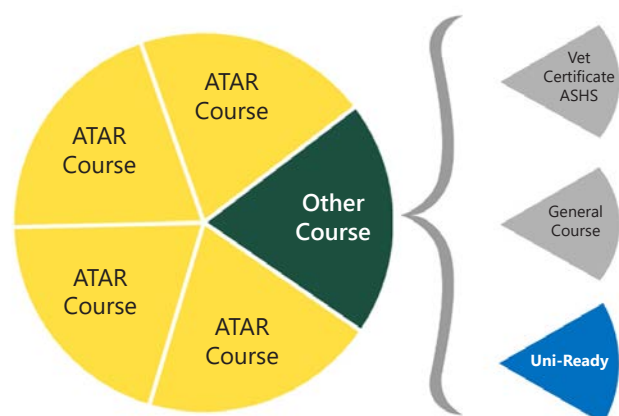


5 ATAR Courses

Recommended for capable, committed students pursuing a rigorous ATAR pathway. This option develops strong content knowledge, study habits, and workload management essential for university success.

Completing 5 ATAR courses offers the widest access to university options if the right prerequisites are chosen.

A student's best four course results are used to calculate their ATAR.



4 ATAR Courses and 1 Other

Recommended for students who may struggle with a 5 ATAR course load.

This combination allows students to round out their timetable with a General Course or vocational qualification.

4 ATAR Courses + Uni-Ready

Recommended for capable, academic students considering an ATAR pathway.

This combination satisfies prerequisites for most university courses and has the advantage of explicitly building the skills required for a successful transition into University.

University Entrance: Alternative Pathways

Universities have many admissions pathways, catering for applicants with varying qualifications, such as Year 12 studies, Vocational Education and Training qualifications, tertiary studies, and work and life experience. Information on all entry pathways can be found on the TISC website (<https://tisc.edu.au/static/guide/alternative-entry-unis.tisc>) and also on university websites.

Many Year 12 students without an ATAR enrol in a university 'Bridging Course' (such as UniPrep at ECU or UniReady at Curtin). These courses are free and usually take one semester.

At Albany Senior High School, Curtin's UniReady program is offered as a two-year course across Year 11 and Year 12. For further details, see Page 15 under UniReady - Curtin University.

Competency in English for University

All the universities require you to demonstrate a certain level of competence in English. Achieving a scaled score of at least 50 in one of the Year 12 ATAR English courses (English, Literature, or English as an Additional Language/Dialect) is the recommended way to meet English Language requirements.

Edith Cowan University, Curtin University and the University of Western Australia may also recognise a school grade of A, B or C in an ATAR English course studied in Year 12.

Edith Cowan University and Curtin University may also recognise an A Grade in Year 12 General English/English Literature for some courses. The universities have agreed that an alternative test for competence in English such as the STAT and IELTS may be considered if a student fails to achieve the required scaled score but has a sufficiently high ATAR to satisfy the university concerned.

Please check the TISC website www.tisc.edu.au, University Admission 2025 for the latest information.





Prerequisites for University Courses

The Prerequisites designated for a particular university course (which will be outlined on the TISC website) are expected to be a scaled mark of at least 50 in the specified ATAR course.

University Admission Requirements

All of this information should be read in conjunction with the information on the Tertiary Institutions Service Centre website. TISC is the ultimate authority on admission requirements for school leavers and the document on their website has been approved by participating universities. For more information, please refer to www.tisc.edu.au.

UniReady - Curtin University

Curtin's UniReady program is a university preparation pathway for Senior School students seeking entry into a range of undergraduate courses at Curtin University. It equips students with essential skills and knowledge for university-level learning, enabling them to gain entry into undergraduate courses with a minimum ATAR requirement of 70 upon completion.

UniReady is endorsed by the Schools Curriculum and Standards Authority,

- It consists of 4 units (2 core and 2 elective units).
- Successful completion earns students 4 WACE points (2 in Year 11 and 2 in Year 12).
- Passing all 4 units is necessary for direct entry into Curtin University undergraduate courses with a 70 ATAR requirement.
- From 2027, the School Curriculum and Standards Authority has mandated that students enrolling in UniReady must also complete at least one Year 12 ATAR course.

Students considering other universities should check to confirm whether they will accept Curtin UniReady as an alternative entry option.

Vocational Education and Training (VET)

VET stands for Vocational Education and Training. VET courses are designed to train people for specific roles in various industries. VET courses are typically delivered through schools, TAFE institutes and private registered training organisations. They can lead to a range of qualifications, including certificates, diplomas, and apprenticeships.

VET is a valuable option for students who want to learn the skills they need to get a job in a specific industry. It can also be a good way to gain new skills and improve your career prospects.

If students are interested in VET, there are a few things they should keep in mind. First, students need to decide what type of VET they want to do. ASHS offers a variety of VET courses in different delivery methods. As there are so many choices, it's important to find one that is relevant to students' interests and career goals.

VET options

Think about your goals, interests & skills:

- ATAR pathway students can select a VET at School option.
- VET pathway students can select from any of the following VET options...
 1. VET at School
 2. VET at TAFE or an alternate Registered Training Organisation (RTO)
 3. School Based Traineeship (SBT)

VET at School

ASHS teachers with a specific set of industry skills work with Registered Training Organisations to deliver certificate courses at school in the normal timetable.

If students choose one of these courses, it will appear as another subject on their timetable.

VET at TAFE or an Alternate RTO

Registered Training Organisations such as South Regional TAFE (SRT), offer a range of qualifications to senior secondary students. Students enrolled in VET at TAFE or an alternative RTO will attend one or two days a week. Some of the courses offered have an additional work placement requirement.

All students are eligible for fully funded (free) VET at TAFE courses, but there may be resource and textbook costs. Courses offered through alternative RTO's, may also be funded. Students should check with their course counsellor regarding specific courses.

There is an application process for VET courses at SRT, and some courses are competitive. If students intend to apply for a VET course at SRT, they will be provided with instructions and supporting documentation during their course counselling session.

School Based Traineeships (SBT)

School based traineeships offer students the opportunity to earn while they learn. Trainees are paid a trainee wage to work a minimum of 7.5 hours a week and complete a Certificate II or III. School Based Traineeships are set up on an individual basis, by arrangement between the student, VET coordinator, employer and Registered Training Organisation.

How VET contributes to WACE

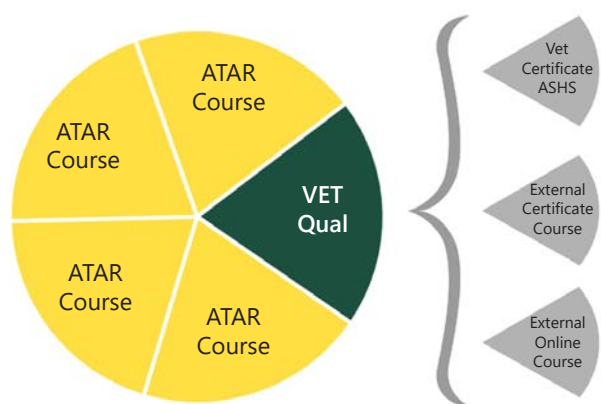
VET courses are comprised of Units of Competency. A student must be deemed competent in all units to achieve a full qualification. A total of 8 unit equivalents from VET and/or Endorsed courses can contribute to a students' WACE.

| Completed Qualification | Total equivalents | Year 11 allocation (Unit equivalents) | Year 12 allocation (Unit equivalents) |
|--|-------------------|---------------------------------------|---------------------------------------|
| Certificate I | 2 Units | 2 | 0 |
| Certificate II | 4 Units | 2 | 2 |
| Certificate III or Higher (Partial) | 4 Units | 2 | 2 |
| Certificate III or Higher (Full) | 6 Units | 2 | 4 |



Typical Course Selection Combinations: Vocational Pathway

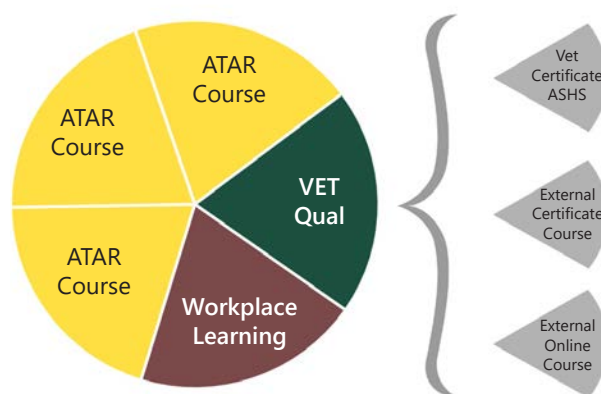
At Albany Senior High School, vocational students would typically choose:



4 General Courses and 1 Other

Completing 4 General courses and a vocational qualification will allow students to meet WACE requirements.

These students are able to access vocational qualifications at ASHS or through an external provider.



3 General Courses and 2 Others

This is also a great option for students heading down a vocational pathway.

In addition to completing 3 General courses, this pathway pairs vocational qualifications with relevant workplace experience.

Note: A maximum of 2 VET qualifications count towards WACE.

Workplace Learning (WPL)

Workplace Learning (ADWPL) is an Authority-developed endorsed program. It assists students to develop industry skills in an on-the-job learning environment and is often paired with a VET pathway.

WPL is an option for anyone who wants to:

- gain experience in a real workplace once a week
- use part time paid work to contribute up to 4 unit equivalents to their WACE

WPL involves:

- Working in one or more real workplace/s to develop skills
- Recording hours and completed tasks
- Each successful completion of a 55-hour placement counts as 1 WACE unit equivalent, up to a total of 4 unit equivalents

Workplace Learning is compulsory for some VET courses at SRT. Students should check the SRT course guide and discuss with their course advisor.

Course Selection

In view of the requirements for university or TAFE entrance, the following recommendations are made to help you:

- maximise your educational opportunities
- take advantage of what the school has to offer
- make sure you give yourself every chance to qualify for courses of your choice
- achieve the WA Certificate of Education
- allow for the fact that you may change your mind.

Students must take ten course units or the equivalent in Year 11 (five different courses/VET Certificates).

- ATAR students must select at least 4 ATAR courses
- Non-ATAR students must select at least 1 option from the VET Certificates.

Course Prerequisites

Year 10 students should refer to the Albany Senior High School Course Guide Booklet for further information about prerequisites for Year 11 courses.

In order to continue their studies in Year 12, ATAR students need to achieve a passing grade (typically 55%) in their ATAR courses in Year 11.



