

# Karratha Senior High School



## CURRICULUM HANDBOOK



**Year 8  
2018**

# Contents

INTRODUCTION .....	3
CURRICULUM OVERVIEW .....	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
Technologies .....	12
The Arts .....	13
Goals 4 Girls Program .....	15
CONTRIBUTIONS AND CHARGES IN SCHOOLS .....	16
Extra Cost Options – payment of deposit ‘up front’ .....	18
CONDITIONS OF ENROLMENT .....	18
WHO CAN HELP YOU .....	20

# 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 2018, 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 offered continue to be modified so we better meet the needs of students. Clear pathways are created for students so 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 the knowledge and ability to prepare 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.*



**JENNIFER MCMAHON  
PRINCIPAL**

# CURRICULUM OVERVIEW

## Western Australian Curriculum

The Western Australian Curriculum is being fully implemented at Karratha SHS. The curriculum we provide through our teaching and learning programs is fully mandated and provides coherent and comprehensive content and achievement standards. We use this mandated curriculum to plan student learning programs, assess student progress and report to you as the parent. In the Western Australian Curriculum general capabilities are addressed through each learning area and we embed these in all learning programs.

The general capabilities 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.



# 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 include 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 1;
- ✓ 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 2017.

## Connect

Connect is an online learning environment that students can use to access information and course materials regarding their subjects, and parents can use to monitor their child's progress at school. Connect allows students and parents to communicate easily with teachers, stay informed with their learning anywhere at anytime, securely access assessments and feedback, and engage in their learning outside of the classroom.

Students can log in to Connect at school or home using their normal student username and password. Parents can log in using a department-supplied secure username to access their child's Connect classes and see their child's results on assessments and daily attendance. Parents will need to supply the school with an email address in order to receive their login details for Connect.

Formal reports are made available to parents through Connect at the end of Semester 1 and the end of the year. Parents will receive an email notification that the report is available, and it will be stored on Connect and can be downloaded anytime.



# 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)
- Year Coordinators (Years 7 – 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**

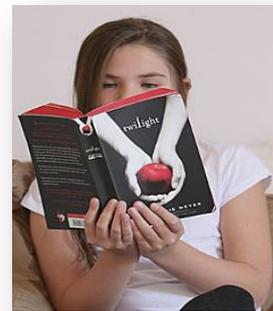
**DESCRIPTIONS**

# 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.

*Each student is required to have a scientific calculator (approximate cost \$25)*



## HUMANITIES AND SOCIAL SCIENCES (HASS)

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 has 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.

## **CIVICS and CITIZENSHIP**

The civics component of the Year 8 HASS course has a focus on individual rights and responsibilities in the Australian system of government. Students explore expression of political opinion and the vexed debate of what constitutes Australian values. Consideration of the diverse nature of the population is also a consideration.

The Law component of the course has a focus on the legislative process and the impact of these laws on the individual in the justice system.

# **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, 9 and 10 Science course involves both practical and theory work based around Science Inquiry Skills, Science as a Human Endeavour and the four key content areas of Science Understanding. These three components are interrelated.

**Science Inquiry Skills:** Involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. Activities are hands-on practical learning activities that, at times, use specialised equipment in science laboratories.

**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. Research assignments are part of this component.

## **Science Understandings**

**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 provides students with the opportunity to demonstrate and develop their Personal, Social and Community Health alongside their Activity and Movement Skills enabling them to make informed decisions for a healthy and active lifestyle. Students develop their skills to enable their confident participation in physical activity now and as lifelong participants.

## **KEY CONCEPTS**

### **Year 8 Physical Education**

- Basketball, Netball, Cricket, Sofcrosse, Athletics, Beach Volleyball, Touch

### **Year 8 Health**

- Resilience, Mental Health, Sexual Identity, Bullying and Cybersafety, Drug Education.

Success in Health and Physical Education in lower school provides students with the opportunity to represent Karratha Senior High School at many different interschool events across the Pilbara region.

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

# ELECTIVE OPTIONS

Students in Year 8 have choice over the subjects they study in The Arts and Technologies. All students in Year 8 must study Digital Technologies and STEAM in either Semester 1 or Semester 2. Four additional elective subjects must be selected according to the following criteria:

- One subject from Performance Arts
- One subject from Visual Arts
- One subject from Design and Technologies
- One additional subject that can be from any of the subject areas

A completed elective form must be submitted and handed to the front office by Friday 21 July 2017. 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 18.

## Technologies

### **Digital Technologies - \$15.00**

In Year 8, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students have opportunities to create a range of solutions, such as interactive web applications or simulations of relationships between objects in the real world.

### **STEAM (Science & Technology, interpreted through Engineering & the Arts) - \$15.00**

Students will acquire core subject knowledge as well as the skills of collaboration, critical thinking, creativity and problem solving. STEAM literacy will enable them to engage with, and succeed in, the world beyond the school gate. Students foundational STEAM knowledge will be built upon where they can use this to develop deeper engagement and learning.

## **Design and Technologies (select one from the options below)**

### **Materials Specialisation: Metal - \$55.00**

Year 8 Metalwork is a practical class that implements the design process to produce a range of projects. Students will use design skills they learnt in Year 7 to produce quality plans to work from. They will continue working with a range of metalwork hand tools and be introduced to welding equipment as well as developing motor skills in order to prepare for Year 9.

### **Materials Specialisation: Wood - \$55.00**

Year 8 Woodwork is a practical class that implements the design process to produce a range of projects. Students will use design skills they learnt in Year 7 to produce quality plans to work from. They will continue working with wood hand tools and be introduced to the lathe as well as developing motor skills in order to prepare for Year 9.

### **Engineering Principles: Electronics - \$30.00**

Communication is the key! Building basic Electronics circuits on PCBs (printed circuit boards), you will discover the world of electronics, how they work and where we use them. Open your eyes to the invisible world of frequencies and wavelengths and discover how information flows through the air all around us without us even knowing. Be aware though, some of these frequencies are dangerous and can be quite deadly!

### **Design and Technology in the Community - \$20.00**

The Year 8 Design and Technology in the Community class covers a broad range of materials such as acrylic, steel and wood which are used to craft new and exciting projects. They will also use selected recycled materials in their work and use design skills learnt in Year 7 to produce quality plans to work from.

### **Food Specialisation: Food and Enterprise - \$20.00**

Food and Enterprise is designed for teenagers who are interested in preparing a variety of recipes on a budget. Students are given opportunities to prepare low cost recipes, learn to budget, advertise and most of all, how to be enterprising. Students doing this subject choose and produce recipes to sell. If the students have the drive, the energy and ambition to be a Food Entrepreneur, this is the subject for them.

### **Food Specialisations: Food and Nutrition - \$55.00**

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.

### **Materials Specialisations: Textiles - \$50.00**

Students will be given opportunity to demonstrate proficient use of equipment needed to complete articles of clothing. They will be challenged to follow a commercial pattern to complete a simple garment. The students will be able to identify their own individual clothing needs and relate fabric characteristics to care and use.

## **The Arts**

### **Performance Arts: Drama - \$20.00**

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Students will explore:

- Voice and movement techniques
- Reflective written processes
- Elements of Drama
- Creating believable characters
- Stage geography/types- proscenium arch
- Imaginary spaces
- Extended improvisation skills
- Effective group work processes
- Building confidence
- Creating a safe environment to create and explore ideas
- Forms/Style: Children's Theatre, Readers Theatre, Soap Opera

### **Performance Arts: Music - \$20.00**

Music explores the world of rock and pop music. Students learn how to identify musical characteristics and structures common in contemporary music. They have the opportunity to research, analyse and report on a variety of songs and artists. Students will have the hands on experience at playing rock and pop classics on guitar, bass, keyboards, and drums.

**Visual Arts: Visual - \$35.00**

Visual Arts course is designed to help students learn new and refine already acquired artistic skills. By being involved in individual projects consisting of drawing, painting and sculpture they will gain an understanding of elements and principles of art and design. Written analysis and research tasks will help students learn about exciting artists, past and present. This course is a great opportunity for students to grasp understanding of Visual Arts and allow an exploration and development of their own skills.

**Visual Arts: Media - \$20.00**

In Media students develop the skills to understand various forms of media ranging from photography, print media, radio, television, film and 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 various technologies and practices. Students with a love of photography or various other realms of the media world will really enjoy the challenges of the Media course.



# Goals 4 Girls Program

**Cost - \$80.00**

Goals 4 Girls is a program designed to assist girls from Years 7 – 10 with the challenges that arise during high school and give them the support to overcome these. The program has 4 hours of contact time for each year group, two theory classes and two PE class that are closely linked with the Health and Physical Education curriculum and learning outcomes. Some of the skills that we aim to develop are leadership, resilience, positive self-esteem, teamwork, building positive relationships, dealing with challenges and conflict, promoting a healthy lifestyle and to become positive role models within the local community.

## **G4G's Expectations:**

- Maintain high attendance
- Active participation in all lessons
- Display positive behaviours
- Consistently wear correct school and PE uniform

## **Selection and participation:**

- Students can apply for a position in the program
- Position within the program is maintained if expectations are met

## **Program Incentives and Rewards:**

- Yearly camps
- Day trips
- Netball carnival
- Basketball carnivals
- Other reward activities

## **Special Projects:**

- Working with the local community
- Fund Raising events
- Volunteering
- Certificates (Coaching, Umpiring, Bronze Medallion, First Aid)

**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.

Where students elect to participate in extra cost optional components (including post-compulsory), compulsory charges will apply.

## 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.

PARENTS ARE ALSO RESPONSIBLE FOR THE PROVISION OF A STUDENT'S PERSONAL ITEMS. WHERE STUDENTS WISH TO MAKE USE OF OTHER OPTIONAL

## 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 may apply in person through the Front Office, presenting their current card for staff to validate online. 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 Corporate Services 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 2018, 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.

#### EXTRA COST OPTIONAL COMPONENTS OF EDUCATIONAL PROGRAMS

Description	Approximate Costs
Classroom Excursions	\$50.00
Visiting Performers	\$20.00
Camps	\$100.00 per camp

## 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 2018, complete the BLUE Year 8 Subject Selection Sheet and submit it to the front office by Friday 21 July 2017 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.

## KARRATHA SENIOR HIGH SCHOOL

STUDENT NAME: \_\_\_\_\_

Students **MUST** select **four** elective subjects in the following manner:

- Tick your preferred subject from the Performance Arts (Drama or Music)
- Tick your preferred subject from the Visual Arts (Visual or Media)
- One subject from The Technology and Enterprise Learning Area, plus a reserve
- One subject from The Arts or Design and Technology, plus a reserve

**PLEASE BE AWARE OF EXTRA COURSE OPTION CHARGES**  
**SUBJECT SELECTION SHEET MUST BE RETURNED BY 21 July 2017**

### THE ARTS:

Tick your preferred subject for Performance Arts and preferred subject for Visual Arts.

SUBJECT NAME	COST	PREFERENCE
Performance Arts: Drama	\$20.00	<input checked="" type="checkbox"/>
Performance Arts: Music	\$20.00	<input type="checkbox"/>
Visual Arts: Visual	\$35.00	<input type="checkbox"/>
Visual Arts: Media	\$20.00	<input checked="" type="checkbox"/>

### TECHNOLOGIES:

Write one subject (and a reserve) from Technologies: Design and Technology.

CHOICE	SUBJECT NAME	COST
1	Food Specialisation: Food and Nutrition	\$55.00
RESERVE	Food Specialisation: Food and Enterprise	\$20.00

### Other option:

Write one subject (and a reserve) from either The Arts or Design and Technology.

CHOICE	SUBJECT NAME	COST
1	Performance Arts: Music	\$20.00
RESERVE	Materials Specialisations: Metal	\$55.00

If you have chosen Extra Cost Options (any elective over \$20.00, including Reserves), 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 Year 8 2018.

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.

---

Deputy Principal – Years 7 & 8	Mrs English
Deputy Principal – Years 9 & 10	Mr Ross
Deputy Principal – Years 11 & 12	Mr Cumming
Deputy Principal – Strategic Planning	Mr Eversden
Student Wellbeing Coordinator – Years 7 & 8	Mr Teakle
Student Wellbeing Coordinator – Years 9 & 10	Ms Banks
Student Wellbeing Coordinator – Years 11 & 12	Ms Martinovich
English	Mrs Fulton
Mathematics	Mr Ansell
Health & Physical Education	Miss Lawton
Science	Miss Rose
Society & Environment	Mr Sharpe
Technology and Enterprise	Mr Pope
The Arts	Ms Hunt

---



**9187 8000**