

This publication provides information about the courses being offered to students at Rossmoyne Senior High School in Year 8 in 2009.

Every effort has been made to ensure that the information contained in this publication is correct at the time of printing.

Contents

Section 1

Introduction	1
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Section 2 –

Course Descriptions

1. The Arts Learning Area.....	3
2. English Learning Area	4
3. Health and Physical Education Learning Area.....	5
4. Languages Learning Area	5
5. Mathematics Learning Area	6
6. Science Learning Area	7
7. Society and Environment Learning Area	8
8. Technology and Enterprise Learning Area	8
9. Bush Rangers.....	10

Section 3

Information about Contributions & Charges and Secondary Allowance Scheme	11
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Introduction

Welcome to Rossmoyne Senior High School. This handbook provides information about the curriculum students will be studying throughout Year 8 in 2009. Students will later be given a 'School Information Handbook' that will have all other relevant school information.

Rossmoyne SHS offers a broad range of programs to meet the many and varied talents, interests and abilities of its students. In addition, the Gifted and Talented (GATE) Languages program is provided for selective entry students. Academic extension is offered to other high achieving students identified through their performance in standard classes. Rossmoyne's Approved Specialist Programs (ASP) in Classical Music and Volleyball provide for those students with outstanding skills and abilities in these areas.

Consistent with requirements of the Department of Education and Training, students are offered a program which includes all eight Learning Areas.

These are:

- The Arts
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise

In English, Health and Physical Education, Mathematics, Science and Society and Environment students typically follow a common course¹ for the year². During semester one, students may be selected to join the extension programs in English, Science and Society and the Environment. In Mathematics, students are loosely grouped on results from Year 7 (extension, advanced and general). These are revised at the end of term one.

The study of a foreign language is compulsory for all students in Year 8 and Year 9. Students are able to choose from:

- Chinese (Beginners)
- Chinese (Background Speakers)
- French
- German
- Japanese

In the Arts and Technology and Enterprise learning areas, students are able to choose courses to meet their special interests and abilities. In the Arts, students are able to choose from:

- Art and Craft
- Class and Instrumental Music
- Dance
- Drama
- Introduction to Piano Keyboard

In Technology and Enterprise students will have choice within the three contexts of Business Education, Design and Technology and Home Economics:

- Clothing Awareness
- Computer Extension³
- Computer Literacy
- Food Awareness
- Metal Technology
- Powerpoint
- Wood Technology

¹ Rossmoyne SHS is a Gifted and Talented Education(Languages) school. Students have been centrally selected to join these classes.

² Health Education is studied as a semester-long course in either semester 1 or semester 2 depending on a student's overall course selection.

³ Enrolment through a school-based selection process.

All courses in the Arts are semester-long programs with the exception of Music which is a year-long course with entry to the program based on the conditions described on page 3. Introduction to Piano Keyboard is available to students who are interested in Music but are not enrolled in the Class and Instrumental Music program.

Similarly in Technology and Enterprise all courses are semester-long with the exception of Computer Extension which runs for the full year. Entry to the Computer Extension class is based on a school-based selection process.

The school also offers two programs for students with a particular interest in environmental issues. Environmental Science can be chosen as an elective to be undertaken during school time. Bushrangers Cadets is run after hours.

Allocation of Time

Each day is broken into eight 40-minute periods. The total of forty periods for the week is distributed as follows:

English	6
Mathematics	6
Science	6
Society and Environment	6
Language	3
Physical Education	3
Electives: 3 in each semester	9
Form	1
Total	40

Nine (9) of the remaining ten periods of the week are allocated to studies in the three courses which students have selected in the Arts, Environmental Science and Technology and Enterprise as well as Health Education. These courses run for 3 periods per week.

The remaining period is allocated to Form activities which in first term centre around Transition to Year 8, getting to know one another and Peer Support.

Importance of Reading

In conjunction with the English Department, the library staff have developed reading schemes to encourage students in a wide variety of quality fiction. These include **RIBIT (Reading in Bed is Terrific)** for Year 8 students.

Choosing Courses

Parents and students are encouraged to read this booklet thoroughly in order to understand subject requirements before deciding on a course of study. Specific queries should be directed to the Head of the particular Learning Area.

General enquiries can be directed to Deputy Principal responsible for Year 8 students in 2009.

THE ARTS

There are four major outcomes in the Arts Learning Area:

- Art Ideas
- Arts Skills and Processes
- Arts Responses and
- Arts in Society

Students are able to work through these in the contexts of: Art & Craft, Music, Dance and Drama in Year 8. (From Year 9 on, they also have the choices of Photography and Media.)

Art and Craft

In the visual arts, the studio products may be broken into two classifications.

Art includes painting, sculpture and printmaking, producing works which are made purely as a form of expression to enhance our environment and our lives.

Craft includes textiles, ceramics and jewellery, producing works which have a function and involve a special design.

This course combines an introduction to each of these facets of the visual arts. Students will be involved in a range of experiences designed to help them discover and to develop an understanding of the tools, materials and techniques of artists and craftspersons while drawing, designing and completing studio projects.

Class and Instrumental Music

Students who are currently learning an instrument (including voice) are encouraged to enrol in this course and continue with their instrumental tuition. There is also a degree of flexibility for a few students to enrol in this course and begin to learn an instrument. Enrolment in the course requires ensemble participation. Enrolment in Music in Year 8 implies a 3 year commitment until the end of Year 10, after which enrolment is optional.

To enrol, students should be:

- already learning an instrument or voice in Primary School from a school or Education Department teacher, or
- learning an instrument or voice from a private music teacher, or
- selected as a beginner to learn an instrument from a Department of Education & Training (DET) teacher. (No guarantee can be given that students will be selected for an instrument).

Through practical activities, Class Music students will study the literature of music and basic theory, and develop skills in aural awareness, composition and improvisation.

The Instrumental course is designed to develop the student's musical skills on his/her particular instrument. The compulsory ensemble component will be taken out of school hours, while the instrumental lesson will be taken in school time (on a rotating timetable basis). In this course students will study:

- technical work and pieces suitable to their level of ability.
- a wide range of repertoire suitable for their particular ensemble or instrument.

2009 will see the inauguration of Rossmoyne's Approved Specialist Program in Classical Music where outstanding students from outside the local area have been able to apply to join the class. This will further enhance an already exemplary program.

Dance

This course provides students with the opportunity to develop skills in various genres such as contemporary, hip-hop and jazz, whilst building self-confidence, expressive skills, coordination, strength and flexibility. As a class, students will learn a dance to be performed at the end of the semester.

To broaden their dance experience, students will have the opportunity to see live dance performances and audition for special projects that may arise throughout the year.

Drama

Through the use of drama games and activities, students will develop skills in communication, mime, movement, voice, improvisation and reflection. These fun activities will introduce students to the basic skills of acting. This is a great introduction to drama at high school.

Introduction to Piano Keyboard

Students should have a keen interest in music. No previous piano keyboard experience and a strong desire to learn some basic piano skills. This course emphasises the development of musicianship skills through piano keyboard laboratory activities. At the conclusion of this course students will have a good understanding of music and be able to play simple songs using both hands.

ENGLISH

There are four major outcomes in the English Learning Area.

- Listening and Speaking
- Viewing
- Reading and
- Writing

In the English Learning Area, students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society. They learn to reflect on and critically analyse their own use of language and the language of others.

Lower School English courses are designed in modules to ensure that students have the opportunity to develop understandings and demonstrate progress in Reading, Writing, Viewing and Speaking and Listening.

Students will develop skills in reading and writing. Students will read widely, to reflect on different genres, representations and the different meanings that might be made from texts. They will reflect on how texts relate to their own experiences. Students are provided with the opportunities to reflect on writing skills and to develop control over writing for different purposes, audiences and contexts.

Students will also focus on developing their listening and speaking skills and will view widely from different sources to assist them to further develop a sense of themselves as independent listeners and speakers who increasingly engage in sharing their experiences with others. Speaking activities, including group presentations and drama activities, will provide students with the opportunity to engage with a range of speaking and listening modes.

Teachers plan learning programs that give students the opportunity to work on more than one outcome at a time.

Teachers will take opportunities for assisting and observing progress on a range of tasks over a period of time rather than using information from a single test.

English as a Second Language/Dialect (ESL/ESD)

The ESL courses within lower school are designed to address the outcomes of the English Learning Area using specific ESL strategies. ESL involves learning a new language, understanding a new culture and learning to access the linguistic resources of English.

To facilitate this process, ESL students are provided with an environment where language requirements and features are modelled and made explicit with frequent opportunities to practise and use language in written and oral communication. Students are encouraged to explore their grammatical and linguistic understandings of English. They will learn English for different purposes as well as how to plan, organise and edit their work. Students will be expected to take personal responsibility for their own language learning. Development within the language modes of oral interaction, reading and responding and writing will be monitored.

Students will be given opportunities to develop increasing control and understanding of the structure and uses of English in a range of contexts.

Oral interaction:

Students will refine their speaking skills through oral presentations and small group learning. They will develop skills in using and interpreting non-verbal clues and idiomatic language. They will use both formal and informal registers according to audience with attention given to pronunciation, intonation and grammatical structure.

Reading and viewing:

Students will be encouraged to read and view widely as a basis for increasing understanding of language structures, vocabulary and cultural awareness. They will participate in library-based reading programs. They will be given opportunities to respond to texts at different levels and for different purposes. They should also develop a vocabulary bank based on their reading. Students will learn skills in close analysis of texts as well as their different roles as a reader/viewer.

Writing:

Students will be given opportunities to refine and develop their writing skills. They will have frequent opportunities to practise cohesive writing with control over structural and grammatical features including tense, subject-verb agreement and punctuation. They will learn to brainstorm, plan, edit and monitor their work to enhance fluency and expression. Home study will include regular writing practice for a variety of purposes, together with extension of structural and lexical knowledge.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in physical activity. This enables students to make responsible decisions to promote their own and others' health and well-being.

There are four major learning outcomes in the Health and Physical Education Learning Area.

- Knowledge and Understandings
- Skills for Physical Activity
- Self-Management Skills and
- Interpersonal Skills

These are interrelated and all contribute to the development of healthy, active lifestyles for students.

These programs allow students to learn and achieve the essential knowledge, attitudes and values and skills through two contexts:

1. Health Education

Using Knowledge and Understandings and Self-Management Skills, students explore skills that will enable them to evaluate their own health and physical activity levels, investigate the influence of media and peer pressure on health, decision-making, learn skills to cope with life-changing events and explore ways to enhance their own and others self-esteem. The aim is to build student resiliency skills so that they are better protected and prepared for their journey into adulthood.

2. Physical Education

Using Self-Management, Interpersonal and Physical Activity Skills, students get to explore various kinds of movement with physical activity. Our Year 8 students move through fundamental movement skills, to striking skills and kicking skills to improve their brain and body function. In game contexts, our students are hopefully better informed to make lifestyle choices outside of school and perhaps be more likely to pursue an activity of their liking in their own time.

In both contexts, students are encouraged to learn through a cycle of ACTION and REFLECTION.

Health Education

Students will investigate a variety of health issues surrounding topics like drug use, growth and development, resistance and resiliency skills, exercise and weight control, body image and self-esteem skills.

Physical Education

Students experience several Sport, Health and Fitness contexts to increase their confidence for life-long involvement in physical activity. The school has a fully fitted fitness centre, solar heated pool, courts and large gymnasium.

Rossmoyne is an Approved Specialist Program (Volleyball) school. Students selected to join this class also study the standard Physical Education course.

LANGUAGES

All Year 8 and 9 students are required to undertake studies in at least one language. At the end of Year 8 students will have the opportunity of continuing with their chosen Language, which will be available to Year 12.

There are three major outcomes in the Languages Learning Area:

- Listening and Responding, and Speaking
- Viewing, Reading and Responding
- Writing

Students are able to work through these in the contexts of: Chinese (Second Language or Background Speaking), French, German and Japanese.

In addition to the normal language lessons, students are also given opportunities to participate in extra-curricular competitions and cultural activities, as well as various exchange programs which are available from Year 10 onwards.

Gifted and Talented Education Program (GATE)

GATE program students are required to study one of their chosen languages for 2009: Chinese (Second Language), French, German or Japanese (Second Language). Students with an intensive Chinese background may be able to go into the Chinese Background course. Any GATE student may select a second language. However, the second language will not be a designated GATE program.

Ordinarily courses for GATE students will assume students are at a beginner's level of language proficiency. GATE students will be studying their chosen language for five periods per week. This will enable them to study the language in greater depth, thus ensuring a high level of language acquisition by the end of Year 1. GATE students will be expected to participate in the various extension opportunities, which may be on offer during the school year.

Chinese (Beginners)

Initially the emphasis is on the development of the skills needed to understand and speak Chinese. Students also develop an awareness of the Chinese way of life and are introduced to the Chinese writing system. At a later stage, students develop reading skills. Students also study Chinese traditions and customs. They gradually extend their knowledge of Chinese characters. Topics include; greetings, describing yourself and others, family and pets, daily routine, weather, time and numbers.

Chinese (Background speakers)

Students come into this subject with an existing knowledge of Chinese (Mandarin). They are taught to further improve their ability to understand, speak, read and write Chinese. They extend their knowledge of Chinese characters. Students also learn about Chinese art and music.

Topics include: leisure activities, clothing, describing people, school life and subjects.

French

This is an introductory course focusing on French language and culture. Students learn to speak basic French and there is initially, much emphasis on listening and speaking skills. As culture is very important much emphasis is placed on cultural awareness and understanding the French way of life.

Topics include: personal information, family, introductions, pets, likes and dislikes, food, daily routine, school, sport, French towns and festivals.

German

This course focuses on all of the communicative modes – listening, speaking, reading and writing. Initially the emphasis is on listening and speaking German. Students are given many opportunities to use German in realistic settings. Students also find out much about Germany and the German way of life.

Topics include: personal details, introductions, hobbies, leisure time, pets, school life and sport.

Japanese

The emphasis is on the development of the basic skills needed to read and write the Japanese scripts, as well as to understand and speak Japanese. Students gradually build on these skills, so that they will be able to hold simple conversations in Japanese. Students also develop an awareness of Japanese traditions and culture.

Topics include: greetings, introducing yourself and others, numbers, family, pets, time and school life.

MATHEMATICS

The course will address six major outcomes, namely:

- Working Mathematically
- Space
- Measurement
- Chance & Data
- Number
- Algebra

This course, which runs for the whole year, is designed to enable students to make a smooth transition from primary to secondary school mathematics. It also introduces students to many new concepts in secondary mathematics. All classes will cover the same core work which is designed to provide students with the prerequisite knowledge and skills needed for all further secondary mathematics studies. The activities to do this will come from a wide variety of contexts.

However, it is recognised that not all students are entering secondary school with the same background in primary school mathematics. Accordingly, different classes will undertake extra enrichment work. Also within classes, students will have optional enrichment work given to them which may not necessarily be completed by all students within the class. Activities for the enrichment aim to develop stronger investigation and problem solving skills in mathematics and will come from many sources, including enrichment of the core work as well as separate enrichment work based on other materials and in other contexts.

In year 8, most of the work is at levels 4 and 5, with a little at levels 3 and 6.

In each outcome, activities will allow students to demonstrate how well they achieve the various levels, and allow them to develop further skills.

SCIENCE

The course will address five major outcomes, namely:

- Earth and Beyond
- Energy and Change
- Life and Living
- Natural and Processed Materials
- Investigating.

Working Scientifically

This subject is an introduction to secondary science. Its aim is to provide students with the prerequisite knowledge and skills needed for all further secondary science studies.

The Year 8 course covers

- an introduction to the science laboratory and laboratory skills
- library research skills
- the methods of science
- using these methods to solve everyday problems.

Life and Living

This subject allows students to study living things, their characteristics and life processes. The subject covers:

- the differences between living and non-living things
- the characteristics of plants
- the characteristics of animals
- how the living world has been classified
- the importance of plants and animals.
- investigation of life processes

Investigating Physics

There are many forces in nature. All sorts of devices, tools and machines are used to put these forces to work and make work easier. Students doing this course will do many activities to find out about forces, how they can be measured and what forces can do. In modern society knowledge about forces, machines and technology is very important. Forces at work within our Earth are also investigated.

The subject covers:

- Simple machines, energy, forces, friction, gravity, earthquakes, volcanoes, faulting and folding, and weathering and erosion.

Investigating Chemistry

This is an introductory chemistry subject. It examines matter and the changes it undergoes.

The subject covers:

- Atoms
- Elements, compounds and mixtures
- Solubility
- Separation techniques
- Preparation and properties of some gases.

Environmental Education

The course introduces students to environmental issues, to develop the students' appreciation of the natural environment and to develop the skills necessary to work on practical nature conservation projects. Students involved will work on waste-wise, local habitats, revegetation and a range of other projects based on their own environmental concerns.

SOCIETY AND ENVIRONMENT (S&E)

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

There are seven major outcomes:

- Investigation, Communication and Participation - Planning and conducting investigations; processing and interpreting information, and evaluating and applying findings. (Research Skills)
- Place and Space - The features of places; the connection of people and places and the relationship between people and the environment. (Geography emphasis)
- Resources - People have choices to make between unlimited wants and limited resources; the principles of efficient development of limited resources and workplace organisation and practices. (Economic emphasis)
- Time, Continuity and Change - Over time societies change; our understanding of the past result from social, political, cultural, environmental and economic forces and there are many versions of history. (History emphasis)
- Natural and Social Systems - Natural, political, legal and economic systems.
- Active Citizenship - Where students are given the opportunity to consider the question "So what does this mean to me, society and the environment?"

The above will be considered by specifically learning about:

- The world's broad geographic structures and systems, and human adaptation and modification of the world's environment.
- Study of Australia's History to 1900
- Study of traditional Aboriginal culture.
- How we operate as a consumer in today's economic system, developing a personal portfolio.

TECHNOLOGY AND ENTERPRISE

There are seven major outcomes with only the first focused upon in year 8:

- Technology Process
- Materials
- Information
- Systems
- Enterprise
- Technology Skills and
- Technology in Society.

Within each of these outcomes students apply a technology process of investigating, devising, producing and evaluating. Students use a wide variety of materials to create or modify products, processes, systems, services or environments to meet needs and realise opportunities.

Students are able to work through these in the contexts of: Business Education (Computer Literacy and Powerpoint), Design & Technology (Wood Technology & Metal Technology) and Home Economics (Food Awareness and Clothing Awareness).

Business Education

Computer Literacy

In this course students are encouraged to use correct keyboarding techniques (making use of *Typequick* software) to ensure efficient and ergonomic use of computers. Students are taught essential operating system fundamentals as well as basic word processing skills (*using MS Word*) so that they can create professional looking documents. Students will access the internet, school website and shared drive and make use of available technology.

Students will use the *technology process* (Investigate, Devise, Produce, and Evaluate) to create promotional material and an information brochure.

Skills learnt will be of value to the student in preparing homework and assignments in other learning areas.

PowerPoint

The aim of this course is to provide students with skills required to create *effective* power point presentations. *PowerPoint* will teach students to plan and organise a speech/talk which requires presentation aids. These skills are often used across the curriculum e.g. Science, English, Society & Environment.

Students are also taught essential operating system fundamentals and encouraged to use correct keyboarding techniques (using *Typequick* software). They will access the internet, school website, shared drive and make use of available technology. Students will use the *technology process* (Investigate, Devise, Produce, Evaluate) to create two major PowerPoint presentations e.g. an information evening at Rossmoyne and a presentation to reveal a new WA adventure/theme park!

Home Economics

Food Awareness

Students learn to plan and prepare a variety of healthy nourishing foods that follow the recommendations of the Australian Guide to Healthy Eating and the Australian Dietary Guidelines.

Also in the course students learn to:

- Work safely and handle food hygienically
- Manage time efficiently
- Work collaboratively in a team environment
- Develop technology process skills of investigating, devising, making and evaluating when creating simple menu's
- You will get to cook muffins, super spuds, pizza, egg boats, fried rice, cookies, minestrone, stir fry, hamburgers, spaghetti bolognese and scones.
- Have lots of FUN!

Clothing Awareness

This is an exciting practical course where students learn to use the sewing machine and overlocker to create useful, everyday articles such as a pencil case, designer bag and simple boxer shorts.

Also in the course students learn to:

- Work safely
- Manage time efficiently
- Work collaboratively
- Develop technology process skills of investigating, devising, making and evaluating when creating simple articles
- Students will make a pin cushion, sewing bag, pencil case and creative cushion
- Have lots of FUN!

Design & Technology

Wood Technology

This course is designed to introduce the students to the pleasure of working with timber - mainly pine. The students will be led through the safe use of various machines and hand tools by the making of several small yet interesting and useful projects. Along with the basic hand tools, students will be given the opportunity to use machinery such as the drill press and wood lathe. Through their models, students will learn various processes and basic joints. They will also be given specific information about the equipment they are using. With most projects students will be given the opportunity to include their own design input.

Students will develop the skill of being able to read and construct simple working drawings.

Metal Technology

The course emphasises the use of machines and hand tools to construct small, useful projects. Students will be taught the safe use of machines such as the drill, lathe, and buffing machine, together with hand tools. A variety of materials will be used in the construction of projects including mild steel, brass or copper, tin plate, galvanised iron and acrylic.

Students will be expected to develop knowledge of the materials and processes used and be able to read working drawings. Emphasis will be given to the development of accuracy, orderly work habits and communication of practical concepts.

Computing Extension

This course provides a unique opportunity for Rossmoyne Senior High School students to develop their computing skills at a higher level than can be normally offered in the standard computing class. Entry to this program involves a selection process. Students are selected in year 7 (for commencement in year 8).

Students will:

- Become familiar with and understand the capabilities of computers.
- Use general software applications including:
 - Presentation software
 - Word Processor
 - Spreadsheet
 - Database

Bush Rangers Western Australia

The Bush Ranger course offered at Rossmoyne is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Thursdays from 3.30pm to 5.30pm. Bush Rangers Levels 1, 2 and 3 are now Curriculum Council Endorsed Units and so achievement of these levels can be added to the student's WACE.

The program has four main components:

- Practical Conservation: encourages teamwork, leadership, self-confidence and responsibility
- Theory: develops knowledge of conservation techniques
- Community Service: creates a sense of value in contributing to society
- Vocational Training: teaches skills useful in many workplaces

Bush Rangers is part of the Cadets WA program.

Environmental Education

See under 'Science' page 7.

INFORMATION ABOUT CONTRIBUTIONS & CHARGES and SECONDARY ALLOWANCE SCHEME

School Contributions and Charges

Every endeavour is made to keep the contributions and charges at the lowest possible level. However the cost of resources such as class sets of reference materials and visual resources which allow the school to maintain excellent standards is high. Where possible, the costs are similar to 2008.

Printing Resource Charge

The cost of printing student work on the computer printers is beyond the resources of the school. The school has determined that these resources be made available as fees are paid.

Each student has an account for the printers attached to the school computers. At the commencement of the year this account will be credited with \$5.00. When this credit is consumed students may purchase further credit on the account. Any student who has not paid this charge will be required to clear this debt and take it into credit before access will be re-activated. Those students who are enrolled in one of the computing subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

Notice of Contributions Charges and Booklists

Each student will receive a contributions and charges list and a booklist at the end of 2008 detailing the individual's costs for 2009.

Refunds

Students leaving school during the year will receive a pro-rata refund on the fees paid on a term by term basis. Students changing subjects will receive an amended account and where appropriate receive a refund on any fees paid.

Scholarships

Some private organisations make scholarships available to secondary school students to assist in continuing their education. Further information can be obtained from:

Mr Gary Dewhurst
Student Services - Education Department
151 Royal Street
EAST PERTH WA 6000

Telephone 08 9264 4828

Secondary Assistance Scheme

Currently financial assistance is available to children in secondary school, whose parents are holders of a current Centrelink Pensioner Concession Card or Family Health Care Card or a current Veterans Affairs Pensioner Concession Card (blue card only).

An allowance of \$135 is available for Years 8 – 12 by a reduction in contributions and charges payable.

Students whose birth date is on or after January 1 1991 are eligible. This includes students who turn 18 during the school year.

Parents/Guardians need to read School Information letters and School Newsletters to be advised of the closing date for the Secondary Assistance Scheme applications which is usually prior to the end of Term 1.

For more information contact,
Schools Resourcing Branch,
Department of Education and Training,
151 Royal Street, East Perth, WA 6004.
Telephone: 08 9264 4516. Fax: 08 9264 5162.