



Subject Selection Handbook

Year 11 and 12 2026

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Introduction

Firstly, well done on making it here for the final two years of your educational pathway!

For some of our students, this has not been an easy journey, and you now have some important decisions to make. These decisions will set a clear pathway for you to achieve the employment and personal goals you have set for yourself in collaboration with your Student Pathways Coordinator, Workplace Learning Officer, teachers and guardians.

In this booklet, you will find an explanation of the links between both Vocational and WACE courses that are offered across various campuses at SMYL Community College and information about the offerings and places available in 2026.

Mel Meloni

Principal – SMYL Community College

CARES Values and College Vision

Subject selection is an important step in shaping your future, and it is deeply connected to our College CARES values of Community, Achievement, Respect, Empowerment, and Safety. These values guide not only your personal development but also how you navigate your academic journey.

When choosing your Year 11 and 12 subjects, you are encouraged to:

Be a positive part of the **community** – Your subject choices will allow you to contribute meaningfully to both the school and broader community through collaborative projects and real-world learning experiences.

Strive to **achieve** your personal best – Select subjects that align with your strengths and interests to maximize your potential, both academically and personally. These subjects will help you work towards your Western Australian Certificate of Education (WACE) and other vocational goals.

Show **respect** to people and the environment – Choose pathways that enable you to engage respectfully with diverse groups and contribute positively to your learning and work environments.

Empower others and accept support when offered – Empower yourself through subject selection that reflects your personal strengths, career aspirations and empowers others by working together on shared goals and tasks.

Display **safe** behaviours – Engage in subjects that promote responsible decision-making, ethical thinking, and safety in your studies and future workplaces.

Through the CARES values, SMYL Community College aims to provide a supportive and respectful learning environment that fosters your personal growth, academic achievement, and preparation for life beyond school. Each subject selection reflects your commitment to these values, setting you up for success in your post-school pathways, whether that be further education, training, or employment.

Attendance

Students enrolled in Year 11 and 12 courses, are required to attend school, in order to complete the width and breath of our holistic program. All absences will require valid explanation by carers or guardians in all instances, as extended absence can jeopardise the completion of courses. However, our senior program is flexible in its delivery and designed to support students in being fully equipped with life skills, academic completions, social emotional skills and knowledge to be successful in life beyond school.

Key Dates

Monday 3 – Thursday 6 November

Try-a-Trade and Try-a-WACE – Crompton Campus

Friday 14 November

Subject Selection Deadline Year 11/12

Try-A-Trade

It is expected that all our current Year 10 students will participate in our Vocational training taster week called “Try-a-Trade”. It is facilitated over four days at Crompton Campus in Week 4 of Term 4, from Monday to Thursday. A timetable will be provided early in Term 4. Year 10 students have an opportunity to trial various Vocational pathways to inform their Year 11 and 12 choices for 2025. The week program will include information about WACE Pathway and key courses in Year 11 and 12 that are part of our College program.

Students will need to complete their **Pathway Selection Form** (appendices A), with the support of their Class teacher and parents/guardians and this must be returned to your Class Teacher by **Friday 14 November Week 5, Term 4**.

An exciting and rewarding part of your journey is just around the corner, and we hope that you feel supported and informed about your choices!

Curriculum Pathways Year 11 and 12

Year 11/12 SCSA Course and WACE Pathway Foundation or General WACE Courses with Endorsed Programs Vocational Training Day (1)	CGEA and WASSA Pathway CGEA I/II with Endorsed Programs Vocational Training Days (2)
Year 11	Year 11
Foundation or General English Unit 1 and 2 Foundation or General Maths Unit 1 and 2 Foundation Careers & Enterprise Unit 1 and 2 Foundation HPOE Unit 1 and 2 Cert II in Vocational Area of Choice ADWPL (if in traineeship) Bushrangers Level 2 ADCS Keeping Safe Protective Behaviours	Certificate I(Intro)/ I/ II of General Education for Adults Foundation HPOE Unit 1 and 2 Cert II in Vocational Area of Choice ADWPL if in traineeship Bushrangers Level 2 ADCS Keeping Safe Protective Behaviours
Year 12	Year 12
Foundation or General English Unit 3 and 4 Foundation or General Maths Unit 3 and 4 Foundation Careers & Enterprise Unit 3 and 4 Foundation HPOE Unit 3 and 4 Cert II in Vocational Area of Choice ADWPL if in traineeship Bushrangers Level 3 ADCS/ Community Project Keeping Safe Protective Behaviours	Certificate I(Intro)/ I/ II of General Education for Adults- continuation Foundation HPOE Unit 3 and 4 Cert II in Vocational Area of Choice ADWPL if in traineeship Bushrangers Level 3 ADCS/ Community Project Keeping Safe Protective Behaviours

WACE

We offer Year 11 and 12 students the option of enrolling in a WACE/WASSA pathway (Western Australian Certificate of Education/Western Australian Statement of Attainment).

*Enrolment in this pathway will be decided upon in collaboration with coordinators, teachers, students and guardians and based upon: ACSF data, attendance and past academic achievements. The best pathway for individual students will always be considered.

VET

VET pathway in SMYL College allows students to gain nationally recognised industry skills and qualifications. VET is taken as part of the Students WACE requirements and

completion by the student provides post school options and pathways into career, workplace and community. A VET pathway is supported with a CGEA II to ensure students are supported holistically when entering into the Community after finishing their formal high school schooling.

Endorsed Programs

Endorsed programs are offered in Years 10-12. Endorsed programs are run alongside either WACE courses or the CGEA. Endorsed programs can contribute up to 4 units equivalents towards a Students WACE/WASSA. Endorsed programs provide opportunity and experience across many skillsets and can support students in gain employment and build networks in the real world.

How to Chose Subjects

It is important Students discuss Subjects and their chosen Year 11 and 12 pathways with the below persons:

1. Parents/Caregivers/Guardians
2. Teachers
3. Student Pathway Coordinator
4. Student Engagement Officer
5. Any external agency supporting your career path if already known

Through support from all parties, students are able to make considered selections based on the Career Pathway Plans and post schooling outcomes. Ideally, we request students to complete pathway selections by Week 5 of Term 4 in consultation with parents, guardians, teachers and Student Pathway Coordinators.

Literacy and Numeracy Standards

OLNA

OLNA is a requirement of WACE and a well-recognised certification of literacy and numeracy ability. To achieve OLNA students should attain Level 3 in all three components: Reading, Writing and Numeracy. OLNA can also be achieved through pre-qualifying in NAPLAN (achieving proficiency scores in reading - 572, writing – 594 and numeracy - 570).

Students have two opportunities a year to attempt OLNA in Year 10, 11 and 12. If a student is yet to achieve OLNA by the end of Year 12 they can resit post-schooling. More information about OLNA can be found at:

<https://senior-secondary.scsa.wa.edu.au/assessment/olna>

Literacy and Numeracy Pathway

At SMYL we deliver Literacy and Numeracy through a combination of individualised interventions and an accredited course or recognised curriculum. For Year 11/12 we ask students to choose one of the options below.

WACE Foundation or General English

Further outline provided in Subject Information

WACE Foundation or General Mathematics

Further outline provided in Subject Information

Certificate Of General Education for Adults (CGEA)

We offer the Certificate of General Education for Adults at Intro, Certificate I and Certificate II levels. After initial and diagnostic assessment students will enrol in the appropriate level.

The CGEA is a good option some of our students as it has less structured assessment than WACE and does not have the requirements around accumulating points and achieving OLNA. Students operating at Australian Core Skills Framework (ACSF) Level 1 and 2 in Year 10 or students who are working towards improving attendance are recommended to do the Certificate of General Education for Adults.

Subject Information

WACE

Foundation English

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

General English

The English GENERAL course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Foundation Mathematics

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

General Maths

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

Foundation Career and Enterprise

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise Foundation course involves recognising one's individual skills and talents and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work are significant aspects of this course. Literacy and numeracy enriching strategies are heavily embedded in the Career and Enterprise Foundation course.

Foundation Health, Physical and Outdoor Education Studies

The course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. This course is for students who have not demonstrated the numeracy standard in the OLNA. Through the development of health literacy, students are better equipped to make appropriate and well-informed health related decisions and to develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others.

Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan. The course supports the development of students' literacy and numeracy skills and provides them with opportunities to study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

VET

Automotive Servicing Technology

This qualification covers the skills and knowledge required to perform a range of tasks related to servicing and repairing mechanical components/systems of cars, heavy vehicles and/or motorcycles within an automotive service.

Careers from Automotive Servicing Tech. include:

Light Vehicle Mechanic

Heavy Diesel Mechanic Auto Electrician

Tyre Technician Automotive Sales Manager

Beauty (Retail Cosmetics)

This qualification trains the student in the role of a retail salesperson who sells and demonstrates beauty or cosmetic products. It includes designing and applying make-up.

Careers in Beauty include:

Beautician

Nail technician Massage Therapist Salon Manager

Community Services (Aged Care/Childcare/Youth Work)

This qualification trains the student to work in the community services industry and offers pathways in several specialised areas such as Aged Care, Childcare and Youth Work. It includes learning how to work with a diverse range of people and being the first point of contact for the public in a community services situation.

Careers in Community Services include:

Social Worker

Counsellor

Youth Worker

Disability Support Worker

Family Service Counsellor

Psychologist

Building and Construction

This qualification trains the student to work on several different types of construction sites. It includes formwork, planning and organising work, working safely at heights and utilising relevant tools and equipment. Students will also gain their White Card.

Careers in Construction include:

Concreter

Builder Carpenter

Roof Carpenter

Construction Manager

Horticulture

This qualification trains the student to work in Horticulture and provides skills in a broad range of areas relating to growing and maintaining plants for a commercial (e.g., food or crops) or public (e.g., local councils) operation. Students will become familiar with ornamental and native plants as well as methods of propagating plants. Students will get an introduction to weed and chemical spraying methods and will complete work in the community on a community project.

Careers in Horticulture include:

Landscape Gardener

Conservation & Parks

Farming

Groundskeeper

Nursery Worker

Hospitality (Kitchen Operations)

This qualification trains the student in the basic workings of a commercial kitchen and will enable them to prepare and serve food for the College. It includes preparing food, using commercial kitchen equipment, and working with others.

Careers in Hospitality include:

Chef

Manager Cook Caterer Barista Receptionist

Retail

This qualification trains the student in the operations of a variety of retail businesses such as supermarkets, specialty retailers and department stores. It includes communication skills, engaging the customer and using cash registers.

Careers in Retail include:

Fashion Retail

Retail Marketer

Shop Manager

Cashier

Customer Service

Salon Assistant

This qualification trains the student to provide a range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services.

Careers in Salon Assistant include:

Hairdresser

Beautician

*Please note: If the student demonstrates good progress, maintains attendance, and displays ongoing commitment, they will be provided with the opportunity to undertake a work placement prior to being considered for a paid school-based traineeship in the relevant workplace.

Endorsed Programs

Keys for Life

Keys4Life is a theoretical driver education program that targets Year 10-12 students and their parents/carers. Learning outcomes are practical and focus on a 10-lesson program about safer driving, the licensing system, driving practice, positive road-user attitudes and informed decision-making, and culminate in students undertaking the legitimate Learner's Permit Theory Test at school. Students must participate in at least 80% of lesson; submit a completed student journal or workbook; and be 15 years of age to be eligible to sit the test at school. Students who pass the test receive a Keys4Life certificate which is recognised during the Learner's Permit application process at all Driver and Vehicle Services (DVS) centres in WA, as: (a) one of the five official forms of identity that must be presented; and (b) an exemption from having to sit, pass and pay for the Learner's Permit Theory Test at

the DVS centre. Underpinned by evidence and the Health Promoting School framework, Keys4Life centres on helping students understand: the benefits of extensive and varied supervised driving practice, risk reduction and safer socialising strategies, and the importance of safer cars, first aid and insurance. Keys4Life is endorsed by the Department of Transport as a recognised precursor to the WA licensing system. It is linked to the WA Curriculum and the WA Road Safety Strategy – Driving Change 2020-2030. There is a compulsory professional learning component and a parent information session. A suite of resources for teachers, parents and students, enable students to engage in interactive tasks at school and at home, that are largely based on developing personal and social capabilities and driving awareness skills.

Keys for Life – Plus

Keys4Life Plus is a theoretical driver education program that targets Year 10-12 students and their parents/carers, preparing students to become positive and safer road users/drivers. Learning outcomes are practical and relevant and focus on a 40-lesson program about safer driving, the licensing system, driving practice, positive road-user attitudes and informed decision-making, and culminate in students undertaking the legitimate Learner's Permit Theory Test (test) at school. To be eligible to sit the test at school students must participate in at least 80% of lessons; submit both a completed student journal and student workbook; and be 15 years of age on the day they sit the test at school. Underpinned by research and a whole-school approach, Keys4Life centres on helping students understand: the benefits of extensive and varied supervised driving practice, risk reduction strategies and protective factors, safer socialising strategies, positive road user attitudes, as well as the importance of the graduated licensing system, choosing a driving supervisor, car maintenance, tolerance and courtesy, making informed decisions, common crash types for new drivers, keeping a safe distance from the vehicle in front, complying with the road rules, sharing the road safely and patiently, safer cars, safer road use, emotional regulation, trip planning, first aid and insurance. The Department of Transport has authorised Keys4Life as an official precursor to the WA licensing system since 2004. It is also linked to the WA Curriculum and the WA Road Safety Strategy: Driving Change 2020-2030.

Bushrangers

Bushrangers WA is a youth program focused on conservation and community development. It empowers young Western Australians to actively participate in environmental conservation and learn about its management.

At SMYL, all students are enrolled in Bush Rangers, where they gain personal development and conservation skills through practical projects in schools, local communities, and the Perth region.

Students engage in skill-building activities, such as mountain biking and kayaking, and participate in conservation projects, bush survival training, and scientific research. Notable community projects include Clean Up Australia Day, Adopt-a-Beach, River Guardians, Container for Change, and K9 Dog Rescue.

Bush Rangers helps students build confidence, teamwork, problem-solving, and leadership skills while fostering a connection to the natural environment.

ADWPL (Authority Developed Workplace Learning)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace.

ADCS (Authority Developed Community Services)

Community Service is an Authority-developed endorsed program that is managed by individual schools and can be adapted to suit all school contexts and student abilities. This is a 55-hour program in which a student must undertake at least 50 hours of community service and up to five hours of induction and reflection. A student can participate and engage in one or more community service activities to build on knowledge and understanding and develop abilities, skills and/or techniques.

Electives

Various Elective courses are conducted at school sites based upon student interest and staff availability. Arts and Technology based subjects, vocational training subjects and micro-credentials are offered at SMYL College.

Contact Information

Campus Coordinators	Beale – Philippa Dennis – Philippa.Dennis@smyl.com.au Crompton – Tim Webb – Tim.Webb@smyl.com.au Fremantle – Tracy Glass Tracy.Glass@smyl.com.au Mandurah – Kelly Handley Kelly.Handley@smyl.com.au Medina – Barbara Morgan Barbara.Morgan@smyl.com.au Michael Plummer Michael.plummer@smyl.com.au
Student Pathway Coordinator	Anne Dwyer – Anne.Dwyer@smyl.com.au
Careers Coordinator	Dijana Visekruna - Dijana.Visekruna@smyl.com.au
VET Specialist	Tim Webb – Tim.Webb@smyl.com.au
Curriculum Specialist	Katherine Brett – Katherine.Brett@smyl.com.au
Mathematics Specialist	Peter Bowman – Peter.Bowman@smyl.com.au
Deputy Principal	Louise Attley – Louise.Attley@smyl.com.au
Principal	Melissa Meloni – Melissa.Meloni@smyl.com.au
Executive College Administrator	Renae Graham- Renae.Graham@smyl.com.au
School Standards and Curriculum Authority (SCSA)	Years 11 and 12 Home (scsa.wa.edu.au)

YEAR 11 & 12 PATHWAYS FORM 2025

Important Information:

1. WACE students will complete four WACE subjects, various Endorsed Programs and 1 day per week in Vocational Training. Vocational students will complete a CGEA Certificate, various Endorsed Programs and 2 days per week in Vocational Training.
2. Both Year 11 and 12 pathways a full-time school program, and students are expected to attend campus regularly to complete the necessary hours as outlined by the Western Australian Curriculum.

Student full name:

Current Campus 2024:

E-Mail:

CGEA/WACE Pathway selection (Select One only):

CGEA:

WACE:

ACSF Levels – **Class Teacher Completion**

ACSF Numeracy Level (Input Level 1 – 5)*

ACSF Literacy Level (Input Level 1 – 5)*

OLNA Achievement

Writing

Reading

Numeracy

VOCATION COURSE CHOICE

THEN PROVIDE A FIRST, SECOND AND THIRD CHOICE OF VOCATIONAL PATHWAY (Number 1-3)

Automotive Technology	<input type="text"/>
Retail Cosmetics	<input type="text"/>
Community Services	<input type="text"/>
Building and Construction	<input type="text"/>
Horticulture	<input type="text"/>
Hospitality	<input type="text"/>
Retail	<input type="text"/>
Salon Assistant	<input type="text"/>

Guideline Checklist for Pathway Selection 2025:

	Yes	No
1. Discussed career pathway with your Student Pathways Coordinator and Class Teacher.	<input type="checkbox"/>	<input type="checkbox"/>
2. Attend Try-A-Trade/WACE Event where you are provided a personal timetable of desired courses to complete.	<input type="checkbox"/>	<input type="checkbox"/>
3. Submit this form to your Class Teacher with your parent and teacher support.	<input type="checkbox"/>	<input type="checkbox"/>

YEAR 11 & 12 PATHWAYS FORM 2025



Please complete the following questions and
Return to **Try-A-Trade Staff, or Class teacher** by the end of **Week 5**

Student full name:

Return Date:

Please provide an explanation of why you have chosen this pathway option

Student explanation of 2025-2026 Pathway choices (answer needs to include reasoning behind WACE/CGEA and Vocational Pathway choice):

Please provide a brief reason below with why you support this pathway for your student/ child

Teacher:

Guardian:

Campus Coordinator/VET Specialist Use Only

Campus and Pathway confirmation for 2025-2026

Campus:

Vocational Pathway

CGEA

WACE

VET Specialist Confirm detail and input data:

DATE

Signature