

# Secondary School Leader Briefing 2019

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Authority



# Welcome

## Purpose of today

- *Western Australian Curriculum and Assessment Outline*
  - Policy requirements Years 7–10
  - Implementation Years 7–10
  - 2019 activities
- Western Australian Certificate of Education (WACE)
  - 2018 WACE – statistics and review
  - Curriculum update
  - Our focus – 2019
- 2019 – Communications and Processes

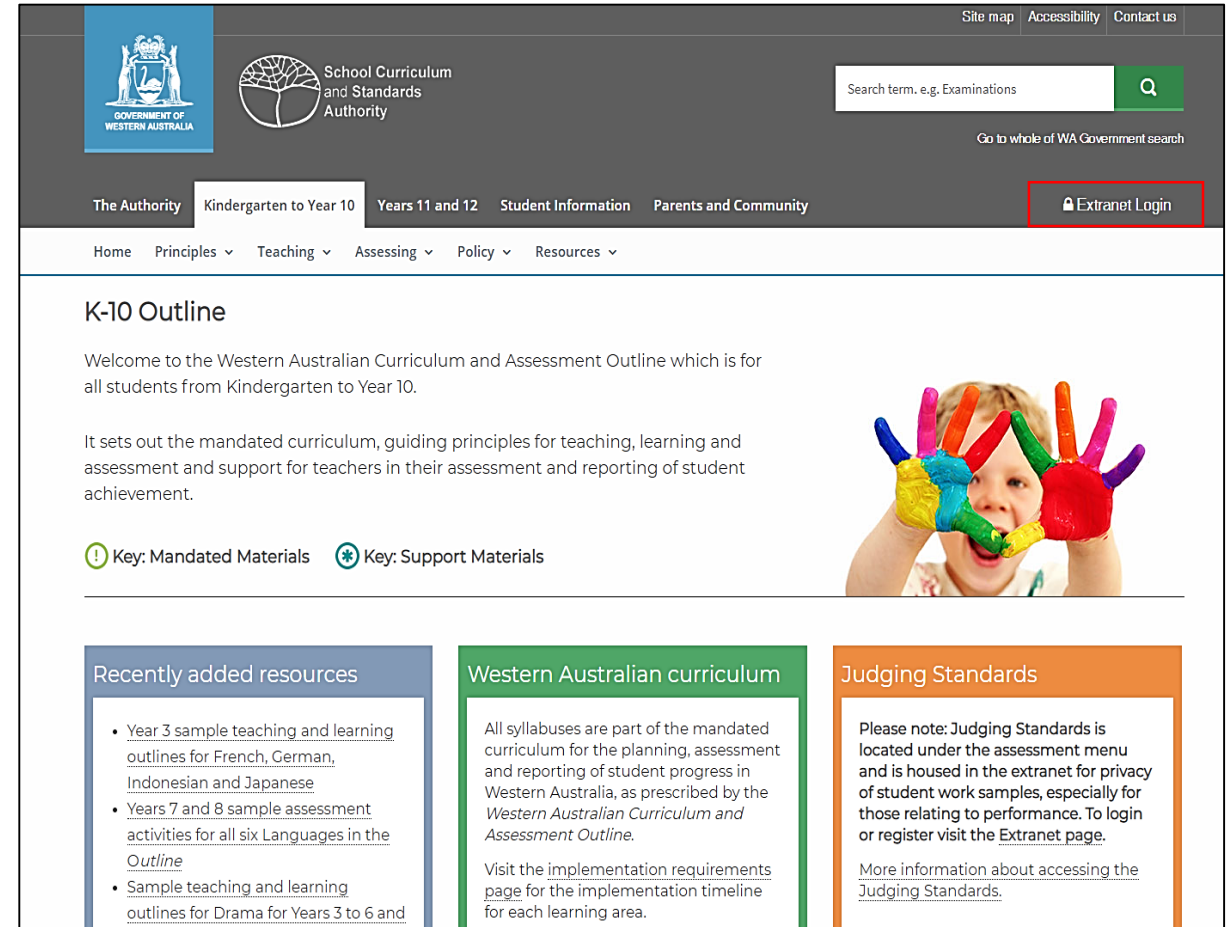


# Years 7–10

*Western Australian Curriculum and Assessment Outline* Policy Requirements

# What is mandated?

- Curriculum content
- Achievement standards
- Principles of Teaching, Learning and Assessment
- Reporting student achievement



The screenshot shows the homepage of the School Curriculum and Standards Authority (SCSA) website. The header includes the SCSA logo, a search bar, and navigation links for Site map, Accessibility, and Contact us. The main navigation menu lists: The Authority, Kindergarten to Year 10, Years 11 and 12, Student Information, and Parents and Community. A red box highlights the 'Extranet Login' link. Below the navigation, the 'K-10 Outline' section is featured, welcoming users to the Western Australian Curriculum and Assessment Outline for students from Kindergarten to Year 10. It states that the outline sets out the mandated curriculum, guiding principles for teaching, learning, and assessment, and support for teachers. A photo of a child with colorful handprints is shown. Below this, there are two key sections: 'Key: Mandated Materials' and 'Key: Support Materials'. At the bottom, there are three boxes: 'Recently added resources' listing sample teaching and learning outlines for French, German, Indonesian, and Japanese, and sample teaching and learning outlines for Drama for Years 3 to 6; 'Western Australian curriculum' stating that all syllabuses are part of the mandated curriculum for planning, assessment, and reporting of student progress, and providing a link to the implementation requirements page; and 'Judging Standards' with a note that the Judging Standards is located under the assessment menu and is housed in the extranet for privacy, and a link to more information about accessing the Judging Standards.

Site map Accessibility Contact us

GOVERNMENT OF WESTERN AUSTRALIA

School Curriculum and Standards Authority

Search term, e.g. Examinations

Go to whole of WA Government search

The Authority Kindergarten to Year 10 Years 11 and 12 Student Information Parents and Community

Extranet Login

Home Principles Teaching Assessing Policy Resources

## K-10 Outline

Welcome to the Western Australian Curriculum and Assessment Outline which is for all students from Kindergarten to Year 10.

It sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.

Key: Mandated Materials Key: Support Materials

### Recently added resources

- [Year 3 sample teaching and learning outlines for French, German, Indonesian and Japanese](#)
- [Years 7 and 8 sample assessment activities for all six Languages in the Outline](#)
- [Sample teaching and learning outlines for Drama for Years 3 to 6 and](#)

### Western Australian curriculum

All syllabuses are part of the mandated curriculum for the planning, assessment and reporting of student progress in Western Australia, as prescribed by the *Western Australian Curriculum and Assessment Outline*.

Visit the [implementation requirements page](#) for the implementation timeline for each learning area.

### Judging Standards

Please note: Judging Standards is located under the assessment menu and is housed in the extranet for privacy of student work samples, especially for those relating to performance. To login or register visit the [Extranet page](#).

More information about accessing the [Judging Standards](#).

## Implementation requirements

2019 is the first year of full implementation for Languages Year 4.

The other learning areas are already fully implemented:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- The Arts
- Technologies
- Languages (Year 3).

## 7 to 10 Languages

The Authority is commencing the development of a 7 to 10 Languages sequence in 2019.

This is to accommodate those students who will enter Year 7 in 2022 provided with, or having to choose, a language different from the one they had been studying in the primary years.

## Achievement standards

The achievement standards articulated in the *Outline* describe the expected achievement for students who have been taught the curriculum content for the full year of schooling.

Teachers must use the year-level Achievement Standard when making judgements to award a Grade.



## Reporting – Minimum requirements

- Schools will be advised by the Authority about the timeline for submission of end of year achievement descriptors/grades for individual Pre-primary to Year 10 students. See *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*.
- If a subject/s is only taught in Semester One and not in Semester Two (e.g. a Visual Arts subject), the achievement descriptor/s/grade/s for individual Pre-primary to Year 10 students will be submitted to the Authority at the end of the year.

Table 4: Learning area reporting requirements for each semester report

Learning areas	Reporting requirements <sup>3</sup>
English	Schools report one grade (A–E) as a minimum for English.
Mathematics	Schools report one grade (A–E) as a minimum for Mathematics.
Science	Schools report one grade (A–E) as a minimum for Science.
Humanities and Social Sciences	Schools report one grade (A–E) as a minimum for Humanities and Social Sciences.
Health and Physical Education	Schools report one grade (A–E) as a minimum for Health and one grade (A–E) as a minimum for Physical Education.
Languages <sup>4</sup>	Schools report one grade (A–E) as a minimum for Languages.
Technologies <sup>5</sup>	<p>Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:</p> <ul style="list-style-type: none"> <li>where subjects are taught concurrently during the year, two grades are required each semester</li> <li>where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.</li> </ul>
The Arts <sup>6</sup>	<p>Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:</p> <ul style="list-style-type: none"> <li>where subjects are taught concurrently during the year two grades are required each semester</li> <li>where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.</li> </ul>

*Pre-primary to Year 10:  
Teaching, Assessing and Reporting Policy p. 13*

## Curriculum coverage

- Teach all the curriculum mandated for the year.
- Streaming is a common practice that should focus on the pedagogy and depth of content of the mandated curriculum.
- Content that does not lead directly to specific senior school courses cannot be excluded.
- Focused strategic interventions for secondary students need to begin at Year 7.

# Minimum reporting requirements – Feedback and implementation

Learning Area	Reporting Requirements
Technologies	<p>Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:</p> <ul style="list-style-type: none"><li>• where subjects are taught concurrently during the year, two grades are required each semester</li><li>• where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.</li></ul>
The Arts	<p>Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:</p> <ul style="list-style-type: none"><li>• where subjects are taught concurrently during the year two grades are required each semester</li><li>• where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.</li></ul>

# Design and Technologies – Scope and Sequence – 7–10

	Year 7	Year 8	Year 9	Year 10
	<b>Knowledge and understanding</b>			
<b>Technologies and society</b>	<p>Competing factors, including social, ethical and sustainability considerations, in the development of technologies</p> <p>Ways in which products, services and environments evolve locally, regionally and globally</p>	<p>Social, ethical and sustainability considerations, in the development of technologies and designed solutions, to meet community needs for economic, environmental and social sustainability</p> <p>Development of products, services and environments through the creativity, innovation and enterprise of individuals and groups</p>	<p>Social, ethical and sustainability considerations that impact on designed solutions</p> <p>Development of products, services and environments, with consideration of economic, environmental and social sustainability</p>	<p>Social, ethical and sustainability considerations that impact on designed solutions, complexity of design, and production processes involved</p> <p>Impact of emerging technologies on design decisions, and/or economic, environmental and social sustainability</p>
<b>Technologies contexts</b>	<i>In Year 7, students will have opportunities to create designed solutions in at least one of the technologies contexts below</i>	<i>In Year 8, students will have opportunities to create designed solutions in at least one of the technologies contexts below</i>	<i>In Year 9, students will have opportunities to create designed solutions in at least one of the technologies contexts below</i>	<i>In Year 10, students will have opportunities to create designed solutions in at least one of the technologies contexts below</i>
<b>Engineering principles and systems</b>	The use of motion, force and energy to manipulate and control electromechanical and mechanical systems	The design of simple solutions using motion, force and energy, to manipulate and control electromechanical and mechanical systems	The characteristics and properties of materials, combined with force, motion and energy, to create solutions	The process of materials being combined with force, motion and energy to create solutions
<b>Food and fibre production</b>	Production systems for food and fibre or their products, including key features of their design	Sustainable production systems are subject to competing demands (social, environmental, economic) and how these factors influence their design	Food and fibre production and/or marketing, and the generation of sustainable solutions	The role of emerging research and technology in the design of ethical and sustainable products
<b>Food specialisations</b>	Nutritional value and physical properties of food determine preparation techniques and presentation	Sensory properties of food to create healthy eating solutions	Principles of food including safety, nutrition, preservation, preparation, presentation, physical and sensory properties and perceptions	Healthy eating through the skills and knowledge of nutrients and the application of the principles of food safety, preservation, preparation, presentation and sensory perceptions
<b>Materials and technologies specialisations</b>	Material and technology decisions and processes influence the selection and combination of materials, systems, components, tools and equipment	The process for the selection and combination of materials, systems, components, tools and equipment	<p>Characteristics and properties of materials, systems, components, tools and equipment used to create designed solutions</p> <p>Technologies can be combined and used to create designed solutions</p>	<p>The combination of a range of characteristics and properties of materials, systems, components, tools and equipment to create designed solutions</p> <p>Designed solutions within a range of technologies specialisations, using combined technologies</p>

# Design and Technologies – Scope and Sequence – 7–10

	Year 7	Year 8	Year 9	Year 10
<b>Processes and production skills</b>				
<b>Creating solutions by:</b>				
<b>Investigating and defining</b>	Define and break down a given task, identifying the purpose  Consider components/resources to develop solutions, identifying constraints	Investigate a given need or opportunity for a specific purpose  Evaluate and apply a given brief  Consider components/resources to develop solutions, identifying constraints	Identify and define the needs of a stakeholder, to create a brief, for a solution  Investigate a selection of components/resources to develop solution ideas, identifying and considering constraints	Identify the needs of the client/stakeholder to determine the basis for a solution  Create and critique briefs to solutions  Investigate components/resources to develop increasingly sophisticated solutions, identifying and considering associated constraints
<b>Designing</b>	Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology  Follow a plan designed to solve a problem, using a sequence of steps	Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology  Produce a simple plan designed to solve a problem, using a sequence of steps	Apply design thinking, creativity and enterprise skills  Design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology	Apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication  Design possible solutions, analysing designs against criteria, including functionality, accessibility, usability and aesthetics, using appropriate technical terms and technology
<b>Producing and implementing</b>	Safely make solutions using a range of components, equipment and techniques	Safely apply appropriate techniques to make solutions using a range of components and equipment	Select, and safely implement and test appropriate technologies and processes, to make solutions	Select, justify, and safely implement and test appropriate technologies and processes, to make solutions
<b>Evaluating</b>	Independently apply given contextual criteria to evaluate design processes and solutions	Develop contextual criteria independently to assess design processes and solutions	Evaluate design processes and solutions against student-developed criteria	Analyse design processes and solutions against student-developed criteria
<b>Collaborating and managing</b>	Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes	Work independently, and collaboratively when required, to plan, develop and communicate ideas and information when managing projects	Work independently, and collaboratively to manage projects, using digital technology and an iterative and collaborative approach. Considers time, cost, risk and safety	Work independently, and collaboratively to manage projects, using digital technology and an iterative and collaborative approach. Considers time, cost, risk, safety, production processes, sustainability and legal responsibilities



## Years 6 and 7 – Moderation

- The Authority's moderation process is continuing in 2019 for English and Mathematics, Science and Humanities and Social Sciences.
- Schools from the systems/sector are able to register through the link on the Authority website home page.
- In Term 2, participating schools will be provided with a common assessment task along with a marking key to complete during the term.
- Meetings will be held for each learning area in Term 3. Participating teachers will be asked to contribute student work samples prior to the meeting. These will be used during the moderation activities.



# 2018 WACE

Statistics and review

## 2018 WACE statistics

	2018	2016
<b>Year 12 students undertook studies towards the WACE</b>	25 974	25 441
<b>Full-time Year 12 students were eligible to achieve a WACE</b>	24 347	23 360
<b>Eligible Year 12 students achieved a WACE</b>	22 293 (91.6%)	21 473 (91.9%)
<b>Year 12 students studied four or more ATAR courses</b>	12 953	13 428
<b>Year 12 students studied one, two or three ATAR courses</b>	1856	1721
<b>Year 12 students achieving a Certificate IV</b>	1021	674

Data as at 31 December 2018



## 2018 WACE statistics – VET

- 14 975 Year 12 students achieved at least one VET qualification at Certificate II or higher in Year 10, 11 or 12 (13 547 in 2017).
- 3654 students achieved Certificate III.
- 1021 students achieved a Certificate IV.
- 10 952\* students completed Workplace Learning programs.

VET WACE Special Considerations process has been enacted in previous years for circumstances where students have been impacted by issues with RTOs.

- This is to ensure WACE-eligible students are not disadvantaged.
- Alternative arrangements must be explored before application is made for special considerations.

Data as at 31 December 2018

\*Data as at 12 March 2019

## 2018 Year 12 full-time WACE-eligible students

<b>Population 24 347</b>	<b>Prequalified through Year 9 NAPLAN in 2016 (2014) %</b>	<b>Achieved the standard through OLNA 2016–2018 %</b>	<b>Total demonstrating the standard by the end of 2018 (2016) %</b>
<b>Numeracy</b>	58.4 (50.7)	38.4 (45.2)	96.8 (95.9)
<b>Reading</b>	54.3 (50.4)	43.4 (47.5)	97.7 (97.9)
<b>Writing</b>	45.0 (43.0)	52.1 (54.3)	94.3 (97.2)
<b>All tests</b>	33.9 (28.1)	60.4 (65.8)	94.3 (93.9)

## 2018 Examination reports – Examiners' comments

Students should:

- allocate sufficient time to answer all sections of the paper
- avoid writing lengthy introductions in which the question is repeated
- write legibly, use a black or blue (non-gel, non-erasable) pen and allow time for editing
- read the question and note the verb/s – as detailed in *Year 11 and 12 Glossary of key words used in the formulation of questions*
- note the number of marks for the question
- look at the marks allocated for each question and plan their answer particularly when writing extended responses.

Teachers should:

- teach the syllabus, not the textbook
- teach efficient and critical reading of information to extract what's important
- give the student numerous opportunities to practise writing extended answer questions.



# VET in 2019

# WACE requirements 2021

Students must:

- complete one of three course combination options
  - complete at least four Year 12 ATAR courses\* OR
  - complete at least five Year 12 General courses and/or ATAR courses or equivalent OR
  - complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses
- demonstrate the literacy and numeracy standards
- meet the requirements for breadth and depth of study
- meet the achievement standard.

## WACE requirements 2021 – Equivalents

As outlined in the *Year 10 Information Handbook*, in relation to unit equivalence there is **no change**:

Students can obtain unit equivalents 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. Students may obtain:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

## WACE in 2021 – Information

Support materials are available for schools to use with Year 10s:

- *Year 10 Information Handbook 2019*
- *Year 12 in 2021: Information for Year 10 Students and their Parents* presentation
- Frequently Asked Questions (FAQs) – WACE Requirements
- Flyers
  - Study options table graphic – WACE 2021
  - WACE Requirements infographic – WACE 2021
  - Sample programs infographic – WACE 2021

## WACE in 2021 – Case study

### **Lynn – Electrician**

Lynn has excelled at maths her whole life, and is keen to get a job in a trade industry. She has decided she would like to go to TAFE after finishing Year 12 to become an Electrician.

To get a head start on her learning, Lynn has arranged to do a Certificate II School-based Traineeship over Years 11 and 12. She also chooses three General courses plus an ATAR Maths course, as she is aware the course at TAFE is very competitive. This combination will ensure Lynn is WACE eligible, and will make her a competitive applicant for TAFE.

Read the full blog post here: <https://scsa.wa.edu.au/publications/blog>



## Reporting of VET achievements – 2019

Schools must:

- provide achievement results for units of competency and qualifications to the Authority as per the dates outlined in the *2019 Activities Schedule*
  - 28 March for 2018 Year 10 and Year 11 results
  - 31 October for Year 12 results
- receive written verification of unit of competency results and qualification achievement from the relevant registered training organisation (RTO) prior to any data upload to the Authority
- provide the Authority with VET achievement data in accordance with the agreed data file format and timelines.

The memorandum of agreement between a school and RTO needs to include details of agreed dates.

## Certification of student VET results – 2019

Schools must retain evidence of RTO verification that qualifications and/or units of competency have been achieved BEFORE uploading the results to the Authority, including:

- copy of the AQF qualification
- statement of attainment for units of competency
- letter or email from the RTO that includes RTO letterhead and a statement that the student has met all necessary requirements for achievement of qualification/units of competency.

## Integrity checks for VET achievements – 2019

- Principals are required to complete declaration forms to certify that all VET achievements have been verified by the RTO responsible for issuing the qualification.
- Schools must maintain accurate records and evidence of student VET achievements.
- The Authority will conduct integrity checks for Year 12 achievements in December 2019 and other than Year 12 achievements in March 2020.



# Curriculum update – 11 and 12

## Effective practice

- Teach the syllabus.
- Ensure the pitch and demand in tasks enable students to demonstrate their achievement.
- Ensure the pitch and demand in tasks reflect the standard.
- Assess according to the assessment table in the syllabus.
- Grade according to the grade descriptions in the syllabus.
- Use data to identify areas for improvement and focused interventions.

## Grades and professional judgement

Schools make judgements consistently:

- coverage of the educational program
- coverage of assessment task types
- quality of range of evidence related to the grade descriptions
- letter and intent of the school's assessment policy
  - fair for all students
  - applied consistently across courses and contexts
- meets guidelines in flow chart *WACE Manual 2019* – Completion requirements for ATAR, General and Foundation courses.



# Our focus – 2019

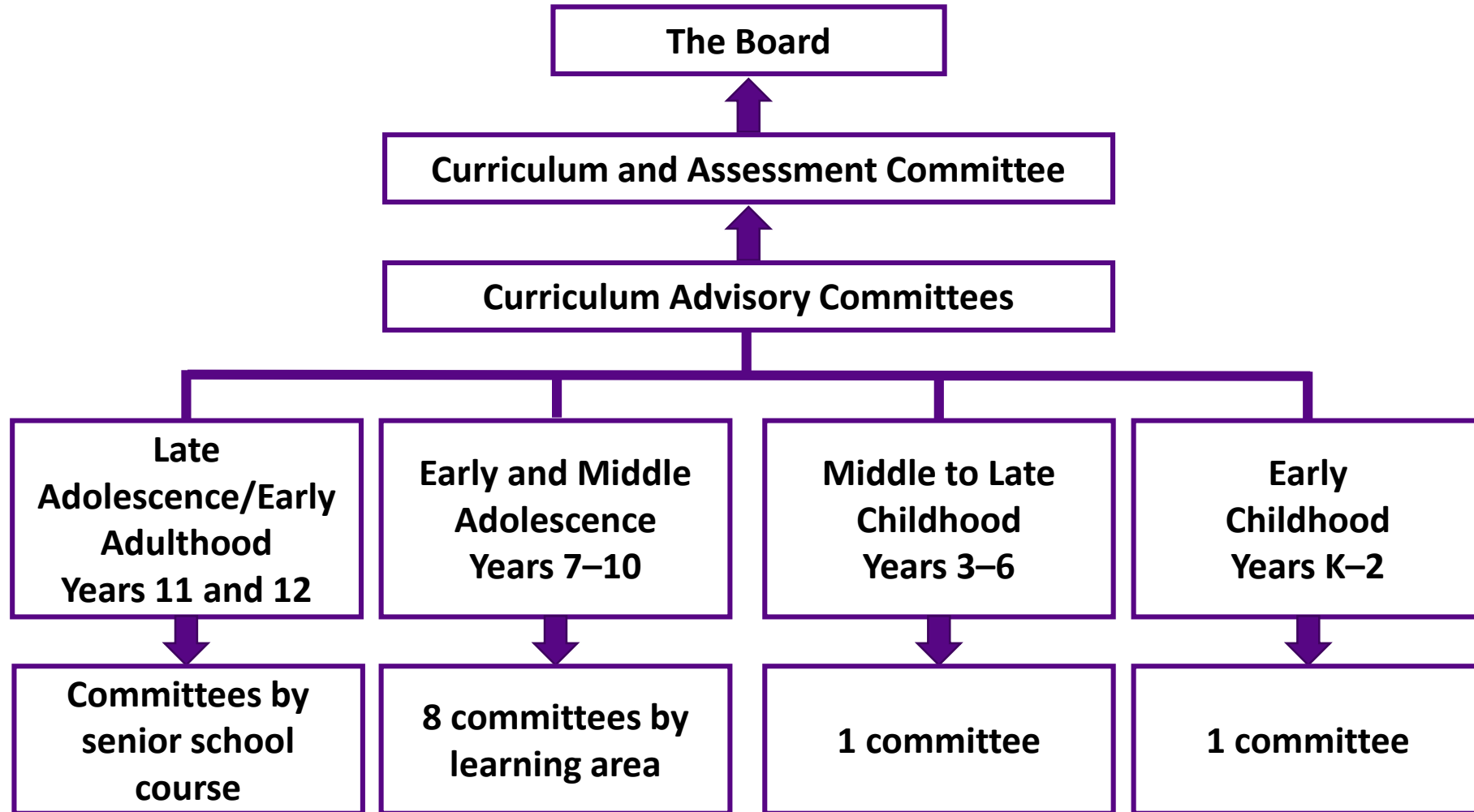


## Curriculum Advisory Committees – Purpose

To provide the School Curriculum and Standards Authority with expert advice from practising teachers representing all education systems/sector, representatives from education systems/sector offices and professional associations and, as appropriate, representatives from universities, the training sector, industry and/or the community.



# Curriculum Advisory Committees – Structure



## Curriculum Advisory Committees – Responsibilities

To provide expert advice to the Authority on a range of matters, including, but not limited to:

- the Western Australian Curriculum Kindergarten to Year 12
- the Principles of Teaching, Learning and Assessment
- the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy and Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- external assessments (National Assessment Program – Literacy and Numeracy (NAPLAN), Online Literacy and Numeracy Assessment (OLNA), Externally Set Tasks (ESTs) and Australian Tertiary Admission Rank (ATAR) course examinations)
- assessment and moderation – Pre-primary to Year 2, Years 3 to 6, Years 7 to 10, Years 11 and 12
- the Western Australian Certificate of Education (WACE) syllabus requirements
- the Australian Curriculum
- trends and emerging issues pertaining to Kindergarten to Year 12 curriculum and assessment.

## Syllabus Review – 2019

Review the following syllabuses:

- Year 11 and 12 Integrated Science (General)
- Year 11 and 12 Animal Production Systems (ATAR)
- Year 11 and 12 Plant Production Systems (ATAR)
- Year 11 and 12 Media Production and Analysis (ATAR)
- Year 11 and 12 Geography (ATAR)
- Year 11 and 12 Drama (ATAR).

Commence the review of the following syllabuses:

- Year 12 Physical Education Studies (ATAR) – Stage 1 of Review Cycle over two years
- Year 12 English as an Additional Language/Dialect (ATAR) – Stage 1 of Review Cycle over two years.

## Special Examination Arrangements Review

The Board of the Authority is reviewing the current special examination arrangements:

- an external consultant has been engaged to conduct the review
- key stakeholders will be consulted
- the findings of the review will be considered by the Board.

The current arrangements are detailed in the Authority's *Guidelines for disability adjustments for timed assessments*.

## New student records database

- The Student Records Management System (SRMS) is being built and will replace the Student Information Records System (SIRS).
- The SRMS will offer new features and improved functionality for schools and students.
- The SRMS will integrate with SIRS and will:
  - use the same SIRS data for schools, student registrations, courses and achievements
  - retain all current functions and reports from SIRS
  - be ‘reskinned’/redesigned as SRMS, with a new look and feel.
- Components of the SRMS will be released throughout 2019 and 2020, until SRMS supersedes SIRS.

## New features and improved functionality

The SRMS will offer improved functionality for users:

- new dashboard with user-friendly design
- clean layout with easy navigation for users
- lots of interactive features
- improved key contacts function.

## Planned release of SRMS components

There will be opportunities for you to participate in consultation and pilot programs during 2019–2020.

The Authority will update you on the SRMS progress and stages of rollout via a bimonthly newsletter.

The following SRMS components will be released over 2019–2020:

- the new-look student portal
- online applications for English as an Additional Language/Dialect (EAL/D) eligibility
- online applications for permission to enrol in Languages
- K–10 grade collection.



# Student portal

The Authority has a new-look student portal.

- Year 12 (2018) students can:
  - download and print digital certificates from their folio of achievement:
    - WACE and WASSA certificates
    - ATAR course reports
    - Awards.
  - use their digital certificates for university, training and job applications.
- This year' Year 12's now have access to the portal to:
  - check their details and enrolment
  - complete the Student Declaration and Permission.



**2018 | YEAR 12  
CERTIFICATES**  
Now available online

The new-look School Curriculum and Standards Authority student portal is live. You can now download digital copies of the documents in your folio of achievement. Simply log in and follow the prompts.

**Get your certificates in three easy steps**

- 1 Log in to the student portal at <https://studentportal.scsa.wa.edu.au>**  
You will need your WA student number, which has eight digits and can be found on the documents in your folio of achievement, examination timetable or 2018 SmartRider.  
Your default password has been reset to Nnddmmyyyy, where Nn is the first two letters of your family name: first as upper case, second as lower case, followed by your date of birth in day month year format.
- 2 View and download your certificates**  
You can view and download digital copies of the following certificates:
  - Western Australian Certificate of Education (WACE)
  - Western Australian Statement of Student Achievement (WASSA)
  - ATAR course reports
  - AwardsSave your certificates to your computer or mobile device.
- 3 Present your digital certificates for WACE authentication**  
Present digital copies of your WACE, WASSA, ATAR course reports and awards when applying for university, TAFE, employment or training.  
Your university, TAFE, employer or training provider may visit <https://www.scsa.wa.edu.au> to authenticate the digital copy of your WACE.

If you require certified copies of your certificates for your applications, you can purchase these by completing the *Application Form – Copy of Results*, available from <https://www.scsa.wa.edu.au/forms>

Government of Western Australia  
School Curriculum and Standards Authority

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twitter.com/scsawa | info@scsa.wa.edu.au

<https://studentportal.scsa.wa.edu.au>



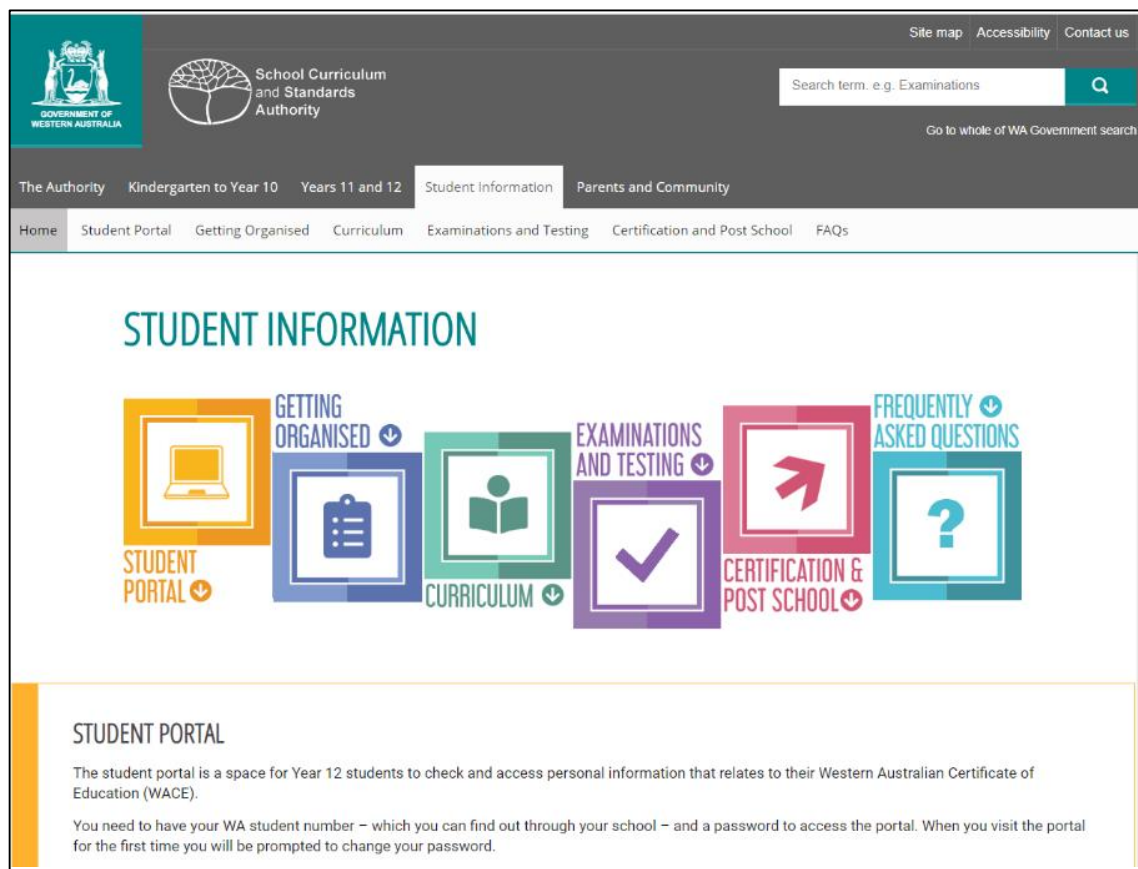
## Authentication of WACE certificates

When universities, TAFEs, employers and training organisations are presented with digital copies of WACE certificates they may authenticate the certificates by visiting the Authority website.

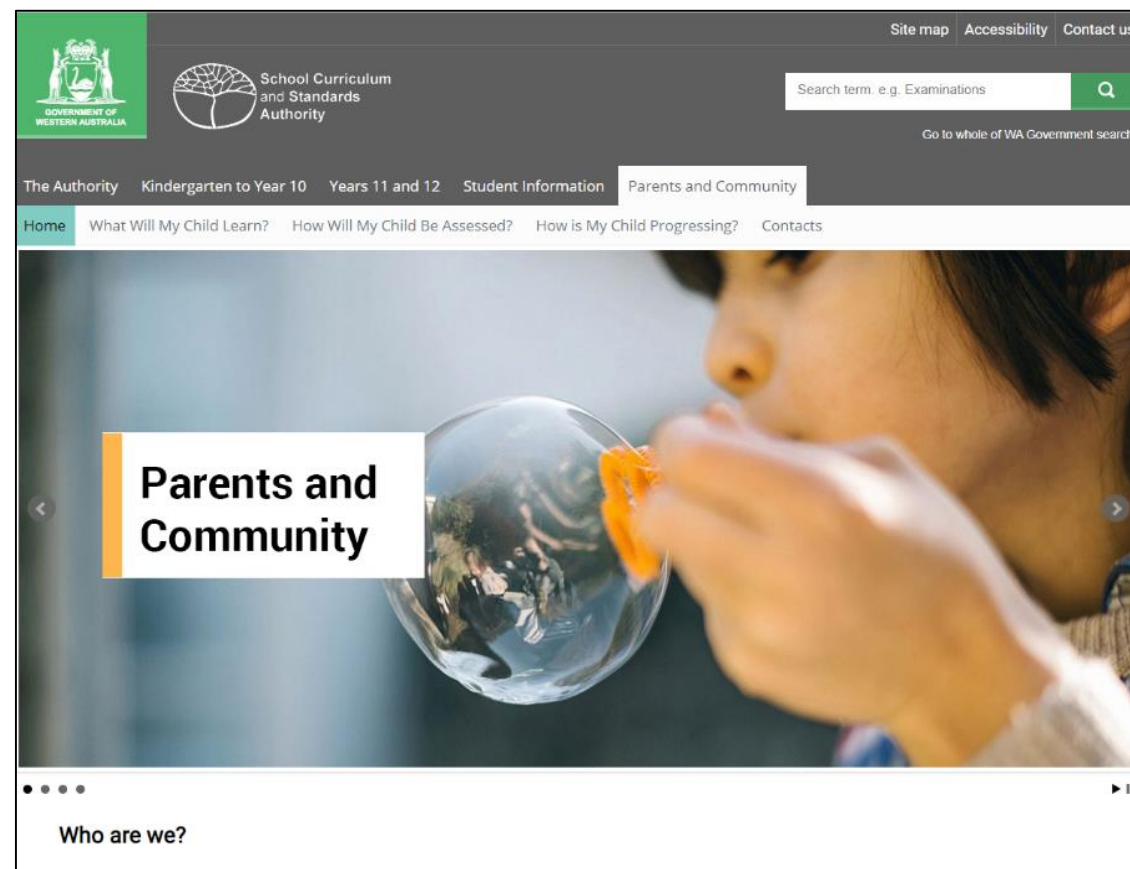
The Authority will verify student achievement of the WACE.

Students may still purchase certified copies of their certificates by visiting the Authority website.

# New websites



<https://student.scsa.wa.edu.au/>



<https://parent.scsa.wa.edu.au/>

## Links



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