



2027 COURSE SELECTION GUIDE



**YR 11 & YR 12
SENIOR SCHOOL COURSE GUIDE**
Courses | Pathways | Certificates

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Mathematics
English
Science
Humanities and Social Science
Health & Physical Education
Technology and Enterprise
The Arts

GLOSSARY OF TERMS

ATAR

Australian Tertiary Admissions Rank

NAPLAN

National Assessment Program
- Literacy and Numeracy

OLNA

Online Literacy and Numeracy Assessment

RTO

Registered Training Organisation

SCSA

School Curriculum and Standards Authority

TAFE

Technical and Further Education

TISC

Tertiary Institutions Service Centre

VET

Vocational Education and Training

WACE

Western Australian Certificate of Education

WASSA

Western Australian Statement of Student Achievement

INTRODUCTION.

This course selection guide is designed to present a summary of the courses available at Pinjarra Senior High School and provide students and their families with other vital information that is necessary in order to make informed choices for students entering Senior School.

Year 11 and 12 is a time where students and their families may face many new challenges and decisions. The expectations that are set during this time need to be met if students are to successfully move into a post-secondary pathway. It is now compulsory for all students to complete Year 11 and 12 unless engaged in full-time employment or ongoing training with an external provider.

This guide summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It contains information on:

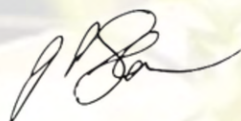
- Pathways
- Courses on Offer and their Units
- Vocational Education and Training (VET)
- Endorsed Programs
- Requirements to Achieve the WACE
- Examinations

I encourage you to read the information in this guide carefully and discuss the contents within your family.

Students and their families are asked to familiarise themselves with the content within this Course Selection Guide. The Guide is to be combined with advice and information available from Course Counsellors who will be appointed by the School for Parent and Student Information Sessions.

Please contact the school for further information regarding Course Selection or for support with any aspect of Senior Schooling at Pinjarra Senior High School.

Ms J Stone
Principal



COURSES FOR ALL STUDENTS.

All courses are divided into units to cater for students' interests and different rates of learning. A student should study the highest level course that they are capable of doing and should aim for their highest level of success to make them competitive when applying for placements post-school.

There are two types of courses that contribute to the WACE:

ATAR	For students who are aiming to enrol in a university course directly from school. These courses will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Currently, these courses are assessed - 50% school assessment, 50% external examination. You must sit an external exam to complete this course.
General	For students who are aiming to enter further training or the workforce directly from school. These courses are moderated with an Externally Set Task (EST) in Year 12 which is set by SCSA.

VET PROGRAM (VOCATIONAL EDUCATION AND TRAINING)

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and in some cases, complete training in industry through Workplace Learning. You can begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships. As with the WACE courses, the VET programs available to students do vary between schools. You should discuss VET opportunities with your VET Coordinator. VET can contribute up to eight of the 20 units you need to achieve your WACE.

ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by WACE courses. Examples include Workplace Learning (WPL), Cadets WA, performance in school productions and independently administered examinations in Music, W.A. Recreational Skippers Tickets and Pony Club WA. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. You should discuss endorsed program opportunities with your course counsellor.

GUIDELINES FOR COURSE SELECTION.

The Purpose of Senior School

Before embarking on the Senior School journey, students should be very clear about the purpose of Senior School. It is a transition to the next phase of their educational life, be it TAFE, University, further training, or work. Students should consider if school is the best next step on their pathway.

Students who elect to enrol in our Senior School programme are making a conscious decision to improve and further their education.

The Senior School programme of courses offered at Pinjarra SHS is designed to enable ALL students who wish to continue at school to select courses, ATAR, VET or endorsed programs appropriate to their interests, ability, and future intentions.

The course listings to follow indicate the likely offerings at Pinjarra SHS for Senior School for 2027. In general, students will study six courses at Year 11 level and six courses at Year 12 level. It is vital that students understand that Year 11 and Year 12 work together to lead to achievement of the WACE.

Points to Consider when Making Course Selections

- Students must carefully consider the minimum recommendations for particular courses, pathway requirements and, where appropriate, the various entry requirements of other institutions.
- Students must realistically aim to match their own ability, interests and educational or career intentions. In particular, courses to be studied in Year 11 should be selected in view of:
 - a) results obtained in Year 10, and
 - b) what Year 12 courses are to be studied.
- Students are strongly encouraged to discuss their preferences with teachers, the school course counsellors, and parents, prior to finalising their course selections.
- Students are reminded that there needs to be sufficient interest in a course before it will be incorporated into the final Selection Grid for next year.

OBTAINING YOUR WACE.

The West Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements. Students generally complete two years of senior secondary study, and if they demonstrate the required levels of achievement, they will be awarded the WACE



Government of Western Australia
School Curriculum and Standards Authority



WACE requirements in 2028

1. General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II VET qualification (or a Certificate III, or a Certificate IV qualification that is on the *Certificate IV Specified List*) in combination with ATAR, General or Foundation courses.

2. Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- prequalify through the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3. Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4. Achievement standard

You must achieve 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.

5. Unit equivalents

Unit equivalents can be awarded through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

ATAR PATHWAY.

If your preference is to study at University, then the Australian Tertiary Admissions Rank (ATAR) pathway may be for you. To be eligible for an ATAR ranking, it is recommended that you enrol in at least five ATAR courses.

Your ATAR ranking determines the courses and universities you will be able to attend. As well as your eligibility for courses at any of the four public universities in Western Australia: Curtin University, Murdoch University, Edith Cowan University, and The University of Western Australia. You can also apply for courses at any university across the country i.e. private university Notre Dame.

Each university has different minimum ATAR requirements and course prerequisites.

Check out the Good Universities Guide to find the course that is right for you. If ATAR is not for you, there are other entry pathways to university.



5 ATAR COURSES + **1** GENERAL COURSE = **WACE**

VET PATHWAY.



Students who are not on a direct entry to university ATAR pathway must select from 1 of 7 Vocational pathways that we offer at Pinjarra Senior High School. These pathways have pre-selected General courses that support the student to complete their nationally accredited certificate combined with Workplace Learning. Students are on site 3 – 4 days per week and off site either Thursday and / or Friday, depending on the chosen pathway

Minimum Entry Requirements

- C Grades or higher in Mathematics or English
- Successfully secured a placement in a VET in Schools program or TAFE one day a week
- Successfully secured a work placement one day a week

These pathways have been designed to provide the most appropriate combination of courses to assist in meeting future education, training or employment prospects.

Students should research which of these pathways is best suited for them. All students will also need to select a second, alternative option in the event that their chosen pathway may not run. A Vocational pathway may not be a viable option for students wanting direct entry to university.

3 DAYS AT SCHOOL + **1** DAY AT TAFE + **1** DAY AT WORKPLACE LEARNING = **WACE**

VET PATHWAYS

TRADE SKILLS

ENGINEERING

- English (GEENG)
- Maths Essential (GEMAE)
- Automotive Engineering & Technology (GEAET)
- Workplace Learning (ADWPL) 1 day/week
- MEM20422 Certificate II in Engineering Pathways (PSHS)
- Or VETDSS – (offsite)
- 1 Student Choice

Construction

- English (GEENG)
- Maths Essential (GEMAE)
- Generaly Materials, Design & Technology – Metals (GEMDTM)
- Workplace Learning (ADWPL) 1 day/week
- CPC20220 Certificate II in Construction Pathways (PSHS)
- Or VETDSS – (offsite)
- 1 Student Choice

AUTOMOTIVE

- English (GEENG)
- Maths Essential (GEMAE)
- Materials, Design & Technology – Metals (GEMDTM)
- Workplace Learning (ADWPL) 1 day/week
- AUR20720 Automotive Vocational Preparation (PSHS)
- Or VETDSS – (offsite)
- 1 Student Choice

PRIMARY INDUSTRIES

PRIMARY INDUSTRIES

- English (GEENG)
- Maths Essential (GEMAE)
- Plant Production Systems (GEPPS)
- Workplace Learning (ADWPL) 1 day/week
- AHC20411 Certificate II Horticulture (PSHS)
- Or VETDSS – (offsite)
- 1 Student Choice

ALLIED SERVICES

COMMUNITY , HEALTH AND FITNESS

- English (GEENG)
- Maths Essential (GEMAE)
- Health Studies (GEHEA) and / or
- Physical Education (GEPES)
- Workplace Learning (ADWPL) 1 day/week
- SIS30321 Certificate III in Health & Fitness (PSHS)
- Or VETDSS – (offsite)
- 1 Student Choice

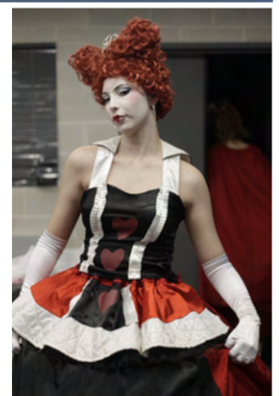
HOSPITALITY

- English (GEENG)
- Maths Essential (GEMAE)
- Food Science & Technology (GEFST)
- Workplace Learning (ADWPL) 1 day/week
- SIT20322 Certificate II in Hospitality (PSHS)
- Or VETDSS – (offsite)
- 1 Student Choice

CREATIVE INDUSTRIES

HOSPITALITY

- English (GEENG)
- Maths Essential (GEMAE)
- Media Production & Analysis (GEMPA) and/or
- Visual Art (GEVAR)
- Workplace Learning (ADWPL) 1 day/week
- CUA20220 Certificate II in Creative Industries (PSHS)
- VETDSS – (offsite)
- 1 Student Choice



STUDENT CHOICE

- Physical Education (GEPES)
- Health Studies (GEHEA)
- Outdoor Education (GEOED)
- Business Management & Enterprise (GEBME)
- Food Science & Technology (GEFST)
- Materials Design & Technology – Metal (GEMDTM)

- Automotive Engineering & Technology (GEAET)
- Plant Production Systems (GEPPS)
- Media Production & Analysis (GEMPA)
- Visual Art (GEVAR)

COURSE DESCRIPTIONS.



MATHEMATICS

MATHEMATICS METHODS (ATAR)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives, and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level. Recommendation is that students obtain an **A grade** in Year 10 Maths, 2026. Students have the option to study both Maths Methods and Maths Applications as part of an ATAR pathway.

****Note:** If there are insufficient numbers to run this course, students will be given the opportunity to study Maths Methods via SIDE (School of Isolated & Distance Education). SIDE courses will still operate from the school site and additional support will be offered to the students during Senior School Support Classes.*

MATHEMATICS APPLICATIONS (ATAR)

This course focuses on using Mathematics to solve problems in financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also develops strategies for answering statistical questions through analysis of univariate, bivariate, and time series data. The Mathematics Applications ATAR course suits students aiming to extend their skills beyond Year 10 without needing calculus, and supports a range of future university or TAFE pathways. A Year 10 Maths grade of A or B is recommended.

MATHEMATICS ESSENTIALS (GENERAL)

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 or further training. It is preferred that students have not received an E grade in Year 10 Maths, 2026.

Mathematics Methods and Mathematics Applications can be studied concurrently.

ENGLISH

ENGLISH (ATAR)

The English ATAR course develops students' capacity to think critically, communicate effectively, and engage thoughtfully with complex ideas. Through sustained reading, viewing, listening, writing, speaking, and creating, students strengthen their analytical, creative, and communication capabilities across a range of contexts.

Students engage critically with contemporary and historical texts from Australia and diverse cultures, exploring how language, purpose, audience, and context shape meaning. Through close study and wide reading, viewing, and listening, they learn to analyse and evaluate the choices authors make and the impact those choices have on audiences.

The course challenges students to interpret, question, and respond to ideas from multiple perspectives while refining their ability to express their own thinking with clarity and precision. As they engage with increasingly sophisticated texts and tasks, students develop the confidence and capability to create imaginative, interpretive, persuasive, and analytical responses in written, oral, multimodal, and digital forms.

By exploring a wide range of texts and viewpoints, students build the skills needed to communicate effectively, think independently, and adapt their understanding in an increasingly complex world.

ENGLISH (GENERAL)

The English General course supports students to strengthen and refine the language, literacy, and communication capabilities needed to engage successfully in everyday, community, social, further education, training, and workplace contexts

Designed to prepare students for a wide range of post-secondary pathways, the course develops their ability to use English with increasing confidence, flexibility, and purpose. Through engaging with a variety of texts and real-world contexts, students build the skills required to communicate effectively, think critically, and respond thoughtfully to different audiences and situations.

Students learn to comprehend, analyse, interpret, evaluate, and create analytical, imaginative, interpretive, and persuasive texts across written, oral, multimodal, and digital forms. As they engage with increasingly complex ideas and communication challenges, they develop the capability to adapt their language choices, express their thinking clearly, and use English effectively in a range of personal, academic, and professional settings.

The course equips students with practical and transferable skills that support lifelong learning, future pathways, and active participation in an evolving world.

SCIENCE

BIOLOGY (ATAR)

Prerequisite: High achievement in Year 10 Biological Science

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wider range of study pathways and careers. These include careers in Medical, Veterinary, Food and Marine Sciences, Agriculture, Biotechnology, Bio-Security, Quarantine, Conservation and Eco-Tourism. This course will also provide a foundation for students to critically consider and make informed decisions about contemporary biological issues in their everyday lives.

CHEMISTRY (ATAR)

Prerequisite: High achievement in Year 10 Chemical Science

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate Chemistry to other sciences, including Biology, Geology, Medicine, Molecular Biology and Agriculture, and prepares them for further study in the sciences. All students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision-making and engage critically with contemporary scientific issues.

*Note: If there are insufficient numbers to run this course, students will be given the opportunity to study Chemistry via SIDE (School of Isolated & Distance Education). SIDE courses will still operate from the school site and additional support will be offered to the students during Senior School Support Classes.

PHYSICS (ATAR)

Prerequisite: High achievement in Year 10 Physical Science

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Studying Physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in Science, Engineering, Medicine and Technology.

*Note: If there are insufficient numbers to run this course, students will be given the opportunity to study Physics via SIDE (School of Isolated & Distance Education). SIDE courses will still operate from the school site and additional support will be offered to the students during Senior School Support Classes.



PLANT PRODUCTION SYSTEMS (GENERAL)

Prerequisite: C in Biological Science

Plant Production Systems are a fundamental component of agriculture, which has never been more important than in the twenty-first century. Agriculture output and productivity are expected to continue to increase as the world's population reaches an estimated nine billion by 2050. International demand for high quality and safe food and fibre products, particularly from Asia, predicts a positive outlook for the State's agriculture and food sector, while managing biosecurity risks and minimising the impact of climate change variability have become more important in order to remain sustainable and globally competitive.

The Plant Production Systems General course enables students to develop knowledge and skills related to the sustainable use of resources and to the production and marketing of a range of plants and their products. Students explore ways that people manage natural resources, such as plants, animals, soil and water, to meet personal and community needs. They evaluate food and fibre production systems, sustainable practices, new technologies, consumer-driven economics and product marketing.

Australia is well positioned to maintain its reputation for 'clean and green' products, and to be a world leader in agricultural production. There will continue to be demand for people skilled in combining scarce resources and for innovative methods of production.

Studying Plant Production Systems is a strong choice for students interested in agriculture, horticulture, sustainability, food production, environmental management, or working outdoors. The course focuses on practical skills and modern plant production industries, which are important to WA's economy and regional communities.

The course combines science, technology, and practical work. The course also explores sustainability and environmental responsibility.

The practical nature of this course will build employability skills valued in the agricultural sector.

There is a strong demand for workers with practical agricultural and plant production skills, especially in regional areas and sustainable farming industries.

CAREER POSSIBILITIES	FURTHER STUDIES / TAFE	UNIVERSITY
Farm worker	Agribusiness	Horticulture
Cropping technician	Horticulture	Conservation
Farm manager		Environmental management
Agricultural machinery operator		Agricultural Science
Irrigation technician		Environmental Science
Horticulture and landscaping		Sustainability
Horticulturist		Horticulture
Nursery worker		
Landscaper		
Groundskeeper		
Arboriculture assistant		
Landcare worker		
Conservation officer		
Parks and gardens worker		
Environmental technician		
Agribusiness and technology		
Agricultural sales assistant		

HUMANITIES & SOCIAL SCIENCE

GEOGRAPHY (ATAR)

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments.

Unit One investigates natural and ecological hazards in terms of their causes and impacts on the social, economic and natural environments. This unit has a strong emphasis on mitigation strategies and the way peoples' values and viewpoints affect the effectiveness of these.

Unit Two is centred on the concept of globalisation. Students have the opportunity to choose an element of culture and lead their own enquiry into the interconnectedness of the world and this relates to the spread of culture.

Fieldwork is an important aspect of the Geography course. Students will be involved in collection of primary data related to their studies on several occasions throughout the year.

BUSINESS MANAGEMENT AND ENTERPRISE (GENERAL)

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture.

Students will be encouraged to consider a real or simulated business related to the vocational or university pathway they have chosen to engage in at Pinjarra SHS.

Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy.

Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

CAREER POSSIBILITIES	FURTHER STUDIES / TAFE	UNIVERSITY
Administrative assistant	Business	Business
Office assistant	Leadership & Management	Commerce
Receptionist	Accounting & Finance	Marketing
Customer service officer	Marketing & Social Media	Human Resources
Business support officer		Accounting
Retail supervisor		Events Management
Sales assistant		Tourism
Store manager trainee		Hospitality Management
Marketing assistant		
Finance and commerce		
Accounts clerk		
Payroll assistant		

HEALTH & PHYSICAL EDUCATION

HEALTH STUDIES (ATAR)

The Health Studies ATAR course explores health as a dynamic aspect of human life. Students develop the knowledge and skills to understand and promote personal and community health, with a focus on social, environmental, economic, and biomedical health determinants. Ever wondered why health outcomes vary between countries? This course helps answer that. Using an inquiry approach, students investigate health issues of interest, building research, communication, and leadership skills. The course prepares students for careers in health and community services and equips them with transferable skills for future study and employment.

Health Studies can be valuable if you're interested in health, medicine, psychology, fitness, public health, or community wellbeing. It develops both practical knowledge and analytical skills that are useful for university and many careers.

This course is practical and personal and helps you make informed decisions around current societal issues such as: mental health, social media and wellbeing, healthcare access, drug education and chronic disease prevention.

CAREER POSSIBILITIES	FURTHER STUDIES / TAFE	UNIVERSITY
Nursing	Community Services	Public Health
Physiotherapy	Nursing	Environmental Health
Medicine	Allied Health	Nursing & Midwifery
Public Health	Fitness	Sport Science
Occupational Therapy	Dental Assisting	Medicine
Psychology	Massage Therapy	Pharmacy
Sport Science	Population Health	Dentistry
Health Promotion		Physical Therapy



PHYSICAL EDUCATION STUDIES (GENERAL)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

Physical Education Studies is a great option for students interested in sport, fitness, health, coaching, recreation, or active lifestyles. The course combines practical physical activity with an understanding of health, fitness, teamwork, and performance.

The course helps students understand how physical activity supports healthy lifestyles. Physical Education Studies builds valuable life and workplace skills that are useful in sport, recreation, health, education, and many other industries.

Students often participate in individual and team sports while learning how to improve performance and fitness.

CAREER POSSIBILITIES	FURTHER STUDIES / TAFE	UNIVERSITY
Fitness instructor	Fitness	Exercise and sports science
Personal trainer	Outdoor Pursuits	Physical education teaching
Gym assistant	Community Services	Sport management
Recreation officer	Health Services	Physiotherapy
Sports centre assistant		Occupational Therapy
Sports coach		Recreation Management
Community sports coordinator		Health sciences
Sports development assistant		
Umpire or referee		
Allied health assistant		
Lifestyle support worker		
Health promotion assistant		
Education assistant		
Outdoor education support worker		
Youth worker		
Defence forces		
Police and emergency services		
Outdoor recreation industries		



HEALTH STUDIES (GENERAL)

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic, and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

This course is a good option for students interested in health, wellbeing, community services, sport, fitness, or caring professions. It will help students become informed and responsible about personal and community wellbeing. It is designed to be practical, relevant to everyday life, and connected to real career pathways. The skills you will develop are useful in healthcare, childcare, aged care, hospitality, fitness, education, and customer service jobs.

Health is one of Australia's fastest-growing employment sectors, so studying Health Studies can open many future opportunities.

CAREER POSSIBILITIES	FURTHER STUDIES / TAFE	UNIVERSITY
Nursing assistant	Individual Support	Nursing
Enrolled nurse	Allied Health Assistance	Health Sciences
Disability support worker	Nursing	Public Health
Aged care worker	Fitness	Social Work
Community support worker	Early Childhood Education and Care	
Aboriginal health worker	Community Services	
Mental health support worker	Occupational Therapy	
Fitness instructor		
Personal trainer		
Sports coach		
Recreation officer		
Education assistant		
Childcare educator		
Youth worker		
Therapy assistant		
Dental assistant		
Medical receptionist		
Pharmacy assistant		
Health promotion officer		
Community outreach worker		
Welfare support worker		

OUTDOOR EDUCATION (GENERAL)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing, and orienteering. It provides students with an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

TECHNOLOGY & ENTERPRISE

AUTOMOTIVE ENGINEERING AND TECHNOLOGY (GENERAL)

In the Automotive Engineering and Technology General course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and sub-systems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

Studying Automotive Engineering and Technology is a strong choice for students interested in cars, engines, mechanical systems, engineering, or hands-on technical work. The course combines practical workshop skills with an understanding of automotive technology and engineering principles.

The course gives students experience working with real automotive technologies and workshop practices. It helps students understand how the automotive industry is changing with new technologies.

Students develop technical and employability skills that are highly valued in trades and technical industries.

Western Australia has strong demand for automotive and mechanical skills in the mining, transport, agricultural and construction industries.

CAREER POSSIBILITIES	FURTHER STUDIES / TAFE	UNIVERSITY
Light vehicle mechanic	Apprenticeships	Mechanical engineering
Automotive technician	Trade Assistant	Automotive engineering
Diesel mechanic		Industrial engineering
Auto electrician		Mechatronics
Motorcycle mechanic		Engineering technology
Workshop assistant		
Parts interpreter		
Service advisor		
Vehicle detailer		
Automotive sales assistant		
Mechanical engineering technician		
Machinery operator		
Manufacturing technician		
Heavy equipment service roles		

FOOD SCIENCE AND TECHNOLOGY (GENERAL)

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include Nutrition, Health, food and beverage manufacturing, food processing, Community Services, Hospitality and Retail.

MATERIALS DESIGN AND TECHNOLOGY - METALS (GENERAL)

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met

The Materials Design and Technology General course is a practical course. Students work with metal, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.



THE ARTS

VISUAL ARTS (GENERAL)

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design.

Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop an understanding and critical awareness that assists them to appreciate and make informed evaluations of art.

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation.

This course allows students to engage in a range of art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, installations, textiles and multimedia.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts.

Students will develop a visual portfolio over the two years (Year 11 and 12) which can maximise opportunities to gain entry into further educational pathways such as TAFE, Diploma Courses etc.

MEDIA PRODUCTION & ANALYSIS (GENERAL)

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories.

Students learn the languages of media communication and how a story is constructed using representations. They are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while, as users and creators of media products, they consider the important role of audiences and their context.

Studying Media can provide students with a pathway into the growing and emerging creative industries professions.

LITERACY & NUMERACY

There are two parts to demonstrating competence in literacy and numeracy.

1. Students are required to complete two Year 11 English units and a pair of Year 12 English units.
2. Students must demonstrate the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

1. If you pre-qualify through achieving a minimum score as set by SCSA in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
2. By successfully completing the relevant component of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

ONLINE LITERACY NUMERACY ASSESSMENT (OLNA)

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one multiple-choice Reading,
- one multiple-choice Numeracy (non-calculator).
- one extended response in Writing.

If you have a language background other than English and arrived from overseas in the past year, you may be able to delay sitting the OLNA. You should discuss your options with your Course Counsellor.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their Course Counsellor.

VOCATIONAL EDUCATION AND TRAINING PROGRAMS 2027.

VET Pathways are industry-based programs designed for completion over one or two years. On completion of the VET Pathways, students graduate with a range of industry qualifications enhancing their opportunities for employment and further education and training. The programs typically engage students in extensive practical training and on the job experiences.

The completion of nationally recognised qualifications from industry training packages provides students with significant advantages when seeking employment.

To ensure student success in any of the VET certificate courses, students must have completed Year 10 satisfactorily and have C grades in English and Mathematics.

VOCATIONAL EDUCATION AND TRAINING CERTIFICATE COURSES (SCHOOL BASED)

Qualifications are delivered by Pinjarra Senior High School staff under a rigorous quality assurance system for different Registered Training Organisations (RTO's).

VET certificate courses are selected by students from the Senior School grid during the course selection process. Students typically select and complete a Year 11 skill set made up of a number of units of competency followed by a Year 12 skill set the following year. Students will be expected to remain enrolled in and complete the Year 11 and Year 12 skill sets (course changes will not be permitted). On successful completion of both skill sets, students are eligible to apply for the award (Qualification). In most cases, successful completion of a qualification will ensure that a student will gain preferential entry to higher level qualifications in that study area.

THESE VET PROGRAMS ARE OFFERED AT PINJARRA SENIOR HIGH SCHOOL IN 2027

- AUR20720 Certificate II in Automotive Vocational Preparation
- CUA20220 Certificate II in Creative Industries
- CPC20220 Certificate II in Construction Pathways
- MEM20422 Certificate II in Engineering Pathways
- SIS30321 Certificate III in Fitness
- SIT20322 Certificate II in Hospitality
- AHC20422 Certificate II in Horticulture

VOCATIONAL EDUCATION AND TRAINING CERTIFICATE COURSE - (VETDSS - VET DELIVERED TO SECONDARY STUDENTS)

Access to the following VET training is likely to be supported at Pinjarra Senior High School in 2027. This will be determined by the programs offered by the different training providers and are subject to change.

(A preliminary list of 2027 courses will be available on via the Connect platform).

The training component offered in these programs is run by external training providers and the school does not control the training or the days that they are offered. Entry into these courses is competitive and involves completing an application form along with supporting documents such as resume, school reports and references. To be competitive, students should have a minimum of C grades in English and Maths as well as good attendance. VET staff at PSHS will work with students and their parents/carers to support the completion of these applications. Students MUST ensure that applications for these places are submitted by the appropriate deadlines. More specific information is available from the VET Coordinator upon request and will be uploaded to the Next Step website.

Please Note: Students may need special clothing/uniform/textbooks and/or equipment for their chosen course – this is the student's responsibility. Students will need to be able to arrange their own travel to and from the nominated TAFE Campus.

VOCATIONAL EDUCATION AND TRAINING CERTIFICATE COURSES – FEE FOR SERVICE

There are opportunities for students to be involved in selected Certificate courses run by state and private training providers at an upfront cost to those who choose to engage in one of these courses. Typically, these courses are at a Certificate III and above. Students needs to be academically sound in English and Mathematics and demonstrate good attendance. Those who undertake this study, need to be able to get to and from the delivery site for the course independently.

More specific information is available from the VET Coordinator upon request and will be uploaded to the Connect.



CERTIFICATE DESCRIPTIONS

2027.

AUR20720 CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met. C grade in Maths and English.

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification has been specifically designed to prepare students for entering apprenticeships in the automotive mechanical and electrical trades.

AUR 20720 Certificate II in Automotive Vocational Preparation is usually auspiced with South Metropolitan TAFE (RTO code: 52787).



CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment, customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individuals complete tasks with limited complexity and with required actions clearly defined.

The job roles that relate to this qualification may include Venue Attendant, Usher, Production Assistant (Film and Television), Junior Production Crew, Trainee Production Crew, Radio Production Assistant, Program Seller, Merchandise Seller, Stagehand, Runner, Dresser, Crewing Employee, Sound Assistant, Bump in/Bump out Loader, Wardrobe Assistant.

CUA20220 Certificate II in Creative Industries

CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS



This qualification provides a pathway to the primary trades in the construction industry except for plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry off-site occupations, such as joinery as well as carpentry, bricklaying, and other occupations in general construction.

This qualification is designed to introduce learner to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has a core unit of competency requirements that are required in most Cert III qualifications. The elective options are structure to allow choice from areas of trade skills as an introduction to a range of occupations.

CPC20220 Certificate II in Construction Pathways is usually facilitated by CARTEC Training (RTO code: 52502)

MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS (METALS)



Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met. C grade in Maths and English

This qualification is intended for people interested in exposure to a metals engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in a metals engineering or related working environment. The learning program will develop trade-like skills by introducing students to welding, fabrication and machining where they apply metal joining techniques, experience welding and use machines to accurately manufacture a tool. The focus is on using engineering tools and equipment to produce or modify objects, in a safe manner for each learner and those around them. This qualification delivers broad-based metals underpinning skills and knowledge in a range of metals engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a metals engineering-related workplace.

MEM 20422 Certificate II in Engineering Pathways is usually facilitated by CARTEC Training (RTO code: 52502)

SIS30321 CERTIFICATE III IN FITNESS

This qualification reflect the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgement to solve routine issues within the parameters of clearly defined organisational policies and procedures.

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

SIS30321 Certificate III in Fitness is auspiced through Binnacle Training College (RTO Code 31319)



SIT20322 CERTIFICATE II IN HOSPITALITY

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met. C grade in Maths and English.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not reflect the skills required by commercial cooks. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. Possible job titles include:

- Breakfast Cook
- Catering Assistant
- Fast Food Cook
- Sandwich Hand
- Takeaway Cook

SIT 20322 Certificate II in Hospitality is usually auspiced with IVET Institute (RTO Code 40548)

AHC20411 CERTIFICATE II IN PRIMARY INDUSTRIES

Studying Plant Production Systems is a strong choice for students interested in agriculture, horticulture, sustainability, food production, environmental management, or working outdoors. The course focuses on practical skills and modern plant production industries, which are important to WA's economy and regional communities.

The course combines science, technology, and practical work. The course also explores sustainability and environmental responsibility.

The practical nature of this course will build employability skills valued in the agricultural sector

There is a strong demand for workers with practical agricultural and plant production skills, especially in regional areas and sustainable farming industries.

ENDORSED PROGRAM DESCRIPTIONS 2027.

An Endorsed Program is a significant learning program that has been developed for senior secondary students (Years 10-12). ALL successfully completed endorsed programs are listed on the student's Western Australian Statement of Student Achievement (WASSA).

Pinjarra Senior High School offers Endorsed Programs in;

- Workplace Learning
- Murdoch FlexiTrack High (Murdoch University preparatory pathway) - Yr 12
- TLC Learning for Tomorrow (Murdoch University pre-preparatory program) - Yr 12
- Elite Sports Performance
- Community Service
- Administration and Management (Year 12 only – School Ball and Yearbook Committee)
- Off Campus Enrichment (Country Week).

There are many other endorsed programs assessed by external agencies. The extensive list of endorsed programs may be found in the 2027 Endorsed Program codes and achievement descriptors document at <https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>

WORKPLACE LEARNING YEAR 11 AND/OR 12

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met.

Workplace Learning is an Authority-developed Endorsed Program that is managed by individual schools and is open to students in Years 11 and 12. 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. Unit equivalence is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

This Course provides students with on the job training (in a real workplace) in an industry of their choice. ADWPL contributes towards the WACE and is often viewed as an advantage in TAFE applications.

The final outcome for ADWPL students is derived from the following three areas:

- Completion of the minimum days required and associated worksheets
- Satisfactory completion of the ADWPL Journal
- Personal attributes outlined in the Student Performance Profile
 - o Initiative
 - o Enthusiasm
 - o Reliability
 - o Response to advice
 - o Quality of work
 - o Approach to learning
 - o Confidence
 - o Work attendance

PLEASE NOTE:

Students are expected to find their own workplace for their VET program; however, the VET Coordinator will work together with students to help locate and secure a suitable placement if they need support. If a student finds their own workplace, the VET Coordinator must assess and approve the workplace before the student can begin their placement.

Students will also need to arrange their own transport to and from the workplace.

Students are not required to undertake Workplace Learning during school holidays or public holidays unless this has been organised in advance with the VET Coordinator. Students are required to attend Workplace Learning on School Development Days.

Students may also be required to wear appropriate clothing and footwear while in the workplace. Please be aware that steel capped boots, if required, are not supplied by the school or the host workplace, and parents will need to provide these.

Students enrolled in workplace learning will receive an information pack to bring home to parents/guardians at the beginning of Term 4 2026.

Completion of the Induction program at school will take place over the course of Term four. This is a pre-requisite for accessing ADWPL in 2027.

COURSE CHARGES 2027.

2027 Approximate Course Charges

All course costs are given as a guide only. These are based on 2026 pricing structures and are subject to change in 2027

A 50% DEPOSIT WILL BE REQUIRED WHEN COMPLETING COURSE COUNSELLING FOR YEAR 11 AND 12 SUBJECTS		
CODE	COURSE	CHARGE
ADWPL	Workplace Learning 11	\$105.00
AEBLY	Biology ATAR 11	\$105.00
AECHE	Chemistry ATAR 11	\$140.00
AEENG	English ATAR 11	\$80.00
AEGEO	Geography ATAR 11	\$95.00
AEMAA	Mathematics: Applications ATAR 11	\$55.00
AEMAM	Mathematics: Methods ATAR 11	\$150.00
AEHEA	Health Studies ATAR 11	\$85.00
AEPHY	Physics ATAR 11	\$105.00
GEAET	Automotive Engineering and Technology General 11	\$150.00
GEENG	English General 11	\$70.00
GEFST	Food Science & Technology General 11	\$195.00
GEMAE	Mathematics: Essential General 11	\$80.00
GEMDTM	Materials Design & Technology – Metals General 11	\$160.00
GEHEA	Health Studies General	\$85.00
GEOED	Outdoor Education General 11	\$195.00
GEPES	Physical Education Studies General 11	\$100.00
GEPPS	Plant Production Systems – General 11	\$115.00
GEMPA	Media Production and Analysis - General 11	\$115.00
GEVAR	Visual Arts General 11	\$160.00
Code	Certificate Courses	Charge
AUR20716	Certificate II in Automotive Vocational Preparation	\$150.00
MEM20422	Certificate II in Engineering Pathways	\$200.00
SIT20322	Certificate II in Hospitality	\$210.00
AHC20411	Certificate II in Primary Industries	\$150.00
CPC20220	Certificate II in Construction Pathways	\$180.00
SIS61654	Certificate III in Fitness	\$200.00
CUA20220	Certificate II in Creative Industries	TBC

VET FEE FOR SERVICES CHARGES 2027

VET Fee for Service certificates cost up to \$3500 dependant on Registered Training Organisation (RTO) providers.

A 50% deposit is to be paid to the school upon course selection and the remaining balance is to be paid in full by the end of Week 4, Term 1 2027. Payment plans are welcome to be negotiated and will be directly debited from your bank account.

SCHOOL OF ISOLATED & DISTANCE EDUCATION (SIDE)

Courses studied through SIDE are subject to additional charges. These will be determined at the time of enrolment into SIDE and a statement provided to parents.

A 50% deposit is to be paid to the school upon course selection and the remaining balance is to be paid in full by the end of Week 4, Term 1 2027. Payment plans are welcome to be negotiated and will be directly debited from your bank account.



Planning your pathway: Building opportunities for the future

Choosing courses and planning for life beyond school is an important decision. The goal is not simply to choose options that match where you are now, but to make informed choices that help you build the future you want.

Seek sound advice

- Complete your Career Exploration Workbook and/or Pathway Plan.
- Research pathways, courses, careers, and future opportunities using reliable sources.
- Check prerequisite and entry requirements for courses and career pathways that interest you.
- Seek different perspectives from teachers, the VET Coordinator, Career Practitioner, Head of House, Student Services, Associate Principals, parents, carers, family members, and trusted adults.
- Ask questions, compare information, and use what you learn to make informed decisions.
- Keep important documents organised, including your Pathway Plan, resume, certificates, achievements, and records of work experience or volunteering.

Make thoughtful choices

- Consider the future opportunities that matter to you and identify the knowledge, skills, and habits you will need to build to access them.
- Choose options that help you grow. The best choice is often the one that stretches your thinking, builds new skills, and keeps future opportunities open.
- Set meaningful goals and take steps towards them over time.
- Expect challenge when pursuing worthwhile goals. Use advice, support, and reflection to strengthen your capability.
- Stay connected with people who encourage and support your growth.
- Review your pathway regularly and adjust your plans as your interests, goals, and opportunities evolve.

Make the Most of School

- Develop habits that support learning, including strong attendance, organisation, persistence, reflection, and timely completion of work.
- Build routines that help you balance learning, family commitments, work, sport, volunteering, and extracurricular activities.
- Look for opportunities to develop new skills, take on challenges, and broaden your experiences.
- Use advice to improve and take ownership of your learning.

Look After Your Wellbeing

- Maintain your energy by eating a balanced diet and staying hydrated.
- Exercise regularly to support both physical and mental wellbeing.
- Take regular breaks from screens.
- Prioritise sleep and establish healthy routines.
- Make time for hobbies, interests, and activities that help you recharge and maintain balance.

Need Support with Your Pathway Planning?

You do not have to make these decisions alone.

If you are unsure about your next steps, make sure you go to the Future's office (Senior Learning Centre) to see the Career Practitioner or VET Coordinator who can help you with your career pathway.

Your Pathway Team



FIONA DAVIDSON
ASSOCIATE PRINCIPAL



JULIE GRAY
CAREER PRACTITIONER



LELAINE BOARDMAN
VET COORDINATOR



PINJARRA SENIOR HIGH SCHOOL

16 Mclarty Road
PINJARRA WA 6208

☎ 9531 7000

✉ pinjarra.shs@education.wa.edu.au