

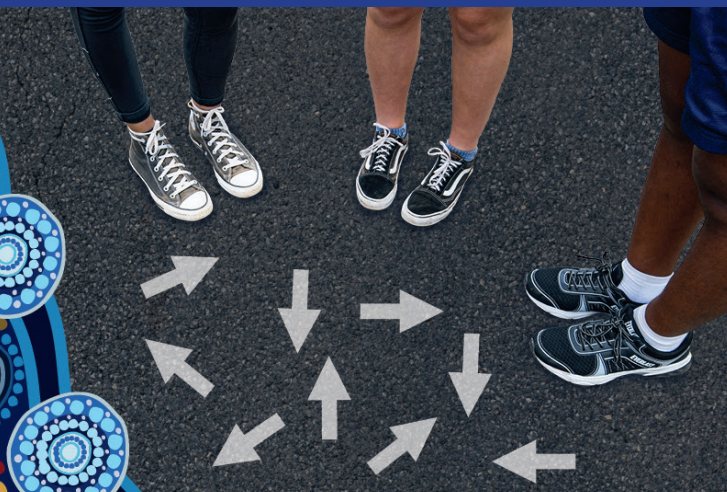
EASTERN GOLDFIELDS COLLEGE

An Independent Public School



PROSPECTUS

EASTERN GOLDFIELDS – SECONDARY EDUCATION SINCE 1914



PATHWAYS TO SUCCESS

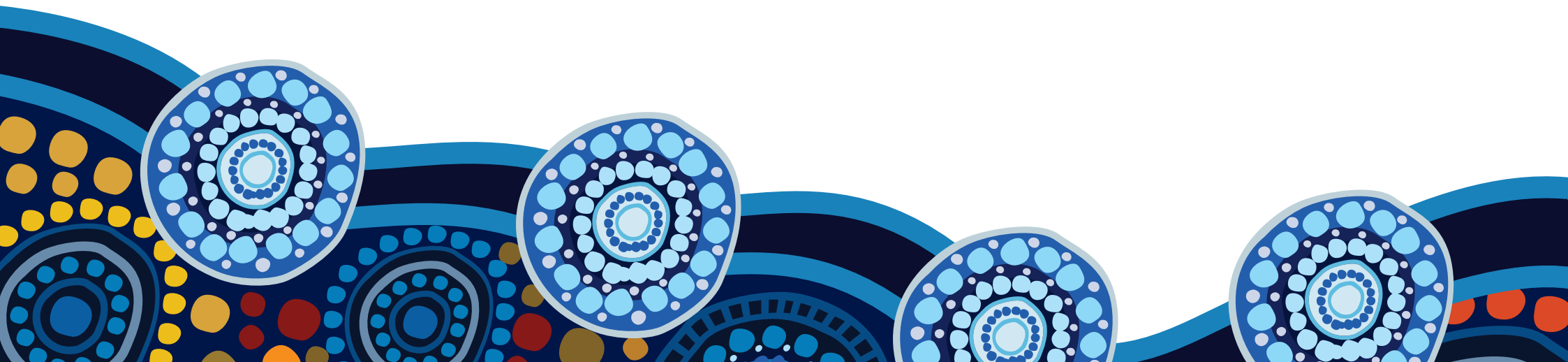


IDENTITY & BELONGING



EXCELLENCE IN TEACHING

Eastern Goldfields College acknowledges the Traditional Owners and Custodians of the lands on which we live and work. We pay our respect to them, their culture and their Elders past, present and emerging.



PRINCIPAL'S WELCOME



Welcome to Eastern Goldfields College. Information included in this prospectus is designed to assist students and parents in the selection of pathways and relevant courses. Further information can be obtained from Eastern Goldfields staff or by logging onto our college website – www.egc.wa.edu.au. **Incoming Parents and Students please ensure that you carefully review all information regarding Western Australian Certificate of Education (WACE) for secondary graduation.**

Being a Principal of a senior college is an extremely rewarding job. Eastern Goldfields College is a school which caters for Years 11 and 12, with around 500 students with a teaching staff of about 45 teachers plus support staff. Our students and staff are co-located with Central Regional TAFE – Goldfields Campus and Curtin University Kalgoorlie.

Students are able to access ATAR and GENERAL Courses leading to University, TAFE, apprenticeship, traineeship and employment pathways as they complete their senior schooling years. We aim to move students successfully into further education and training and/or employment and have them recognised as responsible and respectful ambassadors for the City of Kalgoorlie-Boulder and beyond.

Our students are encouraged to converse and conduct themselves in a mature and responsible manner. We value a strong work ethic that is underpinned by a desire for life-long learning and we build relationships with the wider community by developing shared values and expectations.

The Eastern Goldfields name has long been associated with secondary education in Kalgoorlie-Boulder and surrounds and brings with it a great deal of tradition. We draw on the lessons of the past, we look forward to future challenges and achievements.

While you will find a great deal of information in this prospectus and on our web site, we feel it is important to provide you with this to support both you and your son/daughter in making decisions for their future.

Dan McCormack
PRINCIPAL

SENIOR SCHOOLING AT EASTERN GOLDFIELDS COLLEGE



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 information available to them.

Parents are an important 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 enrolment.

INDIVIDUAL ENROLMENT APPOINTMENTS

Individual appointments will be made for all students and parents. Students should bring their Subject Selection Form, which should indicate the subjects that they would like to study at Eastern Goldfields College and reserve subjects. 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 subjects. Occasionally, a student chooses a pattern of subjects that is uncommon and two of these may occur at the same time. In these cases students will be contacted to discuss their options. In addition, if a student has chosen a subject that is not viable due to numbers, they will be contacted regarding an alternative choice.

Detailed descriptions of all subjects are found on our website
– www.egc.wa.edu.au

SCHOOL CHARGES

All Year 11 and 12 courses attract COMPULSORY charges.

A guide to the cost of courses will be provided prior to enrolment.

Regular payment options are available. Arrangements to pay charges may be made through our Manager Corporate Services.

SECONDARY ASSISTANCE SCHEME

Some financial assistance is available for charges and clothing. Most Centrelink Family Health Care Card or Pensioner Concession cardholders are eligible. **Rules change from year to year.** If you think you are eligible, contact the school. Applications should be made at the beginning of each school year.

PATHWAYS OF STUDY OFFERED

ATAR Pathway (University entrance)

General Pathway (including a school based certificate)

Vocational Education and Training (VET)

CHANGING COURSES

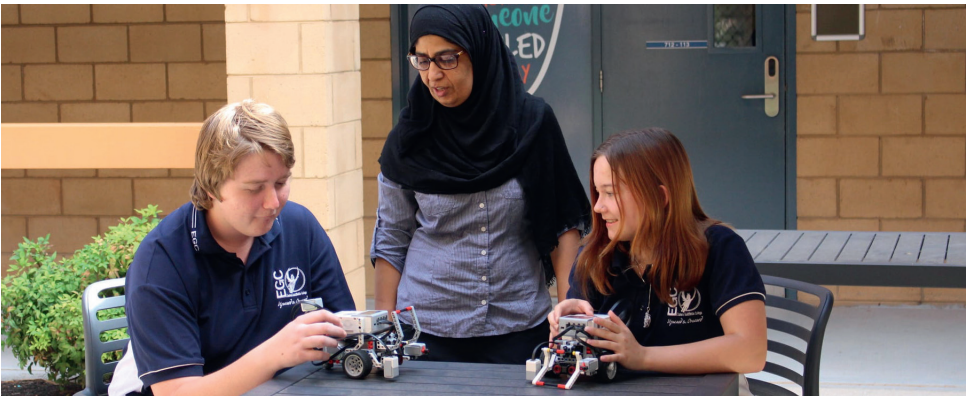
When a student selects a program of study, he/she is committing to the courses for the duration of the program.

If a student realises that he/she is not in an appropriate course (e.g. too difficult or too easy), it is recommended that the student arranges to meet with the Year Coordinator or a Deputy Principal as soon as possible.

Any student who changes a course after the commencement of the course must catch up on any work missed in the new course selected.

Course changes may result in an increase in course fees.

Please be aware there are cut off dates for change in place set by the School Curriculum & Standards Authority.



PATHWAYS

ATAR

ATAR courses are examined externally for the purpose of university entrance and ideally suited to students achieving the majority 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- for example Year 11 ATAR Geography is followed by Year 12 ATAR Geography.

Examinations occur each semester in Years 11 & 12 and count towards final Grades. External examinations occur at the end of Year 12 and are held in November. Specific dates for each year are available from the School Curriculum and Standards Authority website- <https://seniorsecondary.scsa.wa.edu.au> in late May.

It is highly recommended that students select 5 ATAR courses and 1 GENERAL or CERTIFICATE course.

Students wanting to enrol in an ATAR Pathway should have successfully completed the Online Literacy & Numeracy Assessment (OLNA) in Year 10 or have prequalified by achieving Band 8 or higher in their Year 9 NAPLAN tests.

GENERAL

GENERAL courses do not contribute to direct university entrance eligibility. They are aimed at students who are looking to go to TAFE or gain an apprenticeship, traineeship or enter the workforce. Although these courses stand alone each year, it is recommended that students select a course to study over the two years, as it can be very difficult to pick up a new course in Year 12 if the background has not been covered in Year 11.

Students who have demonstrated a majority of their Year 10 achievements up to a C grade will enrol in GENERAL courses and it is highly recommended they select one CERTIFICATE course.

All GENERAL courses in Year 12 will comprise of an external assessment task weighted at 15% which will be set by the School Curriculum and Standards Authority. This will be a compulsory part of the assessment program in Semester 1 Year 12.

FOUNDATION COURSES

Students requiring practical and supported learning to develop the skills required to successfully complete OLNA may need to select Foundation English and Foundation Mathematics courses.

PATHWAYS

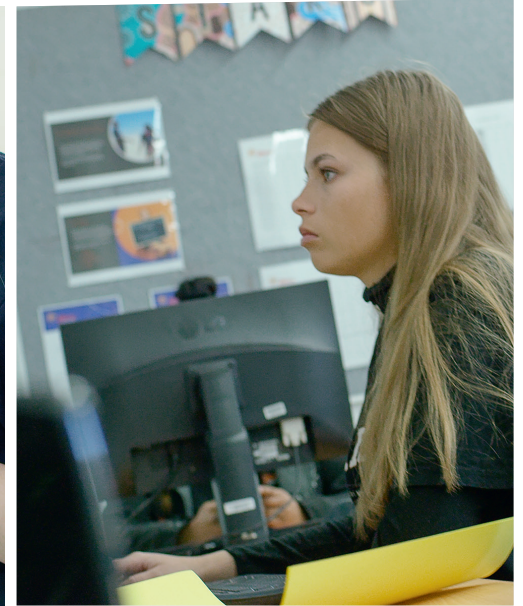
VOCATIONAL EDUCATION & TRAINING (VET)

These courses are governed by the Australian Quality Training Framework and do not contribute to direct university entrance eligibility.

Successful completion of these courses is an advantage for students who are aiming to apply for further training pathways such as TAFE and may be an advantage when applying for alternative entry pathways to university.

The VET program at Eastern Goldfields College involves a combination of workplace learning, TAFE and college courses. Students typically spend time in the workplace gaining valuable industry experience, time at TAFE completing their certificate qualification and 3 days at school in which they are completing courses and working towards attaining their WACE. Some certificates have block release for certificate work, so students need to catch up what they miss from classes while attending TAFE.

In order to be considered for the VET program students participate in a VET interview (similar to a job interview) and display the appropriate work ethic to undertake this course. This is a competitive entry program which means there are limited places and students will be selected based on their interview, Year 10 report and other details available.



WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy the requirements of secondary graduation. In order for students to be eligible for a WACE at the end of their senior schooling, they must satisfy the following requirements:

- Complete The Online Literacy and Numeracy Assessment (OLNA) to demonstrate a minimum standard based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. Students who have achieved band 8 or higher in Year 9 NAPLAN (Reading, Writing and Numeracy) will pre-qualify for this test and automatically have demonstrated the standard.
- Achieve a minimum of 14 C grades in Year 11 and Year 12 units (or equivalents) **including** at least 6 C grades in Year 12 units (or equivalents).
- Complete a minimum of four Year 12 ATAR courses including the external examinations (i.e. be eligible for an ATAR)
OR at least five Year 12 General courses and/or ATAR courses or equivalent.
OR a Certificate II or higher VET qualification in combination with ATAR, General or Foundation courses.

- Complete two Year 11 English units and a pair of Year 12 English units.
- Complete at least one pair of units from a Year 12 List A (arts/languages/social sciences) course and one pair of units from a Year 12 List B course (mathematics/sciences technologies).
- Complete at least 20 units (or equivalents) including a minimum of 10 Year 12 units.

If students **do not** meet the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment in subsequent years to then achieve their WACE.

All students will receive a Western Australian Statement of Student Achievement – a record of all courses and or programs completed.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION



ENSURING YOUR SUCCESS WITH WACE

RECOMMENDED REQUIREMENTS

Recommended Minimum Entrance Requirements for each subject is included in the detailed course descriptions on the College website. These are stated to help you choose appropriate courses in which you should succeed – provided you work hard.

HOMEWORK & STUDY

Before you decide on which type of pathway to study, you need to consider the type of commitment you are able to give outside of College hours. Students studying ATAR pathway courses need to do a minimum of 3 hours study per subject per week, each and every week. This means if you are studying 5 ATAR pathway courses, you need to do a minimum of 15 hours of homework and/or study per week.

Students studying a GENERAL pathway course need to do a minimum of 1.5 hours per subject per week, each and every week. This means that 6 GENERAL pathway courses require 9 hours of homework and/or study per week.

Homework does not only consist of the work given to you by the teacher, but also of a self- directed component. This may include organising your notes, revision, research, exam study, practical study, additional tasks or questions.

SUBMITTING WORK ON TIME

It is vital in Year 11 and 12 that all assessment work is handed in on time, for all courses. Failure to do so jeopardises your grades, and does not allow you to achieve to your potential.

ATTENDANCE COMMITMENT – EVERY DAY COUNTS!

Your attendance and participation in class is the key to achievement of success. Studies show that students who attend school regularly are more likely to succeed at school. **Aim for 100% attendance.**

The only acceptable reasons for absences are if you are sick or have a school activity such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. If you are going to be absent, see your teachers and your Mentor teacher before your absence to collect work to ensure that you keep up with your coursework and study.

SPECIAL CONSIDERATION

Students who have a medical condition that may affect their academic results need to notify their Deputy. If special consideration is required in exams or class as a result of the medical condition, a medical certificate and/or other documentation must be provided so that arrangements can be put in place. This is also a School Curriculum and Standards Authority requirement.

BEYOND SENIOR SCHOOLING

UNIVERSITY ENTRANCE REQUIREMENTS

In order to be considered for university admission, a school leaver applicant should have met WACE requirements prescribed by the School Curriculum and Standards Authority, achieved competence in English as prescribed by the individual universities and obtained a sufficiently high ATAR for entry to a particular university and/or course. Students must also satisfy any prerequisites or special requirements for entry to particular courses. Please note that most universities offer alternative entry to a number of courses – Year Coordinators will be able to assist with information on this.

For detailed information about university admission requirements, students and parents should refer to the appropriate Admission Requirements for School Leavers brochure produced by the Tertiary Institution Service Centre. Students may have received the brochure from the school they attended in Year 10. Alternatively these brochures can be downloaded from www.tisc.edu.au. Follow side-bar link to 'University Admissions' then 'Admission Requirements – School Leavers'.

Students may also make contact directly with the universities for information on courses and admission requirements. University Websites have specific sections for prospective/future students, parents and guardians and even sections for Year 10 students!



Curtin University

www.curtin.edu.au

Phone: (08) 9266 1000

Email: futurestudents@curtin.edu.au



Edith Cowan University

www.ecu.edu.au

Phone: 134 328

Email: futurestudy@ecu.edu.au



Murdoch University

www.murdoch.edu.au

Phone: 1300 687 3624

Email: study@murdoch.edu.au



University of WA

www.uwa.edu.au

Phone: (08) 6488 6000

Email: general.enquiries@uwa.edu.au



University of Notre Dame Australia

www.nd.edu.au

Phone: 1800 640 500

Email: fremantle.reception@nd.edu.au

BEYOND SENIOR SCHOOLING

TAFE ENTRANCE REQUIREMENTS

Studying at TAFE prepares you with the skills needed to enter the workforce and provides pathways to further studies. Through various Vocational Education and Training Programs (including Certificate I to Advanced Diploma, Apprenticeships, and Traineeships), you'll receive both theoretical and practical-based learning, which employers look at favourably and is a great advantage when you start work.

To gain entry into a TAFE qualification, applicants need to refer to the entrance requirements for their chosen course. Additional selection criteria may apply for selected courses deemed to be competitive (attracts more applicants than available places). This may include previous educational achievements or qualifications, skills training and aptitude, and workplace experience (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

Students can view requirements and apply by visiting the course page on Central Regional TAFE's website –

www.centralregionaltafe.wa.edu.au

For assistance, contact the CRTAFE team on the details below.

Free specialist career advice and guidance is available at the Jobs and Skills Centre (located in the main administration building at CRTAFE).



Central Regional TAFE

Kalgoorlie Campus.

34 Cheetham St. Kalgoorlie

Phone: 1800 672 700

Email: info@crtafe.wa.edu.au

www.centralregionaltafe.wa.edu.au/campuses/kalgoorlie



BEYOND SENIOR SCHOOLING

APPRENTICESHIPS & TRAINEESHIPS

Students can begin a training qualification in Years 11 and 12 at the same time as completing their WACE through School Based Traineeship. Students generally attend school for three days, one day in the workplace and one day at a registered training organisation.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.



School Based Traineeships – These allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship.

Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

School Aboriginal Based Training- Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school.

As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers. Students are paid and gain skills for the real world.

Find out more by going to:

<http://www.dtwd.wa.gov.au/apprenticeship-office>

TRADITION LEADS TO FUTURE CHALLENGES & ACHIEVEMENT

Eastern Goldfields High School - 1914
Eastern Goldfields Senior High School - 1979
Eastern Goldfields College - 2006



At Eastern Goldfields College, students have the opportunity to learn in a young adult environment that challenges them to

- transition successfully into further education and/or employment
 - achieve their personal and educational targets
 - be respectful members of the wider community

We invite you to our college to discuss your son's/daughter's important educational future.



EASTERN GOLDFIELDS – SECONDARY EDUCATION SINCE 1914



Upward & Onward

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