ADMINISTRATION TEAM

Principal
Deputy Principal/Secondary
Deputy Principal/Secondary
Deputy Principal/Primary
Deputy Principal/Primary
Registrar/Business Manager
Admin Student Services
Front Office

Alan Curtis
Phil Willison
Sharon Taylor
Delva Russell
Laurel Steele
Christine Ross
Lisa Cogger
Shellee Finnigan, Vicki Raymond, Janine Thompson, Kendal Gourlay

Parents wishing to make contact with Administration and teaching staff are asked to telephone the School on 9561 1155 (between 8.30am and 3.00pm) to make an appointment.

SCHOOL TERMS FOR 2016

Term 1
Monday 1 February - Friday 8 April
Professional Development Day TBA

Term 2
Monday 26 April - Friday 1 July
Professional Development Day TBA

Term 3
Monday 18 July - Friday 23 September
Professional Development Day TBA

Term 4
Monday 10 October - Thursday 15 December
Professional Development Day TBA
**Student Policies**

- School Policies for the following areas are explained and a contract signed by both Student and Parent at the time of Enrolment: **Good Standing Policy, Assessment Policy, Code of Dress Policy, Academic Standards Policy, Internet & Information Technology Use Policy.**

**Student Health Care**

The Department of Education (WA) will endeavour to ensure that health care standards are met, identified health risks are minimised and that good personal and environmental health practices are promoted.

Although it is possible for us to give simple FIRST AID and to provide facilities for resting, no real medical facilities are available in the School. In cases of serious injury or illness, parents will be contacted as soon as possible and asked to collect their child or arrange for transport home.

**Please Note:** The Education Department no longer allows schools to give out any medication to students. If a child requires panadol etc. then parents will be contacted and asked to come to the school to administer the panadol etc.

Parents share responsibility with the School to ensure the provision of appropriate health care for their child/children. For this reason it is ESSENTIAL that the School is provided with accurate and relevant information about all student’s health history, any medical condition/s or health care needs at the time of enrolment and throughout their attendance at the school.

Parents are also required to advise staff if their child/children are bringing medication to School and complete a Health Care Authorisation form.

**SICK CHILDREN SHOULD NOT BE SENT TO SCHOOL**

**Buses/Smartrider**

All students travelling on the bus service live within the Perth Public Transport Area (northern boundary – Two Rocks Shopping Centre) and therefore are not entitled to free transport. All students can obtain a Smartrider Card with photo, issued by Transperth, from the Front Office at a cost of $5.00 and parents must arrange for money to be put onto the card. (A charge of $2.00 is payable for replacement cards).

The following Transperth fare rate will apply to students using this service:

Cost of Fares: Smartrider: 60c a trip, (No Smartrider: $1.80)


**Student Services**

The Student Services Office is located in the Deputy Principal’s office in the Administration building and helps students to manage their attendance, behaviour, uniform and pastoral care. Students enter through the outside door at the side of the building. Students use this office rather than the front office for any questions/help they may need.

**Late Notes**

All students who are late for school – that is, not in class for the 8.40am start of the day - **must** report to the Student Service Office to sign in. **Parents** should supply a written or verbal explanation for the late arrival.
**Absentees**
- An automated SMS text message will be sent to the Parent/Guardian’s mobile phone for any student who is absent from Class or Form, advising the parent/guardian that their child is absent at 8.40am without a reasonable explanation from the parent.
- Parents may reply to the SMS or telephone the school to supply information as to their absence.
- Parents must provide the school with a reasonable explanation for their child/children’s absence from School within 3 working days.
- Absentee notes are to be signed by the parent, carer or guardian and dated.
- There is no requirement in the School Education Act 1999 for the explanation to be provided in writing. Therefore details provided by a parent or caregiver pertaining to an absence verbally either in person or over the telephone or via SMS text will be recorded in a written form by the School.
- As per the Yanchep District High School Attendance Policy, when an explanation is not forthcoming a written request for an explanation will be sent by the school to the student’s family to establish reasons for non-attendance.
- If the absence is for a legitimate reason, no further follow-up is required, unless the frequency and/or number of absences give the school cause for concern.
- If a student’s attendance rate falls below 90% over a ten-week period, Administration will further investigate the reasons why the student is not attending school and may organise a Case Conference with Parents and/or Caregivers.

**In Term Student Absences**
The Education Department has amended the rule governing student vacation absence during the school term and parents will now require the permission of the school Principal to allow an authorised absence from school. Please visit the Front Office or the School Website for a Holiday Request form.

**Mobile Phones**
The increased ownership of mobile phones requires that school administrators, teachers, students and parents take steps to ensure that mobile phones are used responsibly.

Parents and students recognise that the school has a duty of care in relation to students. Mobiles **MUST NOT** be used to notify parents during the day. In all cases students wishing to contact parents during the day **must** report to the Student Services Office. Parents wishing to contact their children must do so by phoning the school office.

All students must abide by the ‘Acceptable Use of Mobile Phones Policy’. This policy applies during school time, **including** on excursions, camps and extra curricular activities unless otherwise specified.

**Acceptable Use of Mobile Phone Policy**
- Mobile phones should not be brought to school without parent/carer’s knowledge.
- Mobile phones will be turned off at all times while at school or on school based activities.
- Under no circumstances are mobile phones to be taken into examinations or tests.
- The school cannot accept responsibility for the security of mobile phones.
- Mobile Phones are **NOT** to be used as music devices or cameras.
Inappropriate Conduct
It is accepted that there will be strong sanctions applied to those who breach the Mobile Phone conditions. These sanctions will include:
- Phones will be handed in at the Student Services Office and labelled with the student’s name. The phone may be picked up from the Student Services Office at the end of the day. Parents/Carers will be notified that the phone was used inappropriately during the day.
- Any student found with a mobile phone in exams or tests may be given a zero for that assessment.
- Students will lose Good Standing.

Ipods etc.
- If students choose to bring these to school they do so under the understanding that the school cannot accept responsibility for the security of these devices.
- These devices may only be used at break times and neither the device nor the head phones should be visible at any other time.
- Students are expected to follow teacher direction regarding these devices.

Skate Boards, Scooters, etc
Students must store these items in the allocated locked cage near the Primary Basketball Courts.

Canteen
The School Canteen is open every day for First break and Second break. Secondary year levels can place orders at the start of the day and then collect at break. Lunches are made to order.

School Dress Code
School dress is COMPULSORY as ratified by the School Council. Order forms can be left at the Front Office at any time.

Uniforms are available through the P & C Association.

Secondary
\[
\begin{align*}
\text{Bottom:} & \quad \text{Navy blue shorts with School Logo or Navy Warm up Track pants with School logo} \\
\text{Top:} & \quad \text{Navy Polo Shirt with School Logo} \\
\text{Sports Top:} & \quad \text{School Sports Shirt with School Logo} \\
\text{Winter:} & \quad \text{Navy Hooded Jacket with School Logo or Navy Crew Neck Jumper with School Logo}
\end{align*}
\]

- Piercing – piercing is allowed as long as it presents no health and safety risk. If it is unsafe, the student will be asked to either take it out, or tape it up.
- Hair is expected to be neat, tidy and out of the eyes. Style and colour is up to the individual.
- Nail polish is permitted as long as it is neat and presentable.
- Make up is asked to be kept to a minimum. If it is deemed to be too heavy or inappropriate, students will be asked to remove some of it.
Behaviour Management Positive Behaviour Support (PBS)

The Department of Education position paper: *Managing Student Behaviour* requires schools to adopt a school-wide approach to managing bullying and other behaviours that make schools unsafe or disrupt the behaviour of other students. At Yanchep District High School we have implemented the Schoolwide Positive Behaviour Support system for managing student behaviour. Students at our school come from many different backgrounds and cultures, thus we cannot assume that students know how to behave appropriately when at school. Furthermore, many of our students are making poor choices when confronted with a conflict. Consequently we must explicitly teach our children how to behave at school to ensure they do make better choices.

The PBS approach to behaviour management focuses on:

1. A positive approach to behaviour management (See chart on page 8).
2. Supporting and enhancing the impact of academic instruction on achievement
3. Increasing proactive/positive/preventive management and decreasing reactive management
4. Improving support for all students, including students at risk and students with emotional behavioural disabilities

**Good Standing**

This policy is to support the PBS (Positive Behaviour System) and provides a specific framework for students to maintain their Good Standing status. A student’s good standing record may be included into school References received at the conclusion of Year 10.

All students begin the school year with Good Standing. Students are expected to keep Good Standing during the year by abiding by PBS expectations. If students do not abide by these expectations, they will lose their good standing and will need to earn their standing back. Students earn their Good Standing points back by completing a Positive Affirmation Card for each Good Standing point lost.

Loss of Good Standing can mean students **will not** be permitted to attend special events such as:

- School camps
- Reward excursions
- Graduation dinner dances
- Representative sporting events
- Performance Evening
- Discos

<table>
<thead>
<tr>
<th>Negative Behaviours</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of Concern</td>
<td>-1</td>
</tr>
<tr>
<td>Not Complying with School / Sports Uniform</td>
<td>-1</td>
</tr>
<tr>
<td>Negative Parent Contact (letter or phone call)</td>
<td>-1</td>
</tr>
<tr>
<td>Office Referral (requiring consequence by Admin)</td>
<td>-3</td>
</tr>
<tr>
<td>Mobile Phone / Ipod Breach</td>
<td>-3</td>
</tr>
<tr>
<td>Accumulation of Warning Slips (10)</td>
<td>-3</td>
</tr>
<tr>
<td>Intention to Suspend</td>
<td>-5</td>
</tr>
<tr>
<td>Suspension</td>
<td>-10</td>
</tr>
</tbody>
</table>

**VIVO Points System:** Students can earn VIVO points from all Staff members and ‘buy’ rewards from the VIVO shop. Students are given a VIVO login to view their activity.
Maintaining Good Standing requires:

- Completion of class work and assessments
- Behaving in a way that is appropriate as outlined by the PBS behaviour matrix
- Satisfactory attendance and punctuality
- Adhering to the school dress code

At Yanchep District High School we expect our students to be:

Safe
A Learner
Respectful
Responsible
Emotionally Intelligent

If a child doesn’t know how to read, we teach them
If a child doesn’t know how to swim, we teach them
If a child doesn’t know how to multiply, we teach them
If a child doesn’t know how to write, we teach them
If a child doesn’t know how to behave, ………………..
<table>
<thead>
<tr>
<th>Whole School, All the Time</th>
<th>Classroom</th>
<th>Library</th>
<th>Transitions</th>
<th>Toilets</th>
<th>Gatherings</th>
<th>Before and After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>I follow instructions</td>
<td>I have my equipment ready</td>
<td>I choose books that are appropriate for me</td>
<td>I bring the appropriate equipment to class</td>
<td>I use a pass during class time</td>
<td>I sit quietly</td>
<td>I arrive on time</td>
</tr>
<tr>
<td>I attend school regularly</td>
<td>I hand in work on time</td>
<td>I use resources correctly</td>
<td>I know my timetable</td>
<td>I return to class promptly</td>
<td>I listen to the speaker</td>
<td>I prepare my equipment for the day</td>
</tr>
<tr>
<td>I am punctual to all classes</td>
<td>I complete my work to the best of my ability</td>
<td>I speak politely to the library staff</td>
<td>I make healthy food choices</td>
<td>I return to class promptly</td>
<td>I assist others to find where they need to be</td>
<td>I come to school after 8.15 am</td>
</tr>
<tr>
<td>I ask for help when needed</td>
<td>I ask for help when needed</td>
<td>I consider other classes</td>
<td>I place rubbish in the bin</td>
<td>I use the toilet facility correctly</td>
<td>I give other people their privacy</td>
<td>I prepare my equipment for the day</td>
</tr>
</tbody>
</table>

### I am a Learner
- I attend school regularly
- I am punctual to all classes
- I ask for help when needed
- I arrive on time
- I sit quietly
- I listen to the speaker

### I am Respectful
- I follow instructions
- I attend school regularly
- I am punctual to all classes
- I ask for help when needed
- I arrive on time
- I sit quietly
- I listen to the speaker

### I am Responsible
- If I make a mistake, I explain truthfully
- I help take care of the school environment
- I am prepared for class
- I arrive on time to class
- I help keep the classroom tidy
- I return things to the right place and in the same condition
- I take care of my belongings
- I sit and eat in the correct area
- I play in the correct area
- I treat sports equipment with care
- I place rubbish in the bin
- I leave my bag outside
- I place rubbish in the bin
- I move quickly to where I need to be
- I put my rubbish in the bin
- I go to where I need to be
- I return borrowed items on time
- I use the toilet at break times
- I use the correct toilets in my area
- I use toilet paper and water carefully
- I leave the toilet clean
- I wear the toilet at break times
- I use toilet paper and water carefully
- I leave the toilet clean

### I am Safe
- I walk through the school
- I stay within the school boundaries
- I keep hands, feet and other objects to myself
- I am cyber safe
- I move carefully around the classroom
- I follow all instructions given by the teacher
- I keep hands, feet and other objects to myself
- I wear a hat in the sun
- I stay in the school grounds
- I ask for help when needed
- I know the library is a quiet, safe place
- I walk in the library
- I walk on the pavement
- I keep my hands, feet and objects to myself
- I move quietly around the school when others are working
- I assist others to find where they need to be
- I wash my hands after I use the toilet
- I walk in the toilet area
- I give other people their privacy

### I am Emotionally Intelligent
- I treat others the way I like to be treated
- I consider other people's feelings and opinions
- I smile and greet people
- I encourage my classmates to do their best
- I offer help when needed
- I share equipment
- I congratulate my peers for success
- I include others
- I share equipment
- I apologise when I make a mistake
- I seek help when needed
INTRODUCTION
The fundamental aims of education at Yanchep District High School are to provide a positive environment in which students may achieve their full potential in all aspects of their development, allowing them to become responsible, socially aware community members. To achieve this, particular needs within the school community are identified and met.

A major focus of our school is in the area of pastoral care to promote self-esteem in students, parents and staff. The major strategy used is the **School Wide Positive Behaviour initiative**, which includes effective management of student behaviour through a positive, supportive, whole school approach and the development of a caring attitude towards students with parents becoming involved in student behaviour and education.

CURRICULUM

The **Australian Curriculum** extends from Foundation to Year 12 and is based on the concept of a developmental **continuum** of student progress. The Australian Curriculum is being implemented in three stages and Yanchep DHS is well advanced in the move from the Curriculum Framework.

**STUDENT OUTCOME STATEMENTS** have been developed to outline the knowledge, understanding and skills that students would typically acquire as they progress from Kindergarten to Year 12.

**LEARNING AREAS** - There are seven Areas of study.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Humanities</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Health, Physical Education</td>
</tr>
<tr>
<td>The Arts</td>
<td>Art/Craft Music</td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>Computing, Home Economics, Manual Arts</td>
</tr>
</tbody>
</table>

**OUTCOMES** - Each Learning Area is divided into 4-6 outcomes. These provide a balance between the subject content and process of learning.

**GRADES** - Students will be allocated grades from ABCDE depending on their demonstrated achievements. The actual level of a student's progress may not be assessed and reported on until the completion of those outcomes at that level in the continuum.

**ASSESSMENT** - Formal written assessment of a student's progress will be issued at the end of each Semester and where possible is reported on in terms of the Australian Curriculum. The assessment will indicate the student's achievement in the outcomes within each Learning Area.

**HOMEWORK** - Homework is a regular part of the teaching and learning program. This work is collected and assessed by the teacher. It is expected that all homework set is attempted. If a student has difficulty, it is helpful if the student has genuinely attempted to complete it. This way, staff are better able to identify what is needed in addressing the problem or barrier to understanding.

In cases of work not being formally set, there are a range of techniques and strategies students should regularly employ. One of the simplest is re-reading class work and ensuring work is organised. Staff regularly give student hints and strategies in class in addition to suggestions in the School Diary.

**iPADS** - All students from Years 7-10 will have the use of an iPad on which to complete school work and also use as a school diary. iPads are issued to students on receipt of a $100 bond.

**BASIC EQUIPMENT** - All students need to bring the following equipment to each lesson: iPad (Fully charged), Student Diary, Pens, pencils, eraser, ruler, protractor, compass, file, paper, **Scientific Calculator** (Mathematics), Maths exercise book, preferably with 5mm squares (Mathematics).

**ALAN CURTIS**
Principal
YEAR 7 COURSE OUTLINE
The Year 7 Curriculum has more in-depth content in each subject and higher expectations about the knowledge and skills that students need so they can succeed in and contribute to our modern world. Year 7 students are required to complete education in the following courses:

- English
- Mathematics
- Science
- Humanities
- The Arts
- Health & Physical Education
- Technology & Enterprise

The course outlines are available on the school website and these provide more detail regarding the study involved.

YEAR 8 COURSE OUTLINE
This is similar to the Year 7 course but further develops the students understanding and knowledge in core subject areas. Students can chose to pursue study in areas of interest which include The Arts, Design and Technology, or additional Physical Recreation courses. Further detail can be accessed on the schools website.

- English
- Mathematics
- Science
- Humanities
- The Arts
- Health & Physical Education
- Technology & Enterprise

YEAR 8 OPTION COURSES FOR 2016
(No cost options 2015)
- Woodwork
- Metalwork
- Plastics
- Art
- Music

(Cost options for 2015)
- Food Technology
- Sewing
- Outdoor Pursuits
- Physical Recreation

In Years 9 and 10, students are given an opportunity to study subjects in certain Learning Areas in which they are particularly interested. These are known as Option Courses.

Students are asked to select three (3) subjects in Semester 1 and three (3) subjects in Semester 2 (a total of six (6) options).

The value of the 'Cost' options may vary depending on charges to the school. (Students can also enter into a cost free option.) Also, students choosing Design & Technology subjects may negotiate with their teacher to do larger projects, which may incur a small fee to cover materials ordered.

YEAR 9 & 10 COURSE OUTLINE 2016
- English
- Mathematics
- Science
- Humanities & Social Sciences
- Health and Physical Education

YEAR 9 & 10 OPTION COURSES 2016
(No cost options for Semester 1 and Semester 2)
- Woodwork
- Introduction Computer Science
- D & T
- Art
- Desktop Publishing
- Music
- Textiles
- Extension ATAR
- Child Care

(Cost options for Semester 1) Please note values may change
- Outdoor Ed ($40)
- Home Economics ($40)

(Cost options for Semester 2)
- Phys Rec ($40)
- Home Economics ($40)
For Year 10 students at Yanchep DHS, it is a transition year getting ready for Year 11 and 12. Students are working toward a pathway depending on their chosen careers, interests and abilities.

Pathways may include: Employment, TAFE, Apprentice Traineeship, Senior Schooling

In order to be confident of success in any of these pathways all students must complete a compulsory set of units throughout the year to increase their eligibility for these pathways. There are compulsory and optional subjects in both Year 9 and Year 10. While the units within certain subjects vary depending on the pathway, compulsory subjects are covered in Years 9 and 10.

**ENGLISH**

The English course focuses on the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of contexts by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

**MATHEMATICS**

The Mathematics course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real context for a range of workplace, personal, further learning and community settings.

**SCIENCE**

The Science course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

**INTRO TO COMPUTER SCIENCE**

The Introductory Computer Science course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems, the management of data and the use of a variety of software applications.

**DESKTOP PUBLISHING**

The Desktop Publishing course has two distinct programs. Each course operates for a semester and students can select to complete both. In the first semester, students look at game design and what aspects make an engaging game. Second semester, the students complete the school Year Book by compiling photos and events throughout the year. They look at how pages are placed together to create impact and effect. Students use a variety of techniques to create the pages and design the Year Book.

**EXTENSION ATAR**

This course has been included for students who are looking at continuing their education beyond Year 12 and require support to successfully engage in higher education. Teachers will provide intensive tutorial sessions in English, Maths, Science and History to extend students knowledge.
**HOME ECONOMICS**

**YEAR 8**
Students will participate in a two hour practical lesson of Home Economics each week. Home Economics involves two areas: Food Production and Clothing.

The Food Production section of the course will involve ten cooking sessions. In these sessions, students will develop various skills as they plan and prepare snack food items, healthy main course dishes, desserts and use the oven effectively to produce some lovely baked goods. Throughout the course students will need to practice suitable safety and hygiene practices.

During the Clothing sessions, students will enjoy producing a variety of crafty, personal and household items. The practical sewing lessons will enable students to learn to safely manage a range of sewing equipment including the sewing machine and overlockers.

**YEAR 9**

**FOOD FOR HEALTH:**
This is a practical course designed for students interested in preparing meals and various dishes with a healthy framework in mind. Students will work to the Technology Process and Materials outcomes to prepare food items for different occasions and develop meals based on the Healthy Diet Pyramid, and Australian Dietary Guidelines. Students will prepare breads, lunches, main courses, special occasion foods, and desserts.

**INTERNATIONAL FOOD:**
This is a practical course designed for students interested in various cultural food styles. Students will work to the Technology Process and Materials outcomes to cook meals for various occasions and develop meals with an international flavour for young people. Students will gather a portfolio of written notes and recipes.

**SOCIAL ASPECTS OF FOOD:**
This course is designed for the more seriously hospitality-minded student with a focus on developing food preparation skills whilst working through the formal menu. Students will culminate in a restaurant activity, to display their culinary skills. Technology Process and Material outcomes will be assessed throughout the course.

**FOOD AND CULTURE:**
This is a practical course designed for students who enjoy experiencing the culinary delights of different countries. Students will look at how certain countries have influenced Australia’s multi-cultural meal patterns. Such countries as Germany, France, Greece, Italy, USA, Mexico, England, India, China and Australia will be explored.

**HEALTH AND PHYSICAL EDUCATION**

**OUTDOOR EDUCATION:**
The majority of this course will be practically based (90% Practical, 10% Theory). The course is designed to provide students with the necessary mental and physical skills to participate in a range of outdoor activities. Students will have the opportunity to develop leadership and interpersonal skills through a variety of challenging experiences.

**Term 1** has an aquatic theme and includes activities such as surfing, snorkelling, water safety and other water based activities.
Term 2 includes orienteering and hiking.

**Minimum Entrance Requirements:**
Competent swimmer with reasonable fitness – complete 100m run, 100m swim in under 5 minutes.
NB: Students may also be required to pay additional costs associated with transport and entry costs to various facilities.

**PHYSICAL RECREATION**
Physical Recreation provides opportunities for students to participate in a wide range of leisure activities including bocce, table tennis, darts, dodgeball, archery, and a number of winter based activities. Course time will be divided into 90% Practical, 10% Theory.

**Minimum Entrance Requirements:**
Reasonable fitness (complete 100m run in under 5 minutes).
NB: Students may also be required to pay additional costs associated with transport and entry costs to various facilities or end of term excursion.

**HUMANITIES & SOCIAL SCIENCES**
**Semester 1** is the study of History and **Semester 2** is the study of Geography. Embedded in these units are the studies of Civics and Citizenship, Politics and Economics.

**Year 7,** History topics covered include: Investigating the ancient past; The Mediterranean world; and The Asian world; Geography topics are: Water in the world; Place and liveability.

**Year 8,** History topics covered include: The Western and Islamic Worlds (Medieval Europe); The Asia Pacific World (Japan under the Shoguns); and Expanding Contacts (The Spanish conquest of the Americas); Geography topics are: Landforms and landscapes; Changing nations.

**Year 9,** History topics covered include: Movements of people, 1750-1901; Australia and Asia Making a nation; and World War I; Geography topics are: Biomes and food security; Geographies of interconnections.

**Year 10,** History topics covered include: World War II; Rights and freedoms, 1945-present; The globalising world ((Popular culture); Geography topics are: Environmental change and management; Geographies of human wellbeing.

**THE ARTS: MUSIC**
The focus of this unit is to introduce the history of music and to enable students to develop performance techniques. Students will be introduced to the language of music and develop an understanding of music elements. Students will examine ways in which music styles, conventions and techniques are used to represent the cultural and aesthetic features that influence the popularity of music.

Students will be required to perform on a melodic based instrument, ie: voice, guitar, keyboard, piano, glockenspiel and xylophone.

**THE ARTS: VISUAL ARTS**
Students will be designing and making artworks that can be used or displayed in everyday life. In this course, students will be inspired by urban art. They will create a multi-media piece using a variety of techniques including collage, paint and stencilling. The aim of this piece will be to communicate a contemporary issue. Students will then design and create a sculpture working to a particular design brief.
**INFORMATION TECHNOLOGY**

**DIGITAL MEDIA**

In Digital Media students will investigate and create animation and videos using industrial software and computers. This is an ICT course leading to further study in years 11 and 12 and is designed to introduce students to the technologies and systems applied in the information, problem solving and decision making processes. Students will become familiar with computer concepts and application to develop an understanding and appreciation of computer usage in relation to communication technologies using digital media.

**Minimum Entrance Requirements:**
It is desirable to have a C grade in Computing in Year 8 or Year 9.

**COMPUTING**

This is an ICT course leading to further study in Years 11 and 12. It is designed to introduce students to the technologies and systems in information communication technology, problem solving and decision making processes. Students will become familiar with computer concepts and applications to develop an understanding and appreciation of computer usage in relation to communication technologies for business use.

**Minimum Entrance Requirements:** An interest in information Technology and the motivation to complete work to a deadline.

**DESIGN & TECHNOLOGY**

**WOODWORK**

In this semester students will develop skills in three distinct ways. Firstly, students will research chosen topics and explore ideas by means of concept sketches and through to a working design. Secondly, the students will develop their hand and machine skills by the completion of set skill exercises, which gives the student the ability to design, construct, evaluate a product using skills developed. The third and final stage enables the student to demonstrate the skills and knowledge that they have learnt by completing a design project to a high standard. Students then complete an array of projects at their own pace.

**METALWORK**

This course incorporates many of the skills needed to manipulate metal. Students will experience the following processes:

- Cutting
- Shaping
- Grinding
- Welding (Oxy Acetylene, Arc)
- Drilling
- Finishing Techniques
- Use of machine tools such as lathe and bench grinders.

Students will have the opportunity to develop designs for personal projects as well as completing set design and make tasks. This course is designed to give students a broad introduction into the world of metal fabrication and engineering.
CHILD DEVELOPMENT

YEAR 9
This is a practical course designed for students wanting to pursue a career in childcare or nursing. Students will learn to prepare meals for a pregnant woman, conduct baby food tasting, prepare a child’s birthday cake, and make a textile item for young people. Students will get to experience motherhood for a few days and nights with a Virtual Baby. In addition, they will wear a 10kg Pregnancy Vest to experience how uncomfortable it is in the last stages of pregnancy.

YEAR 10
This is a practical course designed for students wanting to learn more about young children and their development; and for those wishing to pursue a career in childcare or nursing. Students will have a brief revision of Pregnancy, Birth and Sexually Transmitted Infections. Then focus on the development of the child from Birth to four years of age. Students will prepare meals for a lactating (breast feeding) mother, prepare meals to encourage a “fussy” toddler to eat; decorate birthday cakes, taste commercial and homemade baby foods and make a toy for a toddler. Virtual babies and the pregnancy vest will be available for students to experience the responsibilities of motherhood.

TEXTILES

YEAR 9 TEXTILES - CREATIVE SEWING
Year 9 Textile students will engage in a course which is designed to establish some machine management skills whilst constructing a variety of simple, useful, creative articles. As the course is predominantly practical, consistent attendance and a real interest in the craft of fabric construction is vital to success.

Students will demonstrate their understanding of the Technology process as they examine resources, explore design possibilities and produce their chosen articles.

The study of commonly used material resources including fabrics, fabric care and equipment combined with the selection, care and competent use of a range of dressmaking tools will provide the students with the opportunity to demonstrate materials understanding.

YEAR 10 TEXTILES FOUNDATIONS OF FABRIC DESIGN
This is a course designed to provide students with opportunities to gain the skills and knowledge required to create clothing and soft furnishings.

Students will build knowledge of the selection, qualities, care and competent use of materials and resources used in dress making and textile design. Opportunities to demonstrate the understanding of the technology process will be provided as students design and manage the production of fashionable, simple garments. A real interest in acquiring the skills required to produce sewn articles and a commitment to regular attendance are vital to success in this course. Whilst it has a major practical component, students must be prepared to submit written research and evaluations to meet the course requirements.
The Fast Track Program provides a selected group of Year 10 students the opportunity to ‘fast track’ their careers. This may include a pre-apprenticeship, apprenticeship, employment or further study at TAFE. The students are supported by their classroom teacher to explore these pathways as an alternative to completing Years 11 and 12 alongside focussing on Literacy and Numeracy skills to prepare the student for a successful working life.

The Program focuses on four learning areas:
- English
- Maths
- Life Skills
- Careers Education

A vital part of the Program is all students participating in Workplace Learning every Thursday. Workplace Learning aims to provide students with the knowledge, workplace skills and attitudes valued within work environments, as preparation for employment.

Fast Track students are also given the opportunity to study at TAFE every Friday. In 2015 our students have the choice of studying either a Certificate II in Building and Construction at West Coast Institute of Training.