2024 Years 11-12

Senior Course Guide

Western Cape College

Email: admin@westerncapecollege.eq.edu.au
Website: https://westerncapecollege.eq.edu.au

Tel: (07) 4090 6444
Central Avenue, Weipa Qld 4874

Table of Contents

Introduction 1
- General Syllabuses 1
- Applied Syllabuses 1
- Vocational Education & Training (Certificate Courses) 1

Australian Tertiary Admission Rank (ATAR) Eligibility 1

Student Resource Scheme 1
- Is the Scheme compulsory? 1
- How do I participate in the Scheme? 2
- Parents/caregivers experiencing financial difficulty 2
- Subject course levies 2

English Overview 3
- General English (General) 3
- Essential English (Applied) 3

Mathematics Overview 4
- General Mathematics (General) 4
- Mathematical Methods (General) 4
- Essential Mathematics (Applied) 4

General and Applied Subject Overviews 5
- Aboriginal & Torres Strait Islander Studies (General) 5
- Ancient History (General) 5
- Aquatic Practices (Applied) 5
- Arts in Practice (Applied) 5
- Biology (General) 6
- Chemistry (General) 6
- Fashion (Applied) 6
- Health (General) 6
- Hospitality Practices (Applied) 6
- Industrial Graphics (Applied) 7
- Industrial Technology Skills (Applied) 7
- Legal Studies (General) 7
- Physics (General) 8
- Sport & Recreation (Applied) 8
- Social & Community Studies (Applied) 8
- Visual Art (General) 8

VOCATIONAL EDUCATION & TRAINING COURSES 9
- AUR20720 Certificate II in Automotive Vocational Preparation 9
- CPC20220 Certificate II in Construction Pathways 9

MEM20413 Certificate II in Engineering Pathways 9
CUA31120 Certificate III in Visual Art 10
CERTIFICATE COURSES THROUGH EXTERNAL TRAINING PROVIDERS 10
CHC30121 Certificate III in Early Childhood Education & Care 10
SIT20116 Certificate II in Tourism 10
HLT33115 Certificate III in Health Services Assistance 11
SIS20122 Certificate II in Sport and Recreation + SIS30122 Certificate III in Sport, Aquatics and Recreation 11
BSB50120 Diploma of Business 11
FSK20119 Certificate II in Skills for Work & Vocational Pathways 11

Introduction

At Western Cape College, our goals in Senior School are clear and simple. We endeavour to ensure every student builds the skills, knowledge and academic record to leave our College firmly on a career pathway, whether that be directly into employment, pursuing Vocational Education and Training (VET) or on a formal university pathway.

Senior schooling in Queensland changed in 2019. Under the new Australian Tertiary Admission Rank (ATAR) system, students can still choose from lots of subjects and courses that suit their work and study goals. Under the ATAR, there are three main types of senior subject syllabuses - General, Applied and Certificate Courses.

General Syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to university studies and to pathways for vocational education and training and work.

Applied Syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Vocational Education & Training (Certificate Courses)

Vocational education and training (VET) provide accredited job-related training and related technical skills. Qualifications range from certificate II to certificate IV, and diploma and advanced diploma.

Australian Tertiary Admission Rank (ATAR) Eligibility

Results in General and Applied subjects contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. The calculation of an ATAR will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

Student Resource Scheme

The purpose of the Student Resource Scheme (Scheme) is to ensure that all students are provided with the necessary resources for a quality education. The Scheme is resourced through an annual parent contribution fee, per student. The Scheme operates under the policy and guidelines of Education Queensland.

Is the Scheme compulsory?

The Scheme is discussed at a Weipa Campus Parents & Citizens Association (P&C) meeting. Parents/caregivers are invited to attend this meeting held annually and express their opinions on the Scheme. A vote is taken at this meeting each year as to the continuation of the Scheme.

The Scheme is not compulsory but does provide real savings and benefits for the school, parents and most importantly students.

Parents/caregivers who do not wish to participate in the Scheme should indicate NO on the Participation Agreement Form and return it to the Administration Office. These parents/caregivers will receive a cheque from the school to the value of the Government Allowance for their child (Years 7 - 12 only). However, they are expected to provide all necessary textbooks and resources for their student as detailed on the lists available from the Administration Office.

If a student enrols at the school after first term, a pro-rata fee will apply based on the number of school weeks remaining in the year. An invoice will be forwarded following enrolment.

How do I participate in the Scheme?

1. Complete and return the Participation Agreement Form
2. Make the required payment when the invoice issues or contact the Administration Office for an 'instalment plan'.

Parents/caregivers experiencing financial difficulty

We understand that some families may have difficulty meeting this cost in one payment therefore we have 4 options for payment. Please contact the Administration Office to discuss these options.

If the student leaves other than at the end of the year, a pro-rata refund is available based on the number of school weeks remaining in the year.

Subject course levies

Particular secondary subjects attract a levy due to the high volume of learning resources required to deliver the subject effectively and authentically. Subject levies are ratified by the P&C prior to each new school year. All parents are welcome to provide input into this process.

Upon request, an overview of the levy expenditure distribution (per student) can be provided to parents. Parents will receive an invoice for all subject levies prior to the student undertaking the subjects/courses.

Please be advised that changes to subjects/courses, at the allowed times, can also result in a change to the owed subject levy, as each levy relates specifically to individual subjects.

English Overview

General English (General)

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Essential English (Applied)

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Mathematics Overview

General Mathematics (General)

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and act regarding social issues in their world.

Mathematical Methods (General)

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Essential Mathematics (Applied)

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

General and Applied Subject Overviews

Aboriginal & Torres Strait Islander Studies (General)

Locally known as First Nations Studies, Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. As these are the oldest living cultures in the world, this study is relevant for all students and is fundamental to an understanding of a shared Australian identity. It also makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures through an approach that informs an understanding of the past, present and future.

Ancient History (General)

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Aquatic Practices (Applied)

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship. Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Arts in Practice (Applied)

The term ‘the arts’ embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. While these five art forms reflect distinct bodies of knowledge, understanding and skills, and involve different approaches to arts practices, critical and creative thinking and meaning-making processes, they have close relationships and are often used in interrelated ways. The arts are the common threads of life in all communities and the mirrors of society’s aspirations. They have the capacity to engage, inspire and enrich the lives of students, exciting the imagination and encouraging them to reach their creative and expressive potential. They provide opportunities for students to learn how to create, design, represent, express, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. In this syllabus, the term ‘the arts’ embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. While these five art forms reflect distinct bodies of knowledge, understanding and skills, and involve different approaches to arts practices, critical and creative thinking and meaning-making processes, they have close relationships and are often used in interrelated ways.

Biology (General)

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Chemistry (General)

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Fashion (Applied)

Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Identity often shapes and is shaped by fashion choices. Fashion choice is determined through the integration of two or more of the following — culture, history, function (e.g. occasion, employment or recreation requirements), economic considerations, personal taste, peer group, availability and trends. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Health (General)

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. In studying Health, students will learn about: resilience as a personal health resource, peers and family as resources for healthy living, community as a resource for healthy living and respectful relationships in the post-schooling transition.

Hospitality Practices (Applied)

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across

sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options. The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

Industrial Graphics (Applied)

Industrial Graphics focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills. The subject includes two core topics - 'Industry practices' and 'Drafting processes. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Drafting processes combine drawing skills and procedures with knowledge of materials and tools to produce industry-specific technical drawings. A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Industrial Technology Skills (Applied)

PPE is required for all practical lessons.

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work. A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Legal Studies (General)

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Physics (General)

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Sport & Recreation (Applied)

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Social & Community Studies (Applied)

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future. Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Visual Art (General)

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

VOCATIONAL EDUCATION & TRAINING COURSES

Vocation Education and Training (VET) certificates are offered by WCC in partnership with other providers, such as TAFE, Universities and other providers. This ensures that the students are working at industry standards and also allows students to begin completing studies towards trade pathways such as mechanic, chef, or builder.

Western Cape College is a Registered Training Organisation (RTO No. 30452) which means that we are able to deliver training and assessment for Nationally Recognised Qualifications. These qualifications are developed through consultation with local industry and validation processes.

Certificates offered through the Western Cape College RTO include:

- Certificate II in Automotive Vocational Preparation – AUR20720
- Certificate II in Construction Pathways – CPC20220
- Certificate II in Engineering Pathways – MEM20413
- Certificate III in Visual Art – CUA31120

AUR20720 Certificate II in Automotive Vocational Preparation

RTO No. 30452 – Western Cape College

PPE is required for all practical lessons.

Certificate II in Automotive provides the entry-level skills required for students wanting to work in the Mechanical or Automotive areas. Students work in a simulated work environment with a Trade Qualified Mechanic in a purpose-built Automotive Facility at the school. A major focus of this course is work readiness and understanding the broad nature of the Automotive Industry. Students who successfully complete this course may move into a Certificate III Trade Apprenticeship, or further studies in the automotive area.

CPC20220 Certificate II in Construction Pathways

RTO No. 30452 – Western Cape College

PPE is required for all practical lessons.

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

MEM20413 Certificate II in Engineering Pathways

RTO No. 30452 – Western Cape College

PPE is required for all practical lessons.

This qualification is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip students with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. The students will be required to produce a range of engineering products to the specifications outlined in the project task, using industry standard equipment.

CUA31120 Certificate III in Visual Art

RTO No. 30452 – Western Cape College

This course is designed for artists and craftspeople who wish to develop their career in the art industry. The course offers a pathway to further studies and active role in the cultural arts industry as practicing artists. This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. It is suitable for delivery in schools and local communities. After achieving this qualification, people could progress to a wide range of other qualifications in visual arts and craft, or the creative industries more broadly.

CERTIFICATE COURSES THROUGH EXTERNAL TRAINING PROVIDERS

Other qualifications that the school provides opportunity for students to participate in are delivered via a partnership with an external RTO. These include:

- Certificate III in Early Childhood Education & Care – CHC30121
- Certificate II in Tourism – SIT20116
- Certificate III in Health Services Assistant – HLT33115
- Certificate II in Sport & Recreation – SIS20115 + Certificate III in Sport & Recreation – SIS30115
- Diploma of Business – BSB50120
- Certificate II in Skills for Work and Vocational Pathways – FSK20119

CHC30121 Certificate III in Early Childhood Education & Care

RTO No. 22557 – Foundation Education

The Certificate III in Early Childhood Education and Care qualification reflects the role of workers in a range of Early Childhood Education and Care settings. This course is designed for students wishing to work in a Childcare Centre, or those who want to learn more about the care of young children. To successfully complete this course, students must undertake work placement in a Childcare setting, and must obtain a Blue Card for Working with Children. There is a large work placement component to this course which is a requirement for students to be successful in achieving this qualification.

SIT20116 Certificate II in Tourism

RTO Code: 31222 – College Australia

This qualification is specifically aimed at students who are interested in employment in Tourism Industries. This Nationally Recognised Qualification provides students with a solid foundation of skills, knowledge and experience that can articulate into a range of vocational training and higher education courses. The course is delivered in partnership with CTIA. Theory is delivered through block face to face sessions over a duration of 36 hours incorporating 11 units of written assessments, which may include research projects, case studies, role plays and observations/demonstrations. The practical components are demonstrated on a fully funded trip to the Gold Coast to participate in the tourism industry.

HLT33115 Certificate III in Health Services Assistance

RTO No. 40518 Connect 'n' Grow Pty Ltd

This qualification provides students with a range of entry level skills that will enhance their ability to gain employment within the health industry. This qualification has been designed to prepare students for a range of tasks they perform when they enter into a health and/or community services career, including; health checks, health promotion, health administration and entry pathway for workers who provide the first point of contact and assist individuals in meeting their needs.

SIS20122 Certificate II in Sport & Recreation + SIS30122 Certificate III in Sport, Aquatics & Recreation

RTO No. 31319 Binnacle Training College Pty Ltd

This course is designed to develop students' skills to deliver sport/recreation programs within the school or community. The course includes first aid and CPR. This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments. Upon course completion, students could work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

A Language, Literacy and Numeracy (LLN) Screening is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the school as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: binnacletraining.com.au/rto.

BSB50120 Diploma of Business

RTO No. 31981 Prestige Service Training

This qualification is intended for students interested in exposure to a business related environment with either a view to working in that area or those wishing to develop their skills across a wide range of business functions including managing finances, marketing and recruitment processes. The Diploma of Business is a highly regarded, nationally recognised qualification that will increase your skills, knowledge and employability. The Diploma of Business can contribute towards a students' ATAR calculation.

FSK20119 Certificate II in Skills for Work & Vocational Pathways

RTO No. 30685 – Tallebudgera Outdoor & Environmental Education Centre

This program assists school students in Years 10, 11 and 12 to prepare for work and develop essential employability skills and confidence to stand out and thrive in the workplace. Upon completion, students will obtain a Nationally Recognised FSK20119 Certificate II in Skills for Work and Vocational Pathways.