



KARRATHA SENIOR HIGH SCHOOL 2027



YEAR 7 CURRICULUM HANDBOOK

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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.

The information contained in this booklet introduces you to the subjects offered to students in 2027. There is also additional information on other aspects of the school, including the support services and programs we have in place, 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 11,12 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 are 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
- Digital literacy
- 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 student 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 student performance are based on knowledge of students' work that is gained over time and in a range of situations. Each assessment contributes to a cumulative evaluation of student performance.

The school will provide regular reports on student achievement throughout the year. These will comprise:

- ✓ a progress report towards the end of Term 1;
- ✓ a Semester 1 report; and
- ✓ a Semester 2 report.

Parents can also monitor their child's progress by contacting individual classroom teachers or Student Wellbeing team at any time and can access classroom assessment results via Connect.

There are two parent day meetings throughout the year where staff are available, by appointment, to specifically discuss individual student progress. Parents will be made aware of these in due course.

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 into 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 school 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 for download.



STUDENTS WITH A DIAGNOSED DISABILITY

We are committed to creating an inclusive learning environment where every student feels valued, supported, and able to succeed. At Karratha Senior High School, students with disability are supported through personalised learning pathways based on their individual strengths, needs, and capabilities. This may include mainstream classes, the Inclusive Learning Unit (ILU), or a combination of both.

As an inclusive school, many students with disability participate fully in mainstream classes with support through individualised Special Educational Needs (SEN) plans developed in collaboration with families, teachers, and support staff. These plans outline personalised goals and strategies to support curriculum access, participation, and achievement. Classroom adjustments are made to meet individual learning needs and, where required, Special Needs Education Assistants provide additional support in class.

Students in Years 7–12 within the ILU engage in MESH subjects through the Western Australian Curriculum, including ABLEWA with learning programs modified to suit individual ability levels. Students also participate in ASDAN programs teaching life skills. There is a strong emphasis on literacy and numeracy development across all learning areas. Evidence-based programs such as Spelling Mastery and StepsWeb are used to strengthen reading and writing skills.

Beyond academic learning, the ILU supports students to build independence, develop practical life and community access skills, and explore future career pathways. Programs also place a strong emphasis on health and wellbeing, emotional understanding, and self-regulation, helping students build confidence and develop the skills needed for everyday life and future success beyond school. As part of this preparation, Year 10 students participate in the Keys for Life program.



STUDENT WELLBEING

The Student Wellbeing team works to meet the diverse needs of our 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. When students feel that they belong and are part of a school they are more likely to commit, attend and achieve success. Karratha SHS has over 1200 students who all have social, physical, mental/emotional needs met. The Student Wellbeing team are focussed on making students feel welcome and safe at school.

The Student Wellbeing team includes the following staff/services:

- Deputy Principals x 3 (Years 7/10, 8/11 and 9/12)
- Student Wellbeing Coordinators x 3 (Years 7/10, 8/11 and 9/12)
- Year Coordinators x 6
- School Officers x 2 (Student Wellbeing Reception)
- School Nurse
- School Psychologists x 3
- Chaplain
- Student Support Officers x 5
- Attendance Officers x 2
- Aboriginal and Islander Education Officers (AIEOs) x 5
- Stars Foundation (Indigenous & Torres Strait Islander girls) x 6
- Clontarf Foundation (Indigenous & Torres Strait Islander boys) x 7

STUDENT WELLBEING COORDINATOR

The Student Wellbeing Coordinator works with Year 7 students and their role is to help mediate and support students with any issues they may have with their education and social/emotional wellbeing. Teachers, students and parents can make referrals to the relevant SWB Coordinator so that support can be provided on an individual basis.

YEAR COORDINATORS

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

SCHOOL DRESS CODE

The school dress code 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 and 12 wear a white and navy shirt.
- All Students wear school shorts or school pants.
- School Jumper
- Sports Faction Shirt
- Enclosed shoes



MOBILE PHONE & HEADPHONES POLICY

At Karratha Senior High School we have phones and headphones off and away all day, between the hours of 8:20 – 2:30.

All students are aware of this behaviour expectation, reminders will be a part of classroom entry procedures. If a student has a mobile phone or headphones visible the procedure is as follows:

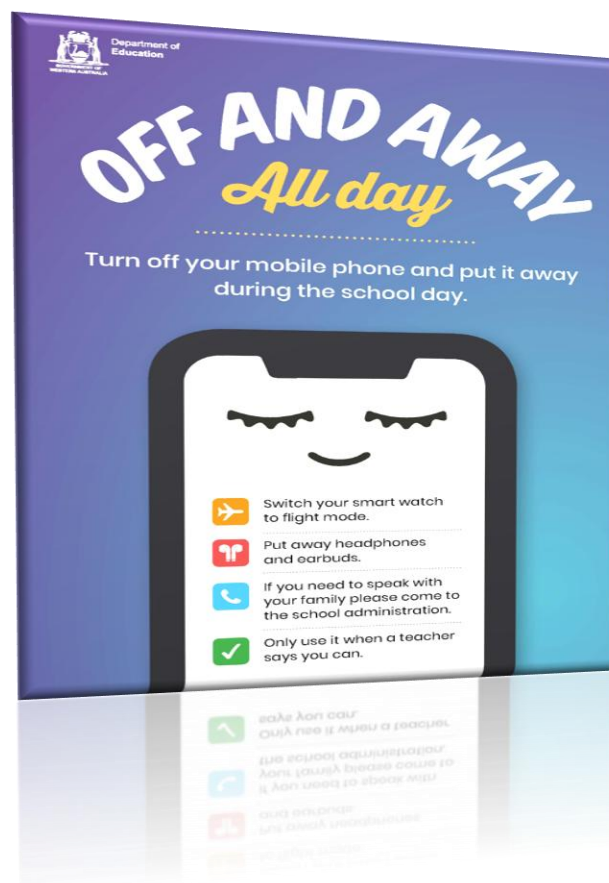
1. The student will be asked to turn off their phone or take out headphones and hand over to the teacher.
2. The phone will be placed in an envelope and the teacher will complete all details required on envelope.
3. The teacher will take the completed envelope with the phone/headphones to the Administration Office front desk before 2pm.
4. The administration staff will record the student's name and keep the envelope in a filing cabinet for the day.
5. Teacher will enter as Minor behaviour – Minor E-breach on Compass
6. Confiscation 1 and 2: the student can collect their phone/headphones at the end of the day.
7. Confiscation 3: The parent will need to collect the phone/headphones at the end of the day and for all subsequent confiscations. Administration staff will email the relevant Year Co, SWB Coordinator and Deputy Principal to contact the parent.
8. Further actions will be put in place for repeated confiscations.

If a student refuses to follow a teacher's instructions, then the KSHS PBS Response and Referral pathway will be followed, and further consequences will apply.

As per the Department of Education Mobile policy (poster below) there may be circumstances where students can use their phone/headphones.

Exceptions need to be approved by a HOLA, SWB Co-ordinator, Deputy Principal or Principal are:

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



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. 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 or our School Website. All Senior School courses or programs are treated as extra cost options; charges apply and must be paid by end of Term 1 or a Payment plan is put in place. Please discuss this with the Manager Corporate Services. For parents 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. This can be found on our School Website. 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 Australian 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 P & C contributions, year book, printing and library costs.

Families may qualify for financial assistance to help with the costs of schooling. If parents have a Centrelink Health Care Card, Pensioner Concession Card or Veterans Affairs Pensioner Concession 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 \$235.00 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).

EXTRA COST OPTIONS

It is a requirement of the Department of Education that students are able to be provided a study program of Maths, English, Science and Humanities & Social Science (MESH Subjects) 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 compulsory charge is applicable. This charge generally covers the cost of consumable items.

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	Up to \$200.00 per camp**
Advance Sport Camp	Up to \$250.00**
Leadership Camp	\$250.00
Revision Seminar	\$250.00
Classroom Excursions	\$20.00 - \$80.00
Competitions	\$15.00
Interschool Sport Carnival	up to \$90.00
School Photographs	\$20.00 - \$85.00*
Visiting Performers	\$20.00 - \$40.00
Instrumental Music Lessons	Instrument Hire \$125.00
School Band	Band Shirts \$40.00

*Price varies depending on photo packages purchased

**Prices may vary

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.

WHO CAN HELP YOU

Teachers are able to provide valuable advice and guidance to assist students in Years 7 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	Mrs Gemma Garbutt
Deputy Principal – Years 8 & 11	Mrs Stacey Gordon
Deputy Principal – Years 9 & 12	Mrs Deb English
Student Wellbeing Coordinator – Years 7 & 10	Mr Denis Niven
Student Wellbeing Coordinator – Years 8 & 11	Mrs Maggie Riley
Student Wellbeing Coordinator - Years 9 & 12	Ms Chloe Garner
English	Mrs Kate Fulton
	Miss Katelin O'Shea
Mathematics	Mr Nick Riley
Health & Physical Education	Mr Eoin Kavanagh
Science	Mr Dhivhar Sri Ranjan
Humanities & Social Sciences	Mr Peter Sharpe
Technologies	Mr Alan Shepherdson
The Arts	Ms Isabelle Gillians
Inclusive Learning Unit	Ms Rebecca Garfield

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

CONTRIBUTIONS AND CHARGES

CONTRIBUTIONS AND CHARGES - YEAR 7

COURSE	COST
English (Compulsory)	\$20.00
Mathematics (Compulsory)	\$20.00
Science (Compulsory)	\$30.00
Humanities & Social Sciences (Compulsory)	\$20.00
Health & Physical Education (Compulsory)	\$35.00
Digital Technologies (Compulsory)	\$30.00
LOTE (Compulsory)	\$10.00
Performing Arts (Drama or Music)	\$25.00
Visual Arts (Media or Visual Art)	\$25.00
D&T (Materials Specialisation) or (Food & Textiles)	\$20.00
Total	\$235.00
Stars Foundation (Additional Compulsory Cost if chosen)	\$80.00
Clontarf Foundation (Additional Compulsory cost if chosen)	Nil

YEAR 7 SUBJECT DESCRIPTIONS

ENGLISH

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 7 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.

HUMANITIES & SOCIAL SCIENCES (HASS)

The HASS program covers units from History, Geography, Economics & Business and Civics & Citizenship. The program has been structured to include both understanding and skills required of each unit and has been mapped to prepare students to undertake Senior School courses.

The History program promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps 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 Geography program 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.

The study of Economics and Civics 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 those aspects of Economics and Civics 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.

MATHEMATICS

The focus for Mathematics in Year 7 is to continue building students' skills, knowledge and understanding.

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Every student requires a scientific calculator for every Mathematics class (approximate cost \$25)

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proven to be a reliable basis for action in our personal, social and economic lives. The Year 7 Science course involves both practical and theory work based around Science Inquiry Skills, Science as a Human Endeavour and four key content areas, Science Understandings.

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

Collaborating and Applying: 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.

Science Understandings:

Biological Sciences: the science of living organisms.

- Classification keys for living and non-living things
- Ecosystems and interactions between living organisms and their environment

Chemical Sciences: the science of the matter which makes up our world.

- Differences between mixtures and pure substances
- Separation techniques using physical properties

Earth and Space Sciences: the science of Earth's dynamic structure and its place in the cosmos

- Seasons and moon phases in relation to Earth, Sun and Moon
- Advantages and disadvantages of renewable and non-renewable energy sources

Physical Sciences: the science of forces and motion, and matter and energy.

- Forces and movement

HEALTH & PHYSICAL EDUCATION

HPE 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.

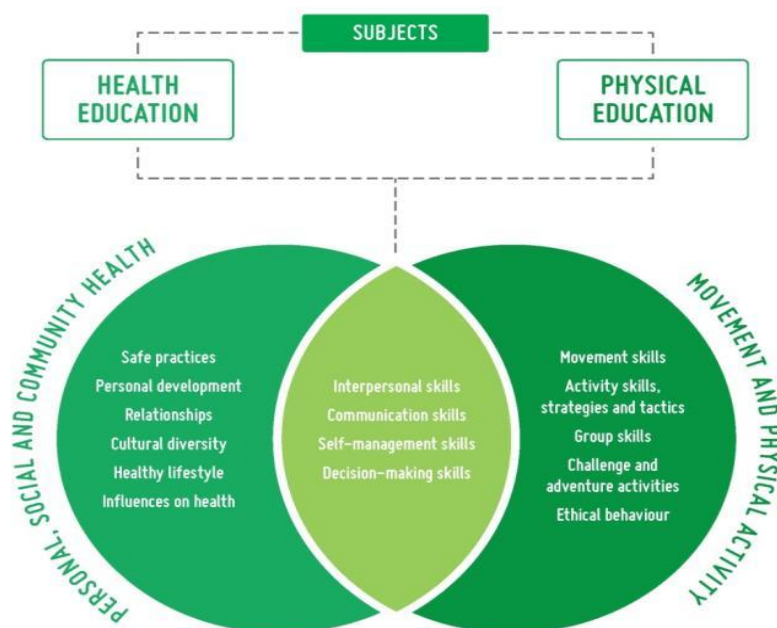
Year 7 Physical Education includes a variety of sports such as:

- Futsal
- Athletics
- Football
- T-Ball
- Swimming
- Pickleball

Year 7 Health

- Transitions and Resilience
- Puberty – social and emotional changes
- Bullying and Cyber-safety
- Nutrition, Physical Activity and Fitness
- First Aid
- Consent

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



**Every student requires a sports shirt for every Physical Education class
(\$35 Available from the School Uniform Shop)**

TECHNOLOGIES

All students in Year 7 will study Design & Technologies (Materials Specialisation) or Design & Technologies (Food and Textiles) for 1 semester. They will then alternate and study the other Design and Technologies subject for a semester in Year 8. Students also study Digital Technologies for 1 hour per week throughout Year 7. These courses are designed to give students an introduction to a broad range of materials and design processes.

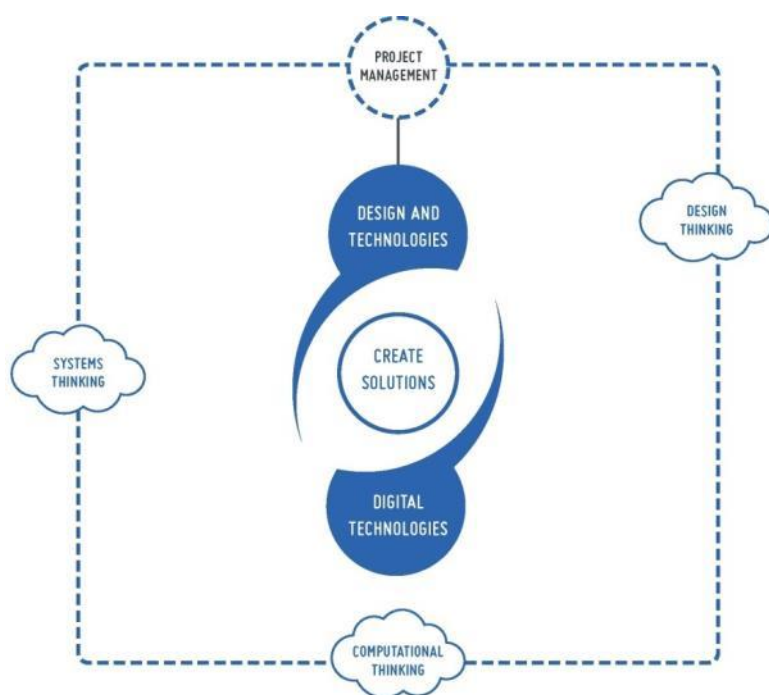


Design & Technologies (Materials Specialisation)

Students are given the opportunity to design and produce various articles using wood, metal and plastics, whilst learning hand skills and some workshop machine usage. Students are introduced to the Design Process and this is incorporated into their Design and Technology projects.

Design & Technologies (Food & Textiles)

Students study food for one term and textiles for one term. All students are encouraged to use their creative flair to help in their design and production of projects. Students have the opportunity to be innovative, adaptable and reflective to create solutions for short and long term societal and environmental problems.



Digital Technologies

Digital Technologies focuses on developing understanding and skills in STEM (Science, technology, engineering and mathematics), whilst creating a range of solutions through problem solving, creativity, Microbit coding, game design, group work, interactive web applications and robotics. Students will acquire the skills of collaboration, critical thinking, creativity and problem solving as they engage with a wide range of information systems to broaden their experiences and involvement in local, national, and global initiatives.

THE ARTS

All students in Year 7 will study Performance Arts (Music & Drama) and Visual Arts (Visual Arts & Media). These courses run for one semester each and allow students to experience the diversity of the Arts disciplines during Year 7.

Year 7 Arts is a year-long course that invites students to explore creativity through Performing Arts, Visual Arts and Media Arts. Students will develop confidence, communication and collaboration skills while experimenting with drama, music, drawing, painting, sculpture, digital media and performance. Through practical and hands-on experiences, students will create, rehearse, present and reflect on their work while learning how artists and performers communicate ideas, stories and emotions across different cultures, times and contexts. The course encourages imagination, problem-solving and self-expression while building students' skills as creative and confident artists, performers and media creator

Media (Visual Arts)

Year 7 Media is where students delve into the intricacies of media production and its profound impact on our world. Students not only grasp the mechanics of media creation but also hone their critical awareness of the codes and conventions in film, unravelling the mysteries behind their favourite movies. In Yea 7 Media, students are introduced to the realm of editing software and other technologies, empowering them to craft their own stop-motion animations while overcoming challenges along the way. From initial planning to final display, students take charge of every step, culminating in the celebration of their achievements through critical reflection amongst peers.

Visual Arts (Visual Arts)

Year 7 Visual Arts: Introduces students to fundamental drawing and designing skills. Students will be given the opportunity to produce individual projects exploring the elements and principles of art through mediums such as printmaking, painting, drawing, ceramics, sculpture and 3D construction. They will learn about and enjoy the process of translating their imagination and ideas into finished, displayed artworks.



Drama (Performance Arts)

Year 7 Drama is where students embark on a thrilling creative journey, exploring the worlds of group dynamics, teamwork, and collaborative ingenuity. Students will enjoy circus skills, entertaining audiences with their first performances. They will witness the unscripted magic of improvisation as they battle in a theatre sport challenge, adapting quickly to situations and thinking on their feet. Finally, they will step back in time to ancient Greece, presenting a theatrical spectacle with a gripping scripted performance in the iconic style of Greek theatre. Unleash your inner artist and foster lifelong confidence in public speaking!

Music (Performance Arts)

Year 7 Music: The Australian Rhythm Adventure! Journey with us as we explore the rich tapestry of Australia's music scene, highlighting prolific bands that have shaped the nation's sonic identity. Our curriculum showcases body percussion and ukulele mastery, as students engage in exhilarating, hands-on lessons. Feel the rhythm resonate within you as you create contagious beats using your own body as the instrument. Then, let the island spirit come alive as you strum enchanting melodies on the ever-popular ukulele. Emerge as a versatile, creative musician with a newfound appreciation for Australia's melodic treasures.



Karratha SHS offers instrumental music lessons in collaboration with Instrumental Music (IMSS) program. Entry into the IMSS program is available in primary school and again in Year 7. Students are generally assessed for suitability in the preceding year and commence tuition at the beginning of Year 5 or Year 7. Saxophone and Drums are traditionally offered to beginner students at high school.

Students who have participated in the IMSS program during primary school are eligible to continue in high school. Students transferring from another high school IMSS program may also join the program at Karratha SHS, subject to availability of classes in their chosen instrument.

The Karratha Combined Schools Band (Yrs. 6-7) and the KSHS Senior Band (Yr. 8-12) rehearse after school on Tuesday and Wednesday respectively.

**For further information, please contact Mrs Kym Shepherdson-
Kym.Shepherdson@education.wa.edu.au**

LANGUAGES OTHER THAN ENGLISH (LOTE)

All students in Year 7 will study a semester of LOTE (Auslan).

The language offered to students at Karratha SHS is Auslan. Auslan is short for **Australian sign language** and is used as a communication tool by those who are deaf, or hard of hearing. It is a visual language that uses hand gestures, body movements and facial expressions to convey meaning. Students will learn to communicate with members of the Australian deaf community. It can also help students with communication issues, to express themselves without using written or spoken words.

In Year 7, students will begin learning communication skills including greetings, alphabet, numbers, colours family and question signs. They will apply their Auslan communication skills to Easter and Christmas. They will be immersed in the language through cooking, listening, signing, watching, observing, imitating, and playing games. Students will create an Auslan interpretation of their choice of text using Signbank (an online Auslan dictionary) to further enhance their Auslan communication skills. They will learn about the history of Auslan and how using facial expressions helps to enhance meaning.

Auslan is recognised as an additional language in the Australian curriculum. Additional information about Auslan as a language taught in schools can be found on the Australian curriculum website at <https://www.australiancurriculum.edu.au/f-10-curriculum/languages/auslan/introduction/>



STARS FOUNDATION

Cost \$80.00

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

Stars have been offering full-time, in-school support programs for Aboriginal and Torres Strait Islander 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 in our program 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, wellbeing, music, drama, dance, art, cooking, nutrition, 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 Manager 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 (Clontarf) exists to improve the education, discipline, self-esteem, life skills and employment prospects of Aboriginal and Torres Strait Islander young 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 SHS. 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.

