

Karratha Senior High School



CURRICULUM HANDBOOK



**Year 9
2024**

Contents

INTRODUCTION	3
CURRICULUM OVERVIEW	4
ASSESSMENT AND REPORTING	5
STUDENTS WITH A DIAGNOSED DISABILITY	6
STUDENT WELLBEING	7
<i>STUDENT WELLBEING COORDINATORS</i>	7
<i>YEAR COORDINATORS</i>	7
<i>SCHOOL DRESS</i>	7
<i>STUDENT USE OF MOBILE PHONES</i>	8
CONTRIBUTIONS AND CHARGES IN SCHOOLS: A Guide for Parents	9
SUMMARY	10
EXTRA COST OPTIONS – payment of deposit ‘up front’	11
CONDITIONS OF ENROLMENT	11
SUBJECT DESCRIPTIONS	12
<i>ENGLISH</i>	12
<i>MATHEMATICS</i>	12
<i>HUMANITIES AND SOCIAL SCIENCES (HASS)</i>	13
<i>SCIENCE</i>	14
<i>HEALTH & PHYSICAL EDUCATION</i>	15
ELECTIVE OPTIONS.....	16
<i>TECHNOLOGIES</i>	16
<i>THE ARTS</i>	18
<i>LOTE</i>	19
<i>BIG PICTURE</i>	19
<i>STARS FOUNDATION</i>	20
<i>CLONTARF</i>	21
SUBJECT SELECTIONS ONLINE	22
WHO CAN HELP YOU.....	23

INTRODUCTION

Welcome to Karratha Senior High School, a school that prides itself on being able to cater for the needs of all students. We strive to shape futures, by developing the potential of every student and empower them to make positive choices in their lives, as contributing citizens. For those who are already associated with our school, you will appreciate what a great school we have, the amazing opportunities offered to all students and the dedication and commitment of staff. To those new arrivals, welcome, and I am confident you will realise what a great choice you have made in becoming part of the Karratha Senior High School community.

I encourage you to review our current Business Plan 2021 -2024 (new Business plan to follow), available either on our website or from the school, to gain a deeper understanding of the strategic direction of our school.

The information contained in this booklet introduces you to the subjects offered to Year 9 students in 2024. There is also additional information on other aspects of the school, including the support services and programs in place at the school, to help ensure a warm and inclusive environment for all students. Information on contributions and charges is also detailed in this booklet, so you are fully aware of your financial obligations.

The subjects and programs offered are designed to meet the needs of all students. Clear pathways are structured so students can select subjects which will allow them to develop the skills and knowledge to actively engage in their learning and prepare them for Years 11 and 12 and beyond school Towards Tomorrow.

As a school, we are committed to developing strong ongoing partnerships with parents/caregivers because we know that working together in the education of your child, will deliver more positive outcomes. Please take the time to read all the information in this booklet. I am confident you will get a real sense that at Karratha SHS we can offer an education for your child that is supportive, comprehensive and challenging.

We look forward to working with you, and in providing outstanding educational opportunities for your child.

Regards



Ashley Eversden
PRINCIPAL

CURRICULUM OVERVIEW

Western Australian Curriculum

The Western Australian Curriculum is fully implemented at Karratha SHS, which is a mandated requirement for all WA schools. The WA Curriculum provides a comprehensive set of prescribed content and achievement standards. We use these to plan student learning programs, assess student progress and report to parents. The learning areas encompassed by the Western Australian Curriculum include English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages.

General capabilities in the Western Australian Curriculum encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully. The general capabilities are addressed through each learning area at Karratha SHS and are embedded in all learning programs.

The general capabilities are:

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding



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 Progress Reports by contacting individual classroom teachers or Student Wellbeing at any time and can access classroom assessment results via Connect.

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 2024.

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 any time, 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.



STUDENTS WITH A DIAGNOSED DISABILITY

Students with disabilities are supported in a number of ways across Karratha Senior High School. On enrolment each student's individual needs and capabilities are examined to find the best placement for them; mainstream classes or the Inclusive Learning Unit (ILU).

Karratha SHS is an inclusive school, students who have a disability often attend all mainstream classes. We support these students by creating a Special Educational Needs (SEN) plan, and with the assistance of a Special Needs Education Assistant in their classes, if needed. SEN plans are individualised, consisting of goals and strategies used to achieve the goals. Adjustments are made by the classroom teacher in class to support the student's needs for participation, curriculum access and assessment.

The Inclusive Learning Unit (ILU) is set up for students who have difficulties accessing the mainstream curriculum. The ILU has four classrooms which run an alternative program for students with varying disabilities. Teaching and learning is highly individualised to address the needs of each student. Each class has a classroom teacher who teaches all curriculum areas; the students attend mainstream electives with the support of an Education Assistant. Some subjects are taught to the ILU cohort by specialist mainstream teachers

In the ILU, students in Year 7, 8, 9 and 10 engage in all MESHH subjects using the WA curriculum (ABLEWA and the K10 Syllabus), modified to their level in addition to ASDAN programs. The classroom teacher has a strong focus on the development of Literacy and Numeracy skills through all subject areas. Direct and Explicit Instruction programs (Reading Mastery, Spelling Mastery and Letters and Sounds) are used to increase the students' reading & writing abilities. Students in the ILU are also taught independence by learning life skills, careers pathway planning, community access and through our Social and Emotional Skill program – You Can Do It Education.

STUDENT WELLBEING

The Student Wellbeing team works to meet the diverse needs of 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:

- Deputy Principals (Years 7/10, 8/11 and 9/12)
- Three Student Wellbeing Coordinators (Years 7/10, 8/11 and 9/12)
- Six Year Coordinators
- Two School Officers (Student Wellbeing Reception)
- School Nurse
- Two School Psychologists
- Chaplain
- Three student Support Officers
- Attendance Officer
- Five AIEOS

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 contact in all matters relating to student performance and wellbeing.

Year Coordinators

Year Coordinators play an important part in the provision of support and care for students at Karratha Senior High School for a specific cohort. In particular, they have a pivotal role in promoting the value of care, and the school's "*Towards Tomorrow*" motto.

School Dress

A School Dress Policy is endorsed by the School Board 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. We are proud of our dress code and students in our school uniform are readily identifiable in our community. All items of School Dress Code are available for purchase at the school.



- Students in Years 7 to 10 wear a Red and Navy shirt.
- Students in Years 11 & 12 wear a White and Navy shirt.

Student Use of Mobile Phones

Karratha Senior High School - Mobile Phone & Headphones Policy

Mobile phones are not permitted to be used by students at Karratha Senior High School between the hours of 8:20 – 2:30.

If a student has a mobile phone or headphones visible the procedure is as follows:

1. Reminder of KSHS behaviour expectations “We have phones and headphones off and away all day, 8:20 – 2:30”
2. If the student has the phone or headphones out again, the student will be asked to turn off their phone and hand it over to their teacher
3. The phone will be placed in an envelope with the student’s details written on it
4. The teacher will take the envelope with the phone to the Administration Office before 2pm
5. The administration staff will record the student’s name and keep the envelope in a filing cabinet for the day. SWB will email notification home to the parent.
6. Confiscation 1, 2 and 3 – the student can collect their phone at the end of the day
7. Confiscation 4: The parent will be contacted, and they will need to collect the phone at the end of the day.

If a student refuses to follow a teacher’s instructions, then the normal BMiS policy applies. As per the Department of Education Mobile policy (poster below) there may be circumstances where students can use their phone/headphones.

Exceptions are:

- Completion of tasks that cannot be completed on a computer or laptop.
- As part of a student’s individual support plan.

This needs to be approved by a HOLA, SWB Co-ordinator, Deputy Principal or Principal.



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 \$235.00 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 and School Board approve 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 Manager Corporate Services.

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 and School Board approve 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 Manager Corporate Services. 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 services provided by the school they will be liable for the costs.

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 and School Board approve 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 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 \$235.00 to be taken off contributions and charges.
- Secondary Assistance Scheme (Clothing) – an allowance of \$115.00 which is sent to the parent for uniforms.
- Abstudy for Aboriginal & Torres Strait Islander students (application through Centrelink – see the Manager Corporate Services).

As required by the Department of Education, a maximum voluntary contribution of \$235.00 can be requested by schools from parents for a student selecting a program of study (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 2024, the school requests that **parents pay a deposit of \$100.00 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
Camps	\$100.00 - \$120.00 per camp
Leadership Camp	\$250.00
Classroom Excursions	\$20.00 - \$80.00
Competitions	\$15.00
Interschool Sport Carnival	\$80.00
School Photographs	\$20.00 - \$85.00*
Visiting Performers	\$20.00 - \$40.00

*Price varies depending on amount of photos purchased

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 student's capabilities.
3. **Students going into Year 9 in 2024, complete their Subject Selections Online by Friday 11 August 2023 with the required deposit for the high cost electives.**
4. Those students who do not complete their preferences before this date will most likely be allocated the listed low cost options.

SUBJECT DESCRIPTIONS

English

\$40.00

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes.

Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a wide range of texts. They will also study texts designed to inform and persuade. Texts will include various types of media texts including newspapers, magazines and digital texts, novels, non-fiction texts, comics, cartoons, poetry, fairy tales, myths and dramatic performances.

Texts studied in Year 9 support and extend students. Such texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent information about a wide range of specialised topics and text structures are more complex.



Mathematics

\$40.00

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)

\$40.00

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 a skill 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 and Citizenship aspect of the HASS curriculum is devoted to expanding student understanding of political mechanisms at Year 9 level. As such the focus is on the electoral process and the way parts of Australian society seek to influence the outcome of elections.

The legal aspect of the course has a focus on the court hierarchy and the responsibilities of each court. There is a secondary focus on aspects that undermine our system of justice.

Science

\$40.00

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 7, 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 Understanding:

Biological Sciences: Science of the living world. Students will discover the science of living organisms.

- Structure and function of body systems
- Coordination of multiple body systems working together
- Ecosystems

Chemical Sciences: Science of matter. Students will discover the science of the matter which makes up our world.

- Atoms and atomic structure
- Nuclear Energy
- 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.

- Plate Tectonics, Earthquakes, Volcanoes

Physical Sciences: The science of forces and motion, and matter and energy. Students will discover the science of the physical world.

- Heat, light and sound
- Energy transfer

Health & Physical Education

\$70.00

Health

Health offers students the opportunity to broaden their knowledge and skills to make informed decisions to achieve a healthy lifestyle. Students will need to develop their communication skills to manage conflict and have healthy relationships. The course will look at personal identity and health and expanding onto promoting healthy lifestyles within the community.

Key Concepts

- Challenges and Changes
- Personal Development
- First aid and Risk Taking
- Advanced Drug Education
- Mental Health
- Sex, Gender and identity

Physical Education

Physical Education focuses on skills, strategies and tactics required for a variety of sports. The students will work on speed and accuracy of the movement skills throughout the year. They will explore ways to evaluate their own and others' performances through analysis of skills and game play using technology and coaching skills. Students will be required to complete labs on Exercise Physiology and Biomechanics and demonstrate a range of tactical plays in both offence and defence.

Key Concepts

- Volleyball, Basketball, European Handball, Athletics, Soccer, Hockey, AFL.
- Exercise Physiology and Biomechanics

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

ELECTIVE OPTIONS

Students in Year 9 have some choice in the elective subjects they study in The Arts and Technologies. Students must select **THREE** subjects that are studied year-long. They must select:

- One subject from The Arts Learning Area
- One subject from The Technologies Learning Area
- One subject from The Arts, Technologies or LOTE.

Commencing this year, students are required to complete their preferences via our online portal. Information regarding this process is located on page 21 of this booklet. This process needs to be completed by **COB Friday 11 August 2023**. Some elective subjects attract additional costs. Further information in regard to this is on page 18.

Technologies

Materials Specialisation: Metal - \$110.00

Metalwork is practical-based and focuses on developing skills in design, construction and evaluation. Students will work through a series of structured projects. They will learn to design and construct patterns, select appropriate materials and manage tools, equipment and processes safely and efficiently. Integrated tasks will address properties of metals, availability of resources and new developments in metal production. This course emphasises the safe use of machines and hand tools. Students will develop a specialised knowledge of processes, tools and equipment associated with Metalwork. Through the construction of various projects, students will experience lathe work, sheet metal, fitting, milling and oxy-acetylene skills. Sketching techniques are introduced to assist students in their design work.

Materials Specialisation: Wood - \$110.00

Woodwork is practical-based and focuses on the materials, equipment and processes used to produce different projects. Students will learn to plan ideas and construct working drawings.

They will investigate different jointing, fixing and finishing techniques and they will learn to manage tools, machinery and processes safely and efficiently. Integrated tasks will address properties of timber, availability of resources and new developments in timber production.

Students are given the opportunity to hone and increase their skill base in this subject through a range of challenging and engaging projects. They will increase their machining skills on the wood lathe and bandsaw and have the opportunity when they are ready to experience new machines such as the router and cut-off saws.

Materials Specialisation: Home Workshop - \$35.00

Home workshop is a practical based course focusing on sustainability in the design process: Reduce, Reuse, Recycle. Students will complete a number of projects where they will design items for around the house. A variety of materials are used including timber, aluminium, plastics and those they have found themselves.

Engineering Principles: Mechatronics - \$100.00

Mechatronics is a form of engineering that blends computer, electrical and mechanical disciplines. Students undertake a variety of projects that range from completing a series of simple tasks to solving complex problem-based scenarios. Designs focus on functionality and ergonomics within the environment. Through their projects, students will learn the importance of utilising various types of sensors to create intelligent mechanical devices.

Recreational Maritime - \$100.00

An introduction to Recreational Marine involves a variety of projects including caring for and repairing fishing rods and anchors. Activities such as fishing/crabbing strategies, servicing of fishing reels, rigging of fishing equipment, common useful roping knots, reading of weather, tide and nautical charts, basic outboard engine and boat trailer maintenance provide the student with the introductory knowledge and skills required to safely enjoy the recreational opportunities available in the local recreational marine environment.

Materials Specialisations - Textiles - \$35.00

This course offers students the opportunity to produce a pair of comfortable shorts, practice the ancient Japanese art of Shibori dyeing, create a macramé piece and repurpose past fashions. They will build on their sewing knowledge, work with different fabrics and gain an understanding of the fashion industry. Students will enhance their understanding of how fabrics are made through varied construction models. Design tasks will encourage them to apply their flair and creativity to make a garment of their own, adapted from commercial patterns. They will identify their own individual clothing needs and relate fabric characteristics to care and use.

Food Specialisation: International Food - \$100.00

International Food explores the vast world of cuisines and the culture of a variety of countries. Students will have the opportunity to challenge their palate with new flavours when they replicate iconic dishes from across the globe. This is a great subject for those with a taste for adventure and good food.

Digital Technologies - \$35.00

This course teaches you the basics of coding and how this can be used to solve complex problems. It includes a more practical focus with students building simple circuits and writing code to control using LED's and other small componentry. This expands on the computer skills they have learnt in Years 7 and 8 and will also work well to introduce some of the skills to prepare students for the Year 11 Engineering Mechatronics course we offer. This is complimentary to the Mechatronics course in Years 8-10 and offers a variety of pathways for students. The skills you learn will help you understand how apps, websites and games are made. Digital Technologies also helps you understand how computer systems work and provides you with skills that will help you take advantage of today's technology.

The Arts

Visual Arts - \$35.00

Visual Arts helps students with fundamental drawing and designing skills while showing them how their art can become applied and effective. They will be given the opportunity to produce individual projects and expand their understanding of elements and principles of art through printmaking, painting, ceramics and sculpture. This is a great chance for showing creativity, ability to plan and research and explore a variety of art styles.

Extension Visual Arts - \$60.00

Extension Visual Arts will help students to refine learned artistic skills and provide directions on how to extend on their ideas and translate them into accomplished final pieces. Students will have an opportunity to use and experiment with new materials and mediums. They will express imaginative and personal ideas through realistic and abstract art, not only using familiar art forms but also exploring areas such as graphic design, mural paintings or creating a sculpture made out of found objects. This course improves students' ability to research and analyse art and looks into a variety of art styles and contemporary techniques.

Music - \$35.00

Music students are exposed to the world of music technology and production. Students employ differing musical and technological elements to complete a series of mini-tasks using computer software. Students learn how to; pitch and tempo shift musical tracks, apply different sound effects and create and edit a multi-track composition. In addition to musical production tasks, students also learn to read rhythmic notation, play chords on the keyboard and/or guitar and write their own songs. Students will produce their own CDs by the end of this course.

Drama - \$40.00

In Year 9, Drama students are given opportunities to refine their knowledge and skills to present drama as an event by safely using processes, techniques and conventions of drama. Students will explore:

- Voice and movement techniques
- Reflective written processes
- Approaches to characterisation suited to the demands of the text or devised drama
- Script interpretation
- 'Well-made play'
- Stage geography, blocking notation and the impact of promenade and traverse stages
- Effective group work processes (giving and receiving critical feedback) in Drama
- Safe practices in Drama
- Forms/Styles: Melodrama, Epic Theatre/Poor Theatre, Musical Theatre and YOH Fest Production

Media - \$35.00

Media is a busy yet creative subject that accommodates those students who are enthusiastic about group work. In the Media course, students develop skills so that they understand various forms of media ranging from photography, print media, radio, television and film 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 in Media to illustrate their ideas using the 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.

LOTE

Cost: - \$25

In Year 9, students will be able to choose Auslan as an elective. They will continue to build on the conversational skills they have learnt in Year 7 and Year 8 Auslan. They will begin to rely more on using Auslan when they are communicating in the classroom with the teacher and other students. They will learn about deaf culture and be able to interact with deaf and Hard of Hearing people following correct protocols. They will learn to describe the appearance of people, objects and places in more detail and use body language for effective communication.

Big Picture

Cost: - \$235

The Big Picture Program is a design for learning that begins with the child and their interests and passions. It recognises that a traditional model of learning does not suit all students. The Big Picture Program allows students to learn at their own pace, be that fast or slow. As the program is not content focused it allows students to develop skills that will prepare them for life after school, and improve employability skills such as:

- Self-management, planning and organisation
- Initiative and enterprise
- Teamwork
- Communication
- Problem-solving
- Learning and technology

The core principles that underpin this unique education program are:

- Learning must be based on a student's interests and needs.
- Students must connect with adult mentors from the broader community who share their interests and support learning.
- Students' development and abilities must be measured by the quality of their work and how this work changes them.

Students spend up to 16 hours per week in their advisory and participate in elective subjects as well as HPE classes. Led by an advisory teacher, the program also relies on the involvement of a child's family, emphasising the impact that relationships can have on a child's engagement with learning. Students work with their families and advisory teacher to set goals and create individual learning plans.

Entry into the Big Picture Program is via application, with forms being available from the school.



STARS FOUNDATION

Cost \$80.00

Stars Foundation provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into full-time work or further study.

Stars has been offering full-time, in-school support programs for Aboriginal and Torres Strait Islander girls and young women in the Northern Territory, Queensland and Victoria since 2015. During that time the program has achieved consistently outstanding outcomes, with more than 90 per cent of senior students completing Year 12 in each year.

How Stars Works

The Stars program model is based on strong trusting relationships. The Stars Room provides a culturally safe, warm environment – a place where the girls and young women in our programs feel nurtured and inspired.

Our full-time Mentors provide a diverse range of activities to support Stars students to develop the self-esteem, confidence and life skills they need to participate successfully in school and move into a positive and independent future.

We provide a culturally safe, nurturing environment in a dedicated 'Stars Room'. This means that the girls and young women in our programs can access the intensive support they need, when and where they need it.

The Stars Model

The Stars program is based around four key pillars of personal development:

- Education, Training and Employment
- Healthy Lifestyles
- Wellbeing
- Community, Culture and Leadership

Stars offers personal development activities and experiences in many different areas, including academic support, personal health and wellbeing, music, drama and dance, art, cooking and nutrition, and exercise and sport.

Students also take part in community, cultural and volunteering activities to build their life-skills and confidence and further develop their links to culture and community.

Stars has a strong focus on successful transitions from school into full-time work or further study. Both before and after graduation, our full-time Transitions Managers provide intensive support to help our young women move successfully into full-time employment, training or tertiary study. For more information, visit the Stars Foundation website

<https://starsfoundation.org.au/>



CLONTARF

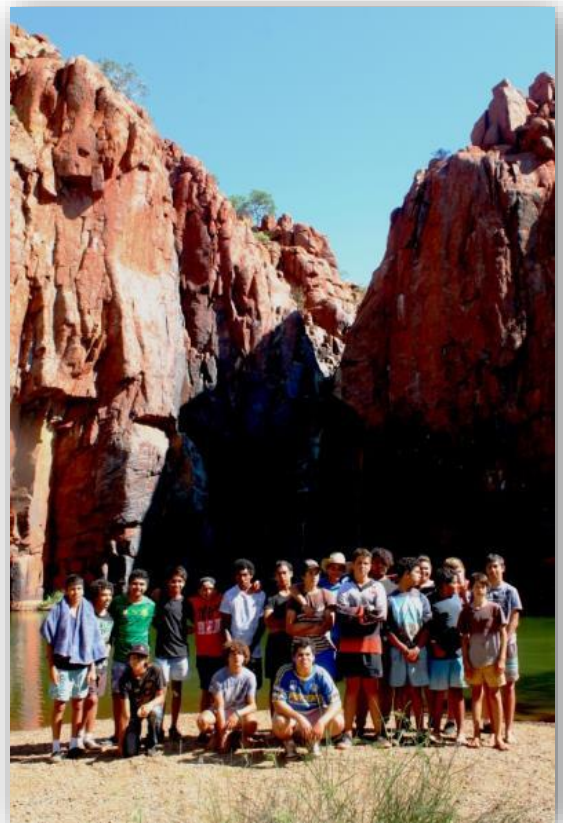
Cost: Nil

The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so, equip them to participate more meaningfully in society.

The Karratha Clontarf Academy provides support and mentoring to all Indigenous males enrolled at Karratha Senior High School. The Academy has six full time staff based at the school with two Academy rooms. It focuses on six key pillars:

1. Education
2. Sport
3. Well-Being
4. Employment
5. Leadership
6. Community

All of these pillars are at the forefront during our planning of activities. Such activities include weekly morning training sessions, Academy lunches, work-site tours, guest speakers, volunteering at community events, camps (at least one per year group per term), afterschool excursions and morning pick-ups.



SUBJECT SELECTIONS ONLINE

Students are required to complete their preferences via our online portal at:

<https://client.subjectselectiononline.com.au/?school=4422t>

Students must follow the instructions throughout the site and identify their chosen Elective Subjects.

Students still have three options for elective subjects. These courses will run for the entire year.

Students who choose either Clontarf or Stars Foundation will choose only Option 1 and Option 2.

To login for the first time, use the forgotten password link, enter the email address supplied to the school upon enrolment of your child and you will receive an email stating your login code (Student Number) and a prompt to set your password.

This process needs to complete by COB **Friday 11th August 2023**. If you have any questions about the 2024 Elective Selection process, please contact the school on 9182 6900.



WHO CAN HELP YOU

Teachers are able to provide valuable advice and guidance to assist students in Years 9 at Karratha SHS.

If you have any general queries whatsoever, please feel free to contact the school.

The contact names of all relevant staff are included below.

CONTACT LIST:

Deputy Principal – Years 7 & 10	Mr Ansell
Deputy Principal – Years 8 & 11	Mrs Gordon
Deputy Principal – Years 9 & 12	Mrs English
Student Wellbeing Coordinator – Years 7 & 10	Mr Niven
Student Wellbeing Coordinator – Years 8 & 11	Mr Garde
Student Wellbeing Coordinator - Years 9 & 12	Ms Williams
English	Mrs Fulton
Mathematics	Mr Riley
Health & Physical Education	Mrs Harper
Science	Mr Sri Ranjan
Humanities & Social Sciences	Mr Sharpe
Technologies	Mr Shepherdson
The Arts	Mrs Krstic
Big Picture	Ms Walley
Inclusive Learning Unit	TBA

T: (08) 9182 6900
E: karratha.shs@education.wa.edu.au
Lot 520 Dampier Road, Karratha 6714