Karratha Senior High School
“Towards Tomorrow”

CURRICULUM HANDBOOK

Year 8
2016
Contents
INTRODUCTION ..................................................................................................................3
CURRICULUM OVERVIEW ............................................................................................4
Australian Curriculum .................................................................................................4
ASSESSMENT AND REPORTING ..................................................................................5
STUDENT WELLBEING ..................................................................................................6
Student Wellbeing Coordinators ................................................................................6
School Dress ................................................................................................................6
SUBJECT DESCRIPTIONS ...............................................................................................7
ENGLISH ........................................................................................................................8
MATHEMATICS ..............................................................................................................8
HUMANITIES AND SOCIAL SCIENCES ........................................................................9
SCIENCE .......................................................................................................................10
HEALTH & PHYSICAL EDUCATION ..........................................................................11
ELECTIVE OPTIONS ......................................................................................................12
Technology and Enterprise .........................................................................................12
The Arts .......................................................................................................................13
Goals 4 Girls Program - $80.00 ....................................................................................14
CONTRIBUTIONS AND CHARGES IN SCHOOLS .......................................................15
Extra Cost Options – payment of deposit ‘up front’ ......................................................17
CONDITIONS OF ENROLMENT ..................................................................................17
WHO CAN HELP YOU ................................................................................................19
INTRODUCTION

Welcome to Karratha Senior High School....a school that caters for the needs of all students. For those who are already associated with our school, you will appreciate what a great school we have and the exciting opportunities that are offered to all students. To those who are new arrivals, welcome, and I am confident you will soon realise what a great decision you have made in becoming part of the Karratha Senior High School community.

The information contained in this booklet introduces you to what subjects are offered to Year 8 students at our school in 2016, and gives information on other aspects of the school such as the services that are provided, programs that are in place and information on contributions and charges. Subjects that are offered at the school continue to be modified so that we better meet the needs of students. Clear pathways are created for students so that they can select subjects which allow them to develop the skills and knowledge to better prepare for courses in Senior School. While in Senior School, students will continue to develop what they need to know, understand and be able to do in preparation for training, employment or further study when they leave school.

We as a school are committed to developing a strong partnership with parents/caregivers because we believe that working together in the education of your child will result in achieving positive outcomes. Please take the time to read all the information in this booklet and I am confident you will get a real sense that we offer an education for your child that is supportive, comprehensive and challenging.

We look forward to working with you to provide an outstanding education for your child.

GREG KELLY
PRINCIPAL
CURRICULUM OVERVIEW
All Year 8, 9 & 10 students at Karratha Senior High School will study a full curriculum, with all subjects being selected from the following learning areas:

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

Australian Curriculum
The Australian Curriculum will be implemented in full by 2016 across academic learning areas. In the Australian Curriculum, general capabilities are addressed through each learning area.

The general capabilities included in the Australian Curriculum are:
- Literacy
- Numeracy
- Information and Communication Technology
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding

The general capabilities describe what students should know, understand, value and be able to do as a result of their curriculum experiences. Students achieve these outcomes at increasing levels of complexity as they progress through their schooling.

The Australian Curriculum for Health and Physical Education, Technology and Enterprise, and The Arts is still to be commissioned. These learning areas will continue curriculum delivery in 2016 based on outcomes provided by the School Curriculum and Standards Authority.
ASSESSMENT AND REPORTING

Student achievement will be assessed in each program of study. Assessment will be carried out continuously and will be a measure of your child’s progress towards attaining the outcomes of the subjects being studied. Typical assessment methods are written and objective tests, assignments, models and projects, experiments, open-ended tasks and portfolios.

Teacher judgements about your child’s performance are based on knowledge of your child’s work that is gained over time and in a range of situations. Each assessment contributes to a cumulative evaluation of performance.

The school will provide regular reports on your child’s achievement throughout the year. These will comprise:

- an Interim Report towards the end of term one;
- a mid-year report; and
- an end of year report.

Parents can also obtain special Progress Reports by contacting Student Services.

There are two parent evenings throughout the year where staff are available, by appointment, to specifically discuss individual student progress. Parents will be made aware of these dates for 2016.
STUDENT WELLBEING

The Student Wellbeing team meets the diverse needs of all students. The team promotes personal, academic and social excellence among students and staff and discourages those influences that can work against the attainment of these standards. The team provides holistic support to assist students in achieving their academic and personal potential.

The Student Wellbeing team includes the following staff/services:

- Student Services Deputy Principal
- Student Wellbeing Coordinators (Yrs 7, 8, 9 and Yrs 10, 11, 12)
- School Officer (Student Services Reception)
- School Nurse
- School Psychologist
- Chaplain
- Attendance Officer
- Aboriginal and Indigenous Education Officers

By working as a team, Student Wellbeing meets the needs of the whole child so their experience at school is happy, healthy and conducive to learning.

Student Wellbeing Coordinators

The Student Wellbeing Coordinators oversee matters relating to individual students and their welfare, carrying out a significant role in supporting the overall planning and organisation of student activities at the school. The Student Wellbeing Coordinators are an excellent point of reference in all matters relating to student performance and wellbeing.

School Dress

A School Dress Policy is endorsed by the School Council and completion of the Enrolment Form implies an acceptance of and adherence to the School Dress Code regarding uniform. This policy is in place for the safety of all students. Students in our school dress are readily identifiable in our community and we are proud of our dress code. All items of school dress code are readily available for purchase at the school.
SUBJECT DESCRIPTIONS
ENGLISH

The English Curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The English Curriculum builds on concepts, skills and processes developed in earlier years, and students will revisit and strengthen these as needed.

In Years 8 and 9 students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts. They will also study texts designed to inform and persuade. As students progress the themes and issues involve higher order reasoning and intertextual references. Texts will include various types of media texts including newspapers, film and digital texts, as well as fiction, non-fiction, poetry and performances, procedures, reports, discussions, literary analyses, transformations of texts and reviews.

Texts studied develop complex themes and issues, the complexity of these increase as students progress from Year 8 to Year 9 to Year 10. Such texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings representing a variety of perspectives. Informative texts represent information about a wide range of specialised topics and text structures are more complex.

MATHEMATICS

Mathematics develops each student’s mathematical skill, understanding and reasoning.

KEY CONCEPTS

Number and Algebra: Number and Algebra are developed together, as each enriches the study of the other. Students explore the magnitude and properties of numbers and apply a range of strategies for computation and understand the connections between operations. Patterns are recognised and students develop an understanding of the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry: Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of
measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

**Statistics and Probability:** Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

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**HUMANITIES AND SOCIAL SCIENCES**

The Humanities and Social Sciences Learning Area covers study of **History, Geography, Economics** and **Careers**. The program has been structured to include both understanding and skills required for each unit, and have been mapped to prepare students to undertake Senior School courses thereafter.

**HISTORY**

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. Through History students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

**GEOGRAPHY**

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate,
analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.

**ECONOMICS and CAREERS**

Economics and Careers develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines the aspects that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on themselves, consumers, businesses, governments and other economies.

The Economics and Careers curriculum is informed by four organising ideas that help in developing students’ economics and business knowledge, understanding and skills; resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures. At the same time, students are exposed to and encouraged to develop enterprising behaviours and capabilities such as embracing change; seeking innovation; working with others; showing initiative, flexibility and leadership; using new technologies; planning and organising; managing risk; and using resources efficiently.

**SCIENCE**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.

The Year 8 Science course involves both practical and theory work based around Science Inquiry Skills, Science as a Human Endeavour and four key content areas.

**Science Inquiry Skills:** involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

**Science as a Human Endeavour:** Through Science, humans seek to improve their understanding and explanations of the natural world. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society.

**Biological sciences:** Science of the living world. Students will discover the science of living organisms.
- Cells, organs, systems and coordination within living organisms
- Ecosystems and interactions between living organisms and their environment

**Chemical sciences:** Science of matter. Students will discover the science of the matter which makes up our world.
- Atoms and atomic structure
- Elements, compounds and chemical reactions

**Earth and space sciences:** The science of Earth’s dynamic structure and its place in the cosmos. Students will discover the science of our planet and its place in the universe.
- Geology
- Our place in the universe

**Physical sciences:** The science of forces and motion, and matter and energy. Students will discover the science of the physical world
- Using models to explain forces in the physical world
- Energy transfers and conservation
HEALTH & PHYSICAL EDUCATION

Health and Physical Education offers students the opportunity to demonstrate and develop their knowledge and self-management skills which enable them to make informed decisions for a healthy and active lifestyle. Students develop their interpersonal skills to build and maintain effective relationships and further develop their movement skills to enable confident participation in physical activity now and as lifelong participants.

KEY CONCEPTS
Year 8 Physical Education
- Basketball, Netball, Athletics, Australian Rules Football, T-Ball
Year 8 Health
- Resilience, Sexual Health, Bullying and cybersafety, Drug Education, Nutrition and Fitness

All students require a sports shirt in their house colour for all Physical Education classes.
ELECTIVE OPTIONS

Students in Year 8 have some choice in the subjects they study in Elective Learning Areas. Students must select THREE subjects. They must select:

- One subject from The Arts Learning Area
- One subject from The Technology and Enterprise Learning Area
- One subject from The Arts or Technology and Enterprise.

A completed elective form must be submitted and handed to the front office by Friday 14 August 2015. After this date a student’s choices can not be guaranteed. Some elective subjects attract additional costs. Further information in regard to this is on page .

Technology and Enterprise

Design and Technology - $80.00
The Year 8 Design and Technology classes cover a broad range of materials in preparation for Year 9 specialised electives. Materials such as acrylic, steel and wood will be used to craft new and exciting projects. Students will also be using design skills learned in Year 7 to produce quality plans to work from. Students will continue working with hand tools and honing their motor skills to gather the skills required to advance.

Home Economics – Food - $30.00
This fun and engaging subject builds on the basic food preparation and presentation techniques learnt in Year 7. The course is based on two specific objectives: The importance of food in the body and how to make food into meals. The students will explore the Australian Guidelines to Healthy Eating to prepare and present simple palatable, nutritionally balanced food for breakfast, lunch and dinner as well as a variety of nutritious snacks highlighting an interesting combination of flavours, textures and aroma. Students will be given opportunity to enjoy and explore different food preparation techniques through a variety of practical experiences.

Home Economics – Clothing Awareness - $50.00
This subject follows on the basic sewing techniques learnt in Year 7 and is more challenging. They will be given opportunity to demonstrate proficient use of equipment needed to complete a garment and describe standards of good finish in commercially bought or made garments. They will be challenged to follow instructions to complete a simple article. The students will be able to identify own individual clothing needs and relate fabric characteristics to care and use.
The Arts

Visual Arts: Exploring Art - $60.00
The Visual Arts course is designed to help you to learn and refine artistic skills. Be involved in individual projects consisting of drawing, painting and sculpture and learn about elements and principles of art and design while exploring natural world, still life and architecture. This course is a great opportunity to experiment with variety of mediums in order to express your creativity.

Music: Rock and Pop - $35.00
Music explores the world of rock and pop music. Students learn how to identify musical characteristics and structures common in rock and pop music. They have the opportunity to research, analyse and report on a song of their own choosing. Students are also introduced to music technology in this course and will begin to use computer software to create their own music employing textural shifts and musical form. Students also have the hands on experience at playing rock and pop classics on guitar, bass, keyboards, and drums. The course concludes with a series of Rockwiz lessons featuring the music of the 1950s until present.

Drama - $30.00
Drama involves students making and responding to drama independently, and with their classmates, teachers and communities.

Students plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect.

Students analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.

Students develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists.

Students identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples.

Media - $35.00
In media students develop skills so that they understand various forms of media ranging from film, photography, print media, radio and television to the new emerging multimedia technologies. Students learn how to consider people, events and issues that are represented in the various media communications. Students create, produce and present their own works to illustrate their ideas using the various technologies and practices. If the student can think outside the square and enjoy endless opportunities of the evolving media world, then this is the subject to choose.
Goals 4 Girls Program - $80.00

Goals 4 Girls at Karratha Senior High School uses physical activity as the vehicle to provide girls the opportunity to develop their life skills. The program began in earnest in 2013 with Year 8 and 9 girls, building on a trial that took place in Semester 2 2012.

The Goals 4 Girls program will immerse the selected girls in an environment that is built upon contemporary practice of working in collaboration to develop knowledge and understanding about health and lifestyle issues. Girls will develop positive attitudes and values associated with leading a healthy lifestyle, equipping them to make personally and socially responsible decisions. This will enhance the quality and potential of their own and other people’s lives.

The program will provide ongoing learning experiences for the girls, enabling them to develop self-management skills for their own benefit and for the benefit of the communities in which they live and work. In developing these skills, the girls will set and achieve personal goals; plan, implement and evaluate decisions; develop self esteem; and manage their own emotional being so that they are able to cope with change and conflict. These self management skills underpin a healthy and active lifestyle and form an integral part of the program.

The development of effective interpersonal skills through the program will enable the girls to participate in meaningful and fulfilling relationships in their family, at school, in recreation and in community activities. This program will provide a range of different learning contexts that will allow the girls the opportunity to learn through the practical activities that form an important part of the program.

Special Projects
An integral part of the Goals 4 Girls program will be the relationship between the school and community based programs in the City of Karratha that will provide the expertise that ensures the breadth and depth of learning for the girls can occur. This includes business and industry interests that will benefit the girls in their learning and aspirations.

Girls selecting this program select two other electives only. One from The Arts and one from Technology and Enterprise.
CONTRIBUTIONS AND CHARGES IN SCHOOLS: A GUIDE FOR PARENTS

PARENT contributions go towards the cost of certain materials, services and facilities directly used or consumed by students. These contributions assist schools in the provision of textbooks or text material.

CONTRIBUTIONS

The school can request a contribution of up to $60 per student per year in Years K-6 and up to $235 per student per year in Years 7 to 10. This contribution is towards the cost of providing an educational program that meets the requirements of the curriculum framework. The contributions collected from parents are used towards providing materials, services and facilities directly used or consumed by students, including hire of textbooks or the provision of text material. The School Council approves the level of contributions. The costs are detailed on the school contributions and charges list. This contribution is voluntary. It is expected that those who can afford to will make the contribution.

Schools offer a range of payment options to assist parents. Please discuss this with the business manager.

For parents of secondary students who have a Family Health Care Card the contribution can be reduced by applying through the Secondary Assistance Scheme. This scheme provides payment towards the parent contribution as well as a clothing allowance. Application forms are available at the school.

CHARGES

Charges apply to high cost options (called extra cost options) in Years K to 10 that are alternative to parts of the program covered by the contribution. Students can opt to select these. Extra cost options are also specific activities, services or facilities that schools offer for students to use or take part in. Excursions such as camps, the school yearbook and school social activities are examples. Students opt to take part in these activities or use the services or facilities.

The charge associated with the provision of these activities, services or facilities must be paid. The charge covers the cost of providing the service or running the activity.

The School Council approves the level of charges. The costs are detailed on the school contributions and charges list. All Senior School courses or programs are treated as extra cost options; charges apply and must be paid. Schools offer a range of payment options to assist parents. Please discuss this with the business manager. For parents of secondary students who have a Family Health Care Card the Senior School charges can be reduced by applying through the Secondary Assistance Scheme. This scheme provides payment towards the course charges as well as a clothing allowance. Application forms are available at the school.

OTHER COSTS

Personal items

These are personal items that students need to own. The list is detailed and provided to parents with the school contributions and charges list. These can be purchased from any supplier.

The School Council approves this list.

Other services

These are services or facilities which students might choose to use. Schools make provision for these on a cost-recovery basis. Examples include the provision of photocopying facilities and printing facilities for computer-generated assignments and Internet downloads over and above that provided as part of course allocations.
Summary

The Government provides a comprehensive education that satisfies the requirements of what is determined through the School Curriculum and Standards Authority for all students throughout Western Australia. Government funding is provided to schools for the operating costs associated with the education of students. The costs include: salaries of teaching and administrative staff, school buildings and facilities and certain materials. This provision accounts for a significant part of the total state budget. Some school communities also supplement the funds available to them through local fundraising.

Parents are also reminded that there are additional approved charges which are for the school diary, handbook, P & C contributions, Year Book, printing and library fees.

Families may qualify for financial assistance to help with the costs of schooling. If parents have a Health Benefits & Concession card, Health Care card or Health Benefits card valid from the first day of the school year, they can collect a form from the front office and show their current card. This should be carried out at the commencement of the school year.

The allowances are:

- Secondary Assistance Scheme – an allowance of $235 to be taken off contributions and charges
- Secondary Assistance Scheme (Clothing) – an allowance of $115 which is sent to the parent for uniforms.

Abstudy for Aboriginal & Torres Strait Islander students (application through Centrelink – see the Student Service Manager).

As required by the Department of Education, a maximum voluntary contribution of $235 can be requested by schools from parents for a student selecting a program of study from the above subjects (three choices of options, at least one each from The Arts and T&E).
**Extra Cost Options – payment of deposit ‘up front’**

It is a requirement of the Department of Education that students are able to select a study program within the maximum voluntary contribution of $235.00. Should students wish to study other subjects that may be classified as “extra cost options”, a further charge is applicable. This charge generally covers the cost of consumable items.

In order to gauge if there is an appropriate number of students selecting “extra cost options” for the subjects to be placed on the school timetable for 2015, the school requests that **parents pay a deposit of $100 for such subjects** when completing the Subject Selection Sheet.

**Possible additional costs not currently included**

Throughout the year, your child may be interested in participating in additional activities that become available but have not been planned for. Whilst it is not compulsory for students to attend such activities, should these be available, the costs listed below may provide some guide as to the costs associated with such activities.

<table>
<thead>
<tr>
<th>EXTRA COST OPTIONAL COMPONENTS OF EDUCATIONAL PROGRAMS</th>
<th>Description</th>
<th>Approximate Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Excursions</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>Visiting Performers</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>Camps</td>
<td>$100.00 per camp</td>
<td></td>
</tr>
</tbody>
</table>

**CONDITIONS OF ENROLMENT**

1. Although the school makes every effort to accommodate each student’s preferred program, organisational and resourcing issues may result in students having to re-select a subject. You will be informed should this eventuate.

2. At Karratha Senior High School we make every attempt to assist parents in making the most appropriate selections to qualify your child for future study or desired career choices and that these subjects are within the students’ capabilities.

3. **Students going into Year 8 in 2016, complete the YELLOW Year 8 Subject Selection Sheet and submit it to the front office by Friday 14 August 2015 with the required deposit for the high cost electives.**

4. Those students who do not submit the form will most likely be allocated the listed low cost options.
Sample 1 SUBJECT SELECTION SHEET

STUDENT NAME: Justin Bibby

Students **MUST** select three subject, in the following combination:
- One subject from The Arts Learning Area
- One subject from The Technology and Enterprise Learning Area
- One subject from The Arts or Technology and Enterprise.

**A RESERVE MUST BE SELECTED FOR EACH CHOICE.** Please be aware of extra course option charges.

### THE ARTS:
Select one subject (and Reserve) from The Arts.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>SUBJECT NAME</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Media</td>
<td>$35.00</td>
</tr>
<tr>
<td>RESERVE</td>
<td>Theatre and Beyond</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

### TECHNOLOGY & ENTERPRISE:
Select one subject (and Reserve) from T&E.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>SUBJECT NAME</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food and Enterprise</td>
<td>$30.00</td>
</tr>
<tr>
<td>RESERVE</td>
<td>Metalwork</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

### Other option:
Select one subject and a reserve from either T&E or The Arts.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>SUBJECT NAME</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theatre and Beyond</td>
<td>$30.00</td>
</tr>
<tr>
<td>RESERVE</td>
<td>Food and Enterprise</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

If you have chosen Extra Cost Options, this form must be submitted with a minimum deposit of $100. If this money is not paid, other low cost subject selections will be made by the school without consultation.

I have read and understand the **Conditions of Enrolment** as outlined in the Curriculum Handbook Years 8, 9 and 10 ~ 2016.

Name of Parent/Guardian: ____________________________

Parent Signature: ____________________________ Date: ____________

Student Signature: ____________________________ Date: ____________

Date Processed: ____________ Receipt: ____________
WHO CAN HELP YOU

Teachers are able to provide valuable advice and guidance to assist students to make decisions about subjects.

If you have any general queries about the Subject Selection process, please feel free to contact the school. The most appropriate person to talk to would be either the Student Wellbeing Coordinator, or a Deputy Principal.

For specific subject related queries, please contact the relevant Head of Learning Area or Teacher in Charge.

The contact names of all relevant staff are included below.

<table>
<thead>
<tr>
<th>Role</th>
<th>Year Group</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal – Years 10, 11, 12</td>
<td></td>
<td>Ms Cowan</td>
</tr>
<tr>
<td>Deputy Principal – Years 7, 8, 9</td>
<td></td>
<td>Mr Cumming</td>
</tr>
<tr>
<td>Deputy Principal – Student Services</td>
<td></td>
<td>Mr Eversden</td>
</tr>
<tr>
<td>Student Wellbeing Coordinator – Yrs 10, 11, 12</td>
<td></td>
<td>Mrs Martinovich</td>
</tr>
<tr>
<td>Student Wellbeing Coordinator – Yrs 7, 8, 9</td>
<td></td>
<td>Mr Wilson</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>Ms Harris</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Mrs Hallett</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td></td>
<td>Mrs English</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Ms Errey</td>
</tr>
<tr>
<td>Society &amp; Environment</td>
<td></td>
<td>Mr Sharpe</td>
</tr>
<tr>
<td>Technology and Enterprise</td>
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<td>Ms Dobbin</td>
</tr>
</tbody>
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