



2024 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 Vanessa Fallows and Mr Richard Kardol (Deputy Principals), or the Lower and Senior School Coordinators will be able to give you great career and course selection advice.

All the best

Ms Jodee Vause

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.

Northam SHS Positive Behaviours

	Always	During Class time	School Grounds	Our Community
Respectful	We say please, thank you and excuse me. We listen to hear, not just to reply. We treat others as we would like to be treated. We put rubbish in the bins. We respect personal space and privacy.	We use calm voices. We arrive to class within five minutes of the siren. We have our equipment for class.	We have friendly conversations. We keep toilets and change rooms clean. We keep all our inside and outside areas tidy.	We wear our school uniform. We represent the school using our positive behaviours. We only post or share content online that is comforting, encouraging or helpful.
Safe	We speak using kind words. We keep our hands and feet to ourselves. We stay inbounds, within the school grounds. We are calm and in control. We follow staff instructions.	We stay in class. We come into and leave class calmly. We use all equipment safely.	We get assistance from a staff member for students who need help. We show patience with others.	We look out for each other. We make safe choices. We are safe on the road. We protect our personal information online and check our privacy settings. We seek help if we are uncomfortable or feel unsafe online.
Supportive	We smile and say "Hi" to others when walking by. We accept people for who they are. When we hurt or upset someone, we say sorry. We acknowledge success. We ask for help when we need it.	We ask questions to understand. We help others understand. We are willing to learn.	We encourage others to join in if they want to. We check in with friends (R U OK?) and spend time with them.	We encourage effort. We communicate with others positively. We celebrate achievements. We only forward or respond to positive messages when we are online.

Table of Contents

Message from the Principal	1
Agreed Behaviours - Students.....	2
PBS Matrix	3
Eight learning areas	5
Summary of Lower School courses.....	5
Senior School courses	5
Year 7 and 8 courses	5
Choices for Year 9 and 10	5
Reporting and assessment.....	6
Timetable structure	7
Siren times	8
Financial matters	9
English	10
Mathematics	11
Humanities and Social Sciences (HASS)	12
Science and LOTE	13
The Arts	14-16
Technologies.....	17
Introduction to STEM (science, technology, engineering and mathematics) ...	17
Digital Technologies	17-18
Home Economics.....	19
Design and Technology.....	20
Health and Physical Education	21-22
Big Picture	23-24

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* 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 (options)	Visual Arts Arts Workshop Drama Music Photo and Digital Media School Production	2 in total
LOTE	LOTE	2 in total
Health and Physical Education	Health Education Physical Education Racquet Sports	2 in total
Year 10	Caring for Children Hospitality Home Workshop Outdoor Education Strength and Fitness Intro to Sports Coaching Sports Science	2 in total
Technology and Enterprise (options)	Home Economics Design and Technology Digital Technology Textiles Foods Jewellery Metalwork Woodwork STEM Robotics	2 in total
Academies	Big Picture Education Literacy and Numeracy Work placement Career Development	

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— Fiona Milisavljevic - Phone 9621 6300 or email Fiona.Milisavljevic@education.wa.edu.au

Teacher in charge: Adrienne Waters – Phone 9621 6300 or email Adrienne.Waters@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. Media and electronic texts will also be explored and evaluated. As NAPLAN testing occurs in this year of their schooling, the program will include some preparation for these tests. 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. The 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 will include preparing students in readiness for testing. 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. Students will work on programs that look at language and cultural contexts and they will 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 assist students to make informed study choices for 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 where necessary. The course is also constructed with a study and task structure similar to the Upper School English courses.

Mathematics

For further explanation on course information, contact HoLA - Dr Lyn McClellan - Phone 9621 6300 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 OLNA 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 6300 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 marketplace”
- 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”

Pop Culture Year 9 and 10

Ever thought about what life was like "back in the day"?
Ever missed out on a "reference" that everyone else laughed at?
Ever wondered if there was life before streaming?

Then "Pop Culture" may be for you. We look at the sights, the sounds and the people that formed our modern world.

In Pop Culture, we look at Music, TV, Films, Art and Personalities from the 1950's to 2000's and see how they shaped the modern world.

Science

For further explanation on course information, contact HoLA – Ms Kim Annear- Phone 9621 6300 or email kimberley.annear@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

LOTE – Languages other than English

The Languages curriculum for Western Australia has been written on the basis that schools provide a languages program, in at least one language subject, from Pre-primary to Year 10. As a minimum, all students will study a Language subject from Year 3 to Year 8.

The Arts

For further explanation on course information, contact Jovan Duricic - Phone 9621 6300 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 have opportunities to use and apply visual arts language as they create 2D and/or 3D artwork, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display.

Arts Workshop Year 8

Students explore and experiment with creating 2D and/or 3D artwork, considering safe visual arts practices when using tools and media, as well as how to present their artwork for display.

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.

Media Arts

Year 9

Students are provided with opportunities to view media work from contemporary and past times to explore viewpoints from Australian and/or international media work. They consider the impact context and audiences have on media work and explore the impact of trends on how audiences use media. Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment.

Year 10

Through their study of media arts in Year 10, students explore media elements and skills and processes, integrated through the production process. They explore and question their own immediate media experiences and their understanding of the wider world. Students create their own media work and respond to their own and the media work of others, drawing on their developing knowledge, understanding and skills. They develop an appreciation of media, applying skills of critical analysis, evaluation and aesthetic understanding.

The Arts (continued)

School Production Endorsed Program

What is it all about?

School Production is a SCSA developed endorsed program that enables a student to be recognised for the significant learning gained through involvement in a school production. It has been developed to provide recognition for both performance and production and design aspects of a production including backstage support, front of house activities, marketing and promotion, technical support, property management, set production, costume design, music, lighting, choreography and performance.

This course is unique because it is student-centered and project-focused. From day one, you can choose your learning goals and receive expert guidance. You will also collaborate with other class members as you work towards creating new sounds as part of a creative community that welcomes students of all abilities.

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

Music

Year 7 and 8 - Classroom Music

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

Instrumental Music - only available via the School of Instrumental Music

Year 7 and 8

Instrument Hire

\$125

Instrumental music students complete:

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

The Arts (continued)

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

Instrument Hire

\$125

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

Technologies

For further explanation on course information, contact HoLA Debra Payne - Phone 9621 6300 or email debra.payne@education.wa.edu.au

Introduction to STEM (Science, Technology, Engineering and Mathematics)

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.

Digital Technologies

Year 7

Year 7 Digital Technologies introduce students to developing the understanding and skills required in computational thinking, engaging students with a wider range of information systems that are used in regional, national, and global activities. This is a compulsory course and will give students a foundation in the global digital world. Students have opportunities to create a range of solutions, such as the use of interactive web applications, basic game design, graphic design and explore the properties of computer networks and big data.

Year 8

Year 8 Digital Technologies focuses on developing understanding and skills in computational thinking, engaging students with a wider range of information systems that are used in regional, national, and global activities. This is a compulsory course and will give students a foundation in the global digital world.

Students have opportunities to create a range of solutions, such as the use of interactive web applications, basic game design, graphic design and explore the properties of computer networks and big data.

Year 9

\$30/Semester

Year 9 Digital Technologies focuses on understanding and skills in computational thinking, engaging students with a wider range of information systems that are used in regional, national, and global activities.

Students have opportunities to create a range of solutions, such as:

- The development of Web applications,
- Advanced game design using programs such as Unity 3D,
- Virtual Reality
- Hands on application of basic computer networks
- Hands on application of big and small data.

Year 9 and 10 Robotics

\$30/Semester

Year 9 Robotics is a course intended to develop skills for students interested in joining the school Robotics team. It will involve learning a wide range of skills in team development. This will include learning about the components of a robot, designs of different robot components, how movement is achieved in a robot, circuit design, and non-robotics related skills. Other skills include conducting market research, gathering data, advertisement of the school team, graphics design to support a team, and more.

Digital Technologies (continued)

Year 10

\$30/Semester

Year 10 Digital Technologies focuses on further understanding and skills in computational thinking, engaging students with a wider range of information systems that are used in regional, national, and global activities.

Students have opportunities to create a range of solutions, such as:

- The development of Web applications,
- Advanced game design using programs such as Unity 3D
- Virtual Reality
- Hands on application of basic computer networks
- Hands on application of big and small data.

Home Economics

For further explanation on course information, contact HoLA - Debra Payne -Phone 9621 6300 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 8, 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.

Children, Family, Community

Year 10

\$40/Semester

This course is designed for students interested in caring for or working with children and community.

Students will explore development and the wellbeing of individuals, families and communities through practical activities.

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 – Mr Kim Holten Phone 9621 6300 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.

Home Workshop

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

Health and Physical Education

For further explanation on course information, contact HoLA – Jovan Duricic Phone 9621 6300 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)

Physical Education Electives

Year 8

Football - all around the world:

\$30/Semester

Experience the different versions of football from all around the world in this elective. Play AFL from Australia, Soccer (Football) & Rugby (Touch) which are globally popular sports. Students will complete some theory work in this elective but will focus on skill development and rules of these sports.

Racquet Sports

\$30/Semester

Experience the popular Racquet sports, such as: Tennis, Badminton, Pickle-ball and Table Tennis sports in more depth in this new elective, hone in on skills, rules and develop your capacity to be able to umpire a game by learning about the history and rules of the sports.

Net Sports

\$30/Semester

Experience the popular Net sports, such as: Netball, Tchoukball, Volleyball sports in more depth in this new elective, hone in on skills, rules and develop your capacity to be able to umpire a game by learning about the history and rules of the sports.

Year 9

Physical Recreation

\$30/Semester

This course is designed to engage students in alternative recreational activity with a particular focus on Racquet sports and archery.

Sport Science – Court Sports

\$42/Semester

Sport Science will hone in some Functional Anatomy (bones and muscles), sports psychology considerations and Motor Learning and Coaching to improve athletic performance. The main focus will be on sports played on a court. Basketball and Netball will be a large focus in this elective. Students will develop skills, understanding of rules and develop their capacity in umpiring these sports too. This will develop student's capacity for upper school General Physical Education studies and Sport Coaching courses.

Year 10

Strength and Fitness

\$42/Semester

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

Outdoor Education

\$42/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.

Big Picture

For further explanation on course information, contact Program Coordinator - Mark Cluning - Phone 9621 6300 or email Mark.Cluning@education.wa.edu.au

SAER (Year 7 and 8)

Student at Educational Risk (SAER)

\$235 per year

RATIONALE

The SAER 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 SAER.

HOW DOES SAER WORK?

After assessing the suitability of SAER 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 SAER 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 SAER. 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 SAER requirements.

RESPONSIBILITIES

Like other support programs the *Northam Senior High School SAER* 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 (continued)

Big Picture (Year 7 to 10)

Big Picture

\$235 per year

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.

Social Emotional Learning (SEL)

For further explanation on course information, contact Student Services Coordinator – Derek Ringrose Phone 9621 6300 or email Derek.Ringrose@education.wa.edu.au

Our school is committed to supporting the social emotional learning needs of all our students. Utilising the Circle of Courage Philosophy (see diagram below), the Student Services Team have developed a Social Emotional Learning Curriculum for Year 7 and 8. There are 8 programs in total that will be delivered across the two years, with each program consisting of 1 x lesson a week over a term (10 weeks). To maximise learning, class sizes will be limited to 15 students per class.



Year 7	Year 8
Zones of Regulation	Creative Art
Team Building	Rock & Water
Brave 4 You	Mindfulness
Drumbeat or Equine Therapy	Drumbeat or Equine Therapy

Please note that these programs may be subject to change, if a more suitable program is identified.

Year 7

Zones of Regulation

The Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

Social Emotional Learning (SEL) (continued)

Team Building

Students will participate in a series of teambuilding games which will help them develop teamwork, leadership, problem solving and communication skills; as well as developing trust, resilience, collaboration and positive and respectful relationships. It will also encourage students to get out of their comfort zones.

Brave for You

The BRAVE Program is an online program that was developed by a team of researchers from the University of Queensland, Griffith University and the University of Southern Queensland, and has been specifically designed to teach young people the skills they need to reduce anxiety and to cope with stressful situations. Therapy techniques used in this program include: relaxation training, identification of emotions and thoughts, positive self-talk, coping skills, problem solving and graded exposure.

Drumbeat (Your child will participate in this course in Year 7 or Year 8)

Drumbeat is the world's first structured learning program that uses music, psychology and neurobiology to reconnect with ourselves and others. The name Drumbeat is an acronym for Discovering Relationships Using Music, Beliefs, Emotions, Attitudes, and thoughts. DRUMBEAT incorporates hand drumming, behavioural therapeutic principles and cognitive and dialectical elements to achieve positive outcomes. It is estimated that over 100,000 people around the world have participated in and experienced the benefits of the program so far.

Equine Facilitated Therapy (Your child will participate in this course in Year 7 or Year 8)

Equine assisted psychotherapy incorporates horses into the therapeutic process. Students will engage in activities such as grooming, feeding and leading a horse while being supervised by a professional. Goals of this form of therapy include, but are not limited to, helping people develop skills such as emotional regulation, self-confidence and responsibility. Our school Chaplain is a qualified Equine Psychotherapist and will be conducting the sessions at a property in Wundowie. Students will be transferred to the venue via school bus.

Year 8

Mindfulness

Mindfulness is a mental state where you focus on the present, without judging or being distracted. Mindfulness can help you feel better and reduce stress. It is a useful technique that can help you deal with difficult emotions and situations. The program will consist of a range of Mindfulness activities using different mediums.

Creative Art

Creative Art uses the creative process of making art as a safe way to represent your inner experiences, develop awareness and support personal change. The creative process involved in expressing one's self artistically can help people to resolve issues as well as develop and manage their behaviors and feelings, reduce stress, and improve self-esteem and awareness.

Rock & Water

The Rock and Water Program is a series of exercises and games that are practiced to develop confidence and self-reflection. The games are diverse and many have a martial arts origin. The program has a strong appeal to students who enjoy the active nature of the many games and drills. Students learn to stand strong, negotiate using "rock" or "water" verbal approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.

Year 8 & 10

Teen Mental Health First Aid

All students in Year 8 and 10 will have the opportunity to participate in the Teen Mental Health First Aid Course. The course comprises of 3 x 75 min lessons with a focus on teaching the students on how to provide mental health first aid to their friends. More information will be distributed to parents/guardians regarding when your child will undertake this course.



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