



2022 Lower School

Course Information Booklet



NORTHAM
SENIOR HIGH SCHOOL
A COMMUNITY UNITED

Message from the Principal

Welcome to Year 7 to 10 at Northam Senior High School. Undertaking high school studies means that students are expected to take greater responsibility for their decisions, managing the demands of their education and their commitments out of school and planning for a successful future.

Year 7 to 10 can be a wonderful time in your life. I encourage you to embrace the academic, cultural, sporting and social opportunities that are available and to make the most of school life. To help you choose the courses most appropriate to you and to support you being as successful as you can be, please consider the following when making your choices:

- Your past results give a very good indication of the Lower School courses that you are likely to succeed in.
- Discuss your options with a wide variety of people such as subject teachers (contact with Northam Senior High School teachers can easily be arranged for those students who are currently attending a different school), family, friends and current students.

When choosing a program of study consider your:

ABILITY - Choose courses you are good at.

INTEREST - Choose courses you are interested in.

MOTIVATION - Choose courses you really want to learn.

CAREER CHOICE - Choose courses which may be required for entrance to university courses in which you are interested or provide a platform for apprenticeships and traineeships post-school.

- **Personal Responsibility:** Staff at Northam Senior High School are committed to all students. We pride ourselves on offering high quality education. The staff are here to help, guide and provide all the support they can, but it is important that you understand that no one can help you with your studies more than you can help yourself.
- Who can you talk to? Ms Mary Anne Morgan and Mr Richard Kardol (Deputy Principals), or the Year Coordinators will be able to give you great career and course selection advice.

All the best

Ms Marisa Del Pin

Principal

Agreed Behaviours - Students

A Community United

We work together as a community building positive, honest and connected relationships that ensure that all students grow to become contributing members of their present and future communities.



Our **STUDENTS** agree and commit to:

Courage

- Leading others in a positive way. We don't have to follow the negative behaviour of others;
- Being a positive risk taker and not being afraid of failure;
- Valuing others by accepting responsibility for our mistakes;
- Speaking the truth.

Collaboration

- Communicating clearly and regularly;
- Being determined in our efforts at school by being confident, willing and motivated;
- Display a friendly, positive attitude by listening, not being judgmental and not swearing;
- Leave no person out by including everyone in what we do, being open minded and respectful.

Connection

- Talking positively about your school;
- Wearing our school uniform with pride;
- Not disrupting other students' learning opportunities.

Communication

- Getting to know others by meeting and interacting with students from other social groups and year levels;
- Communicating with people positively;
- Socialising at school at the right time and place – not always during a lesson;
- Always speak respectfully.

Major breaches of the Student Code

When a student commits a major breach of the Agreed Behaviours a formal process or contract may be implemented immediately.

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Eight learning areas

All subjects are divided into eight learning areas. Each learning area has its own set of outcomes that cover all years of schooling. Northam Senior High School delivers curriculum in line with the Western Australian Curriculum and Assessment Outline and the Western Australian Curriculum Framework.

The eight learning areas are: *The Arts {Music, Art, Dance, Drama}, English, Health and Physical Education, Languages other than English {LOTE}, Mathematics, Science, Humanities and Social Sciences, Technology and Enterprise {Home Economics, Design and Technology, STEM}.*

Summary of Lower School courses

Through the Year 7 and 8 Program at Northam Senior High School students have the opportunity to participate in a broad and balanced curriculum. At the beginning of their secondary schooling, students undertake learning experiences that provide students the knowledge and experience to identify, develop and appreciate their own gifts and unique qualities of others, encouraging participation and student retention.

Year 9 extends students' progress and allows them more choice in optional subjects, which are suited to their interests and career goals.

Year 10 is seen as preparation for Senior School and allows more options to be chosen and the academic subject pathways reflect post school destinations.

Senior School courses

To be successful in tertiary entrance subjects in Years 11 and 12, students in Year 10 generally need to be in Pathway One or performing very well in Pathway Two classes.

The school provides a comprehensive subject selection process in Year 10 to assist students in their subject choices for Year 11 and 12. Individual counselling on course selection is part of this process. The range of courses includes Courses of Study and Vocational Education Training programs. This selection provides options for all students wanting to further their education.

Year 7 and 8 courses

All students study a broad curriculum that incorporates all learning areas. This gives a taste of the 'option' areas and develops the core subjects of English, Mathematics, Humanities and Social Sciences and Science. Please note that the options available to students may change.

Choices for Year 9 and 10

In Terms 3 and 4 students begin the process of choosing the best subjects for the following year. Whatever options are chosen, students continue to study English, Mathematics, Science as well as Humanities and Social Sciences along with subjects from other learning areas. Students can choose the subjects they would like to continue to study in The Arts, Physical Education and Technology and Enterprise. Subject summaries are found later in this book.

Reporting and assessment

REPORTING

The school conducts parent-teacher interviews for all years (7 to 12), usually in Term 1. During the year, every effort is made to contact those parents whose children are experiencing particular difficulties. Parents who are concerned about their children can arrange with Student Services to have a progress report prepared.

Formal reports are provided twice a year at the end of each school semester. This report is one of a number of strategies used by the school to communicate with you about your child's progress. Parents will be notified by the teacher if the student is experiencing difficulties, has behaviour problems or is at risk of not achieving at their expected level of achievement.

LOWER SCHOOL REPORTING – YEARS 7 TO 10

The information contained in the report is a summary of your child's achievement, attitude, behaviour and effort. Formal reports are provided twice a year at the end of each school semester. This report is one of a number of strategies used by your school to communicate with you about your child's progress.

STUDENT ACHIEVEMENT

The knowledge, skills, understandings and values that students need to have learned are defined as learning area outcomes in the Western Australian *Curriculum Framework* or the Western Australian Curriculum and Assessment Outline.

ACHIEVEMENT STRANDS IN EACH LEARNING AREA

Your child's achievement is reported by a tick (✓) against a scale (A to E) for each learning area strand. Achievement of each learning area strand has contributed to your child's overall learning area grade. On your child's report the shaded box shows the overall learning area grade.

LEARNING AREA GRADES

Your child's overall achievement for each learning area is reported using a description of achievement.

ATTITUDE, BEHAVIOUR AND EFFORT

The attitude, behaviour and effort demonstrated by your child is shown on the following scale: Consistently, Sometimes, and Seldom. Not Assessed indicates that this aspect was not a significant part of your child's learning program.

COMMENTS

Comments provide information about your child's progress and areas for improvement. Please take the opportunity to follow up with any of your child's teachers.

FURTHER INFORMATION

You can ask the school to provide you with written information that clearly shows your child's achievement in the learning areas studied in comparison to that of other children in the child's peer group at the school. This information will show the number of students who achieved grades A to E in each of the learning areas. To ensure that the privacy of any individual student is respected, in those schools where a cohort of student numbers is less than ten, information regarding a child's achievement relative to the achievement of the child's peer group at the school will not be made available.

Timetable structure

LEARNING AREA	SUBJECT	PERIODS PER WEEK
English	English	4
Mathematics	Mathematics	4
Science	Science	4
HASS	HASS	4
The Arts (choice)	Visual Arts Drama	2 in total
Health and Physical Education	Health Education Physical Education	3 in total
Technology and Enterprise (choice)	Home Economics Design and Technology Digital Technology	4 in total

The timetable is structured around five one hour periods per day. There are two periods before the first break, two between the first break and second break, and one period after the second break. This gives a total of 25 periods per week. The year is divided into two semesters, each consisting of two terms. Each term consists of approximately ten weeks.

Siren times

	Normal Times	Early Closing Times (Thursday)
Period 1	8.50am – 9.55am	8.50am – 9.50am
Period 2	9.55am - 11.00am	9.50am – 10.50am
First Break	11.00am - 11.25am	10.50am - 11.15am
Period 3	11.25am - 12.30pm	11.15am - 12.15pm
Period 4	12.30pm - 1.35pm	12.15pm - 1.15pm
Second Break	1.35pm - 1.55pm	1.15pm - 1.35pm
Period 5	1.55pm - 2.55pm	1.35pm - 2.30pm
Close	2.55pm	2.30pm

Financial matters

FEES AND BOOKS

A voluntary payment of \$235 is requested from parents/carers and goes towards the costs of materials, services and facilities used by Year 7 to 10 students in their educational program.

Compulsory charges are applied to high cost elective subjects chosen by students in Year 9 to 10 and are listed in this booklet as an indication.

Booklists and details of contributions and charges for selected courses will be issued at the end of the school year.

APPLICATION FOR BOARDING AWAY FROM HOME ALLOWANCE

For eligible students. *These forms are **not** available from the school*, but may be obtained from Northam Residential College.

ASSISTANCE FOR ISOLATED CHILDREN

Parents of students living away from home, who are eligible for financial assistance, are asked to apply for "Assistance for Isolated Children" cards through Centrelink 132 318.

AUSTUDY

For Senior Students only - Austudy is subject to a means test, and payable to eligible students from the day they turn 16 years of age. For further information and application forms, contact Centrelink 132 490.

ABSTUDY

For Aboriginal students and is subject to a means test. For further information and application forms, contact Centrelink 132 317.

SECONDARY ASSISTANCE SCHEME (CHARGES AND CLOTHING)

Forms are available from the school and must be returned by the end of Term 1. To be eligible, parents must hold a current Pensioner Concession Card, Health Care Card or a Pensioner Concession Card from the Department of Veteran Affairs. Please note forms can only be witnessed by a staff member from the attending school.

English

For further explanation on course information, contact HoLA— Dia Jacob - Phone 9621 6309 or email Claudia.Jacob1@education.wa.edu.au

Year 7

Students will begin their English studies at Northam Senior High School with a review of their understanding and progress from Primary school and consolidation of their skills. Their course will then focus on the further development of their reading and writing skills. Students will read a range of fiction and non-fiction texts focusing on recall, literal comprehension, drawing inferences and evaluating ideas. During the course, students will write narratives, research reports and a variety of informational texts, using appropriate form and language for the intended purpose. As NAPLAN testing occurs in this year of their schooling, the program for Term 1 will include some preparation for these tests. Media and electronic texts will also be explored and evaluated. In line with the Western Australian Curriculum, there will be a focus on understanding that texts and language are products of the culture they are produced and used in.

Year 8

Students will review previous understanding and progress in order to consolidate their skills. Their course will then focus on the further development of their reading and writing skills. Students will read a range of fiction and non-fiction texts focusing on recall, literal comprehension, drawing inferences and evaluating ideas. During the course, students will write narratives, research reports and a variety of informational texts, using appropriate form and language for the intended purpose. Media and electronic texts will also be explored and evaluated. In line with the Western Australian Curriculum, there will be a focus on understanding that texts and language are products of the culture they are produced and used in.

Year 9

The Year 9 students will consolidate their learning from the Year 8 course. As the NAPLAN testing occurs in this year of their schooling, the program for Term 1 includes preparing students for these English tests. They will complete a range of punctuation, spelling and grammar activities. Students will practice reading for literal meanings, drawing inferences and evaluating ideas. Narrative and persuasive writing will also be closely studied. For the rest of the year, students will work on programs that look at language and cultural contexts. They will also learn to use language in more sophisticated ways to communicate with a variety of audiences. These foci are drawn from the Western Australian Curriculum.

Year 10

The Year 10 course is specifically designed to prepare students to make informed study choices for English in their Upper School courses for the following year and to prepare them for the demands of study in ATAR and non-ATAR courses. In line with the Western Australian Curriculum, the programs will focus on evaluating the way groups and individuals are represented through language and the construction of texts for differing audiences and purposes. Students may need to undertake OLNA testing this year and will be offered support as necessary. This course is also constructed with a study and task structure very similar to the Upper School English courses. Students intending to study ATAR English in the following year may be required to sit an exam in Term 4.

Mathematics

For further explanation on course information, contact HoLA - Dr Lyn McClellan -
Phone 9621 6315 or email Lynette.McClellan@education.wa.edu.au.

Year 7

The primary focus for the Year 7 Mathematics course is the implementation of the Western Australian Curriculum and the successful transition into secondary school. All classes operate on the same coursework, with provision for extension and remediation for students. All students will be exposed to a variety of computer technologies including Mathletics, which students can access from home. The skills and knowledge attained are easily transferred across the curriculum.

Year 8 and 9

The Year 8 and 9 course continues to build on the achievements from the Western Australian Curriculum. Classes all have a common core in terms of the coursework with opportunities for extension in an academic class. All students have the opportunity to be promoted according to how they are progressing at any time. All students will be exposed to a variety of computer technologies including Mathletics, which students can access from home. The skills and knowledge attained are easily transferred across the curriculum.

Year 10

The Year 10 course operates on two broad pathways. The ATAR bound pathway is intended for those students who have demonstrated a high level of achievement by the end of Year 9. The course is primarily focused on the competency needed for success in tertiary entrance Mathematics. The non-tertiary bound pathway is focused more on consolidating and developing life skills in Mathematics and passing OLN in numeracy.

Calculators - All students need to have a calculator as part of their normal equipment. Good quality cheap scientific calculators can be purchased from the booklist at the beginning of the year.

Humanities and Social Sciences (HASS}

For further explanation on course information, contact HoLA Fiona Milisavljevic - Phone 9621 6311 or email Fiona.Milisavljevic@education.wa.edu.au

Year 7

Term 1 – History “Investigating the Ancient Past”

Term 2 – Geography “Water in the World”

Term 3 – Business and Economics “Producing and Consuming”

Term 4 – Civics and Citizenship “Designing our political and legal systems”

Year 8

Term 1 – History “Ancient to Modern World”

Term 2 – Geography “Landscapes and Landforms”

Term 3 – Business and Economics “Participation and influences in the market place”

Term 4 – Civics and Citizenship “Democracy and law in action”

Year 9

Term 1 – History “The making of the Modern World”

Term 2 – Geography “Biomes and food security”

Term 3 – Business and Economics “Australia and the Global Economy”

Term 4 – Civics and Citizenship “Our Democratic rights”

Year 10

Term 1 – History “The modern world and Australia”

Term 2 – Geography “Environment change and management”

Term 3 – Business and Economics “Economic performance and living standards”

Term 4 – Civics and Citizenship “Justice at home and overseas”

Science

For further explanation on course information, contact HoLA – Brendan Tsoi - Phone 9621 6350 or email Chung.Tsoi@education.wa.edu.au

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. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of Science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Students in each year level study the same curriculum delivered by skilled teachers who collaborate, provide consistent approaches to learning and feedback to students. Students who demonstrate high skills, interest and ability in Science will be given the opportunity for extension in the academic pathway class. This class prepares students for the rigours of Senior School ATAR curriculum as well as preparation for tertiary studies. Examinations are an expected part of the assessment schedule for the academic classes.

Year 7 and 8

Term 1- Biological Sciences

Term 2- Chemical Sciences

Term 3- Physical Sciences

Term 4- Earth and Space Sciences

Year 9

Term 1- Biological Sciences

Term 2- Chemical Sciences

Term 3- Physical Sciences

Term 4- Earth and Space Sciences

Year 10

Term 1- Biological Sciences

Term 2- Chemical Sciences

Term 3- Physical Sciences

Term 4- Earth and Space Sciences

Introduction to STEM (science, technology, engineering and mathematics)

For further explanation on course information, contact HoLA Fiona Milisavljevic - Phone 9621 6311 or email Fiona.Milisavljevic@education.wa.edu.au

Year 7/8

Learning in STEM focuses on further developing understanding and skills in computational thinking.

Students explore the properties of different types of networks, including the hardware components and software techniques required to operate them effectively. The course develops an understanding of the vital role that data transmission plays in our modern lives.

Using a wide variety of software platforms, students will create, design and modify products such as infographics, game software, and use emerging technologies such as CAD and 3d printing.

Year 9/10

\$17/Semester

Learning in STEM focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Students will create and use interactive solutions for sharing ideas and information online whilst considering social contexts. Students will be using a range of software to provide digital solutions, and learning to code in programming languages such as Python.

The Arts

For further explanation on course information, contact Jovan Duricic - Phone 9621 6337 or email jovan.duricic@education.wa.edu.au

The Arts develops student's sense of personal and cultural identity and equips them for lifelong involvement in and the appreciation of the arts. Over the semester, students develop creative skills, critical appreciation and knowledge of artistic technologies and techniques in whichever artistic medium they are studying.

Visual Arts

Year 7

Students in Year 7 will begin exploring the 'Elements and Principles of Art' through various projects. They will create engaging 2D and 3D artworks, experimenting with a range of media, such as painting, drawing and ceramics.

Year 8

Students in Year 8 will develop historical and contemporary ideas to create engaging 2D and 3D works. They will continue to develop their art making with a range of arts processes, such as painting and drawing.

Year 9

\$21/Semester

Students in Year 9 will explore a range of visual arts processes and use a variety of media. They will work in various studio areas such as painting, drawing, ceramics and printmaking. Students will also research art to develop ideas to create engaging 2D and 3D works.

Year 10

\$21/Semester

Students in Year 10 will have the opportunity to further explore visual arts through making and responding. They will continue to explore artistic influences, while being encouraged to express individualism in their application and materials.

Photo and Digital Media

Year 9 and 10

\$32/Semester

Students in Year 9 and 10 will explore the media, materials and technologies of Photography. They will look at the history, techniques, aesthetics and practice of using a digital camera well as the editing and manipulation of images using Photoshop.

The Arts (continued)

For further explanation on course information, contact Jovan Duricic - Phone 9621 6337 or email jovan.duricic@education.wa.edu.au

Drama

Year 7

Students in Year 7 will learn a variety of skills and be given the opportunity to plan and present drama to their peers. These will be taken from published scripts or improvised. Students will also explore and gain knowledge about the different forms of theatre including circus.

Year 8

Looking at Pre-19th century drama, Readers Theatre and Youth Theatre, students will be given the opportunity to plan, refine and present drama to their peers. Drama will be improvised, or taken from appropriate published scripts using selected drama forms and styles.

Year 9

Non-realist drama, Melodrama and Commedia Dell'Arte - students are given opportunities to refine their knowledge and skills to present drama as an event. Students develop drama based on devised drama processes and appropriate published script excerpts.

Year 10

20th Century drama; including Grotowski, Theatre of the Absurd, Butoh and Contemporary Aboriginal Theatre- students are given opportunities to develop their knowledge and skills to present drama for wider external audiences. Students develop drama based on devised drama processes and appropriate Australian or world drama scripts.

Music

INSTRUMENTAL MUSIC - only available via the School of Instrumental Music

Year 7 and 8

\$125 Instrument Hire

Instrumental music students complete:

- Technical studies commensurable to their expertise on a particular musical instrument
- A wide range of suitable repertoire

The half hour Instrumental Music lessons for students who choose to be included are arranged with the music teacher. These lessons usually rotate over different periods in the week so that the same subject is not missed each week.

Year 9 and 10

\$125 Instrument Hire

In Year 9 and 10, students will further develop their technical skills in instrumental performance through individual lessons and ensemble rehearsals.

Year 7 and 8 - Classroom Music

Students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music.

Home Economics

For further explanation on course information, contact HoLA - Debra Payne -Phone 9621 6345 or email Debra.Payne@education.wa.edu.au

Home Economics

Year 7 and 8

Students will be introduced to the knowledge, skills, equipment and processes used when working with Foods and Textiles. They will produce a range of products to develop practical skills and the ability to work safely and cooperatively.

Food

Year 9 and 10

\$63/Semester

Students develop the knowledge and skills to prepare food for themselves and others. Students will learn to select ingredients and follow recipes using the correct techniques and equipment.

Textiles

Year 9 and 10

\$58/Semester

Students develop the knowledge and skills to create textile items such as cushions, soft toys and fashion items. A range of techniques are used such as machine sewing, hand embroidery, weaving and tie dye.

Caring for Children

Year 10

\$40/Semester

This course is designed for students interested in caring for and working with children. Students explore how to care for children safely and meet their developmental needs.

Hospitality

Year 10

\$63/Semester

This course will allow students to develop food preparation and presentation skills that are essential to the Hospitality Industry. Students will produce a range of products that encourage and develop a high level of food skills.

Design and Technology

For further explanation on course information, contact Teacher in Charge – Kim Holten

Phone 9621 6330 or email Kim.Holten@education.wa.edu.au

NB: Not all subjects are guaranteed to run.

Year 7 and Year 8

Introduction to Design & Technology

Students will be introduced to the basic skills and systems used in Design & Technology in the context of Woodwork and Metalwork. They will produce small models that encourage and develop practical skills, and the ability to work safely and cooperatively in a workshop setting.

Year 9

Woodwork

\$46/Semester

Students develop skills in reading drawings, task planning, using hand and power tools and machines to produce models in a woodwork setting. They will use technology processes in various tasks to develop design skills.

Metalwork

\$44/Semester

Students develop skills in reading drawings, task planning, using hand and power tools and machines to produce models in a metalwork setting. They will use technology processes in various tasks to develop design skills.

Jewellery

\$44/Semester

Students will be introduced to the basic skills and systems used in jewellery creation and will develop metal working skills. They will produce small items encourage and develop practical skills and the ability to work safely and cooperatively in a workshop setting.

Year 10

Woodwork

\$46/Semester

Students develop skills in reading drawings, task planning, using hand and power tools and machines to produce models in a woodwork setting. They will use technology processes in various tasks to develop design skills.

Metalwork

\$44/Semester

Students develop skills in reading drawings, task planning, using hand and power tools and machines to produce models in a metalwork setting. They will use technology processes in various tasks to develop design skills.

Jewellery

\$44/Semester

Students will be introduced to the basic skills and systems used in jewellery creation and will develop metal working skills. They will produce small items that encourage and develop practical skills and the ability to work safely and cooperatively in a workshop setting.

Health and Physical Education

For further explanation on course information, contact HoLA – Jovan Duricic Phone 9621 6337 or email jovan.duricic@education.wa.edu.au

Health Education

Year 7 and 8

Students will investigate and evaluate strategies to promote health and manage transition as well as seek assistance and reliable health information. Students will plan positive health behaviours, analyse the factors that influence relationships and emotions and examine the benefits of these relationships and community diversity. The general subject content will include identity and self-esteem, drugs, healthy eating and fitness, protective behaviours and resilience, puberty, smoking, cyber safety and communication.

Year 9 and 10

Students evaluate factors that shape identity and look at the impact of change and their own ability to make healthy choices. In the context of relationships, lifestyle diseases, cannabis and alcohol, students will practice managing situations and propose appropriate responses to risk situations. Students will also implement and be able to critique strategies and factors that enhance and influence their health and wellbeing, with regard to mental health, first aid and goal setting. In Year 10, students participate in the 'Keys 4 Life' driver education and the 'Promotion of Adolescent Sexual Health' programs.

Physical Education

Year 7 and 8

This program helps students reach their movement potential by understanding the structure of movement, moving confidently and competently in structured and unstructured activities, developing and maintaining fitness, meeting new demands by setting goals and interacting positively with others. This includes developing good sporting behaviour and accepting responsibility. Students are encouraged to perform and refine specialised movement skills in increasingly challenging situations.

Year 9 and 10

This program helps students reach their movement potential by understanding the structure of movement, moving confidently and competently in structured and unstructured activities, developing and maintaining fitness, meeting new demands by setting goals and interacting positively with others. This includes developing good sporting behaviour and accepting responsibility. Students are encouraged to perform and refine specialised movement skills in increasingly challenging situations.

Physical Recreation

Year 9

\$42/Semester

This course is designed to engage students in alternative recreational activities with a particular focus on squash and archery.

Outdoor Education

Year 10

\$37/Semester

This is a specialised course with both theory and practical components, encompassing activities such as camping, bushcraft and hiking. Includes overnight excursions and focuses on outdoors skills development and interpersonal skills in preparation for upper school General Outdoor Education.

Health and Physical Education (continued)

Strength and Fitness

Year 10

\$42/Year

This is a specialised course with both theory and practical components, encompassing a range of strength and fitness components appropriate to adolescent development, focusing on strength, flexibility, power and endurance in preparation for the upper school General Physical Education Studies and the Certificate II Sports Coaching.

Alternative Programs

For further explanation on course information, contact Program Coordinator - Mark Cluning - Phone 9621 6341 or email Mark.Cluning@education.wa.edu.au

Literacy In Focus Education (LIFE) / Big Picture - \$235 per year

LIFE (Year 7 and 8)

RATIONALE

The LIFE program is an invitation based program, where students are selected based on their literacy and numeracy results through primary school and at the beginning of their high school career, through transition and through referral from teachers.

Typically, such students may-

- Have had some absence from school and have some “gaps” in their learning.
- Require additional reinforcement of the “rules of literacy” through hands on techniques.
- Show the willingness to take control of their own learning.
- Be easily distracted by their peers in the classroom.
- Have difficulty in relating to as many as ten different teachers per week
- Lack self-confidence in their ability to learn
- Have barriers which have limited their success in education in the past.

Students who exhibit some of the above, may well benefit from participating in LIFE.

HOW DOES LIFE WORK?

After assessing the suitability of LIFE to a particular student-

- The student is tested for reading age level and data is gathered from teachers, previous reports and NAPLAN tests.
- The parents/carers and student are invited to attend a meeting with the Alternative Program Coordinator, through invitation.
- Upon acceptance of the invitation to join LIFE the students are enrolled in the program.
- Curriculum Plans are negotiated between the teachers, the student and parent to determine how best to meet the needs of that individual student. This involves combining tasks with a literacy and numeracy focus with broader learning areas studies to ensure the students have exposure to all subjects.
- The student engages in the program, and his/her progress is monitored.
- Progress Reviews are conducted each term. This involves at least one meeting between student, parent and Alternative Program Coordinator. The outcome of these meetings will determine whether the student-
 - Continues in the program, either unaltered or with some agreed modifications, or,
 - Exits LIFE. This will occur if the student has shown the ability to move into mainstream, with the support of the staff in the LIFE program, or if the student is not complying with LIFE requirements.

RESPONSIBILITIES

Like other support programs the *Northam Senior High School LIFE* will only produce beneficial results for participating students if there is an **effective partnership** between the stakeholders – school, student and parent. Each needs to accept responsibility in supporting the student to achieve relevant and worthwhile outcomes. Specifically, this includes the Alternative Programs Coordinator, teachers, education assistants and students.

Big Picture (Year 9 and 10)

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.

Unlike a traditional secondary school program, the Big Picture Program allows students to learn at their own pace, be that fast or slow. Learners need not be restricted by what the curriculum mandates, must be learned at any given time.

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.

Learning must be based on a student's interests and needs. The curriculum must be relevant to students and allow them to complete work outside of the school environment.

Students must connect with adult mentors from the broader community who share their interests and support their learning. Students' development and abilities must be measured by the quality of their work and how this work changes them.

Relationships are the foundation of all learning. The program is therefore small by design, with students working in advisory groups of no more than 17. 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.

How does it work?

After assessing the suitability of the Academies to a particular student:

- The student is enrolled in Big Picture.
- Individual Pathway Plans (IPP) are negotiated between the Alternative Programs Coordinator, the student and parent to determine how best to meet the needs of that individual student. This involves combining school-based studies (literacy/numeracy focus) with Vocational and Training studies (e.g. Certificate II in Information Technology) and work placement.
- The student engages in the program, and his/her progress is monitored.

There is a focus within the Academies on pastoral care, career development and Health and Wellbeing. Students are able to participate in activities such as:

- Road Safety activities - Youth Outreach Program, PBF and RAC guest speakers and undertaking and completion of the Keys 4 Life program
- Career Development - Attendance at the Careers Expo, Perth, gaining an understanding of OSH requirements through completion of the WA White Card and Senior First Aid

Responsibilities

Like other support programs the *Northam Senior High School Senior School Academies* will only produce beneficial results for participating students if there is an **effective partnership** between the stakeholders - school, student and parent. Each needs to accept responsibility in supporting the student to achieve relevant and worthwhile outcomes.



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