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INTRODUCTION

Welcome to Karratha Senior High School, a school that caters for the needs of all students. For those who are already associated with our school, you will appreciate what a great school we have and the exciting opportunities that are offered to all students. To those who are new arrivals, welcome, and I am confident you will soon realise what a great decision you have made in becoming part of the Karratha Senior High School community.

The information contained in this booklet introduces you to what subjects are offered to Year 9 students at our school in 2017, and gives information on other aspects of the school such as the services that are provided, programs that are in place and information on contributions and charges. Subjects that are offered at the school continue to be modified so we better meet the needs of students. Clear pathways are created for students so that they can select subjects which allow them to develop the skills and knowledge to better prepare for courses in Senior School. While in Senior School, students will continue to develop what they need to know, understand and be able to do in preparation for training, employment or further study when they leave school.

We as a school are committed to developing a strong partnership with parents/caregivers because we believe that working together in the education of your child will result in achieving positive outcomes. Please take the time to read all the information in this booklet and I am confident you will get a real sense that we offer an education for your child that is supportive, comprehensive and challenging.

We look forward to working with you to provide an outstanding education for your child.

JENNIFER MCMAHON
PRINCIPAL
Western Australian Curriculum

The Western Australian Curriculum is being fully implemented at Karratha SHS. The curriculum we provide through our teaching and learning programs is fully mandated and provides coherent and comprehensive content and achievement standards. We use this mandated curriculum to plan student learning programs, assess student progress and report to you as the parent. In the Western Australian Curriculum general capabilities are addressed through each learning area and we embed these in all learning programs.

The general capabilities are:

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

The general capabilities describe what students should know, understand, value and be able to do as a result of their curriculum experiences. Students achieve these outcomes at increasing levels of complexity as they progress through their schooling.
ASSESSMENT AND REPORTING

Student achievement will be assessed in each program of study. Assessment will be carried out continuously and will be a measure of your child’s progress towards attaining the outcomes of the subjects being studied. Typical assessment methods are written and objective tests, assignments, models and projects, experiments, open-ended tasks and portfolios.

Teacher judgements about your child’s performance are based on knowledge of your child’s work that is gained over time and in a range of situations. Each assessment contributes to a cumulative evaluation of performance.

The school will provide regular reports on your child’s achievement throughout the year. These will comprise;

- an Interim Report towards the end of Term 1;
- a mid-year report; and
- an end of year report.

Parents can also obtain special Progress Reports by contacting Student Services.

There are two parent evenings throughout the year where staff are available, by appointment, to specifically discuss individual student progress. Parents will be made aware of these dates for 2017.
STUDENT WELLBEING

The Student Wellbeing team meets the diverse needs of all students. The team promotes personal, academic and social excellence among students and staff and discourages those influences that can work against the attainment of these standards. The team provides holistic support to assist students in achieving their academic and personal potential.

The Student Wellbeing team includes the following staff/services:

- Student Services Deputy Principal
- Student Wellbeing Coordinators (Yrs 7, 8, 9 and Yrs 10, 11, 12)
- School Officer (Student Services Reception)
- School Nurse
- School Psychologist
- Chaplain
- Attendance Officer
- Aboriginal and Indigenous Education Officers

By working as a team, Student Wellbeing meets the needs of the whole child so their experience at school is happy, healthy and conducive to learning.

Student Wellbeing Coordinators

The Student Wellbeing Coordinators oversee matters relating to individual students and their welfare, carrying out a significant role in supporting the overall planning and organisation of student activities at the school. The Student Wellbeing Coordinators are an excellent point of reference in all matters relating to student performance and wellbeing.

School Dress

A School Dress Policy is endorsed by the School Council and completion of the Enrolment Form implies an acceptance of and adherence to the School Dress Code regarding uniform. This policy is in place for the safety of all students. Students in our school dress are readily identifiable in our community and we are proud of our dress code. All items of school dress code are readily available for purchase at the school.
SUBJECT

DESCRIPTIONS
ENGLISH

The English Curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The English Curriculum builds on concepts, skills and processes developed in earlier years, and students will revisit and strengthen these as needed.

In Years 8 and 9, students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts. They will also study texts designed to inform and persuade. As students progress, the themes and issues involve higher order reasoning and intertextual references. Texts will include various types of media texts including newspapers, film and digital texts, as well as fiction, non-fiction, poetry and performances, procedures, reports, discussions, literary analyses, transformations of texts and reviews.

Texts studied develop complex themes and issues, the complexity of these increase as students progress from Year 8 to Year 9 to Year 10. Such texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings representing a variety of perspectives. Informative texts represent information about a wide range of specialised topics and text structures are more complex.

MATHEMATICS

Mathematics develops each student’s mathematical skill, understanding and reasoning.

KEY CONCEPTS

**Number and Algebra**: Number and Algebra are developed together, as each enriches the study of the other. Students explore the magnitude and properties of numbers and apply a range of strategies for computation and understand the connections between operations. Patterns are recognised and students develop an understanding of the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

**Measurement and Geometry**: Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.
Statistics and Probability: Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Each student is required to have a scientific calculator (approximate cost $25)

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences Learning Area covers study of History, Geography, Economics and Careers. The program has been structured to include both understanding and skills required for each unit, and have been mapped to prepare students to undertake Senior School courses thereafter.

HISTORY

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. Through History students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.
GEOGRAPHY
Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.

ECONOMICS and CAREERS
Economics and Careers develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines the aspects that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on themselves, consumers, businesses, governments and other economies.

The Economics and Careers curriculum is informed by four organising ideas that help in developing students’ economics and business knowledge, understanding and skills; resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures. At the same time, students are exposed to and encouraged to develop enterprising behaviours and capabilities such as embracing change; seeking innovation; working with others; showing initiative, flexibility and leadership; using new technologies; planning and organising; managing risk; and using resources efficiently.

SCIENCE
Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.

The Year 8, 9 and 10 Science course involves both practical and theory work based around Science Inquiry Skills, Science as a Human Endeavour and the four key content areas of Science Understanding. These three components are interrelated.

Science Inquiry Skills: Involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. Activities are hands-on, practical learning activities that, at times use specialized equipment in science laboratories.

Science as a Human Endeavour: Through Science, humans seek to improve their understanding and explanations of the natural world. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. Research assignments are part of this component.

Science Understandings
Biological sciences: Science of the living world. Students will discover the science of living organisms.
- Cells, organs, systems and coordination within living organisms
- Ecosystems and interactions between living organisms and their environment

Chemical sciences: Science of matter. Students will discover the science of the matter which makes up our world.
- Atoms and atomic structure
- Elements, compounds and chemical reactions
**Earth and space sciences:** The science of Earth’s dynamic structure and its place in the cosmos. Students will discover the science of our planet and its place in the universe.
- Geology
- Our place in the universe

**Physical sciences:** The science of forces and motion, and matter and energy. Students will discover the science of the physical world
- Using models to explain forces in the physical world
- Energy transfers and conservation

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**HEALTH & PHYSICAL EDUCATION**

Health and Physical Education offers students the opportunity to demonstrate and develop their knowledge and self-management skills which enable them to make informed decisions for a healthy and active lifestyle. Students develop their interpersonal skills to build and maintain effective relationships and further develop their movement skills to enable confident participation in physical activity now and as lifelong participants.

**KEY CONCEPTS**

**Year 8 Physical Education**
- Basketball, Netball, Cricket, Softcrosse, Athletics, Beach Volleyball, Touch

**Year 8 Health**
- Resilience, Mental Health, Sexual Identity, Bullying and Cybersafety, Drug Education.

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

Students in Year 8 have some choice in the subjects they study in Elective Learning Areas. Students must select THREE subjects. They must select:

- One subject from The Arts Learning Area
- One subject from The Technology and Enterprise Learning Area
- One subject from The Arts or Technology and Enterprise.

A completed elective form must be submitted and handed to the front office by Friday 22 July 2016. After this date a student’s choices can not be guaranteed. Some elective subjects attract additional costs. Further information in regard to this is on page 18.

Technology and Enterprise

Metalwork - $100.00
The Year 8 Metalwork is a practical class that implements the design process to produce a range of projects. Students will use design skills they learnt in Year 7 to produce quality plans to work from. They will continue working with a range of metalwork hand tools and be introduced to welding equipment as well as developing motor skills in order to prepare for Year 9.

Woodwork - $100.00
The Year 8 woodwork is a practical class that implements the design process to produce a range of projects. Students will use design skills they learnt in Year 7 to produce quality plans to work from. They will continue working with wood hand tools and be introduced to the lathe as well as developing motor skills in order to prepare for Year 9.

Design and Technology in the Community - $35.00
The Year 8 Design and Technology in the Community class covers a broad range of materials such as acrylic, steel and wood which are used to craft new and exciting projects. They will also use selected recycled materials in their work and use design skills learnt in Year 7 to produce quality plans to work from.

Food and Enterprise - $35.00
Food and Enterprise is designed for teenagers who are into preparing a variety of recipes on a budget. Students are given opportunities to prepare low cost recipes, learn to budget, advertise and most of all, how to be enterprising. Students doing this subject choose and produce recipes to sell. If the students have the drive, the energy and ambition to be a Food Entrepreneur, this is the subject for them.

Food and Nutrition - $100.00
This fun and engaging subject builds on the basic food preparation and presentation techniques learnt in Year 7. The course is based on two specific objectives: The importance of food in the body and how to make food into meals. The students will explore the Australian Guidelines to Healthy Eating to prepare and present simple palatable, nutritionally balanced food for breakfast, lunch and dinner as well as a variety of nutritious snacks highlighting an interesting combination of flavours, textures and aroma. Students will be given opportunity to enjoy and explore different food preparation techniques through a variety of practical experiences.
Home Economics – Clothing Awareness - $100.00
This subject follows on the basic sewing techniques learnt in Year 7 and is more challenging. Students will be given opportunity to demonstrate proficient use of equipment needed to complete a garment and describe standards of good finish in commercially bought or made garments. They will be challenged to follow instructions to complete a simple article. The students will be able to identify their own individual clothing needs and relate fabric characteristics to care and use.

Electronics - $60.00
Communication is the key! Building basic Electronics circuits on PCBs (printed circuit boards), you will discover the world of electronics, how they work and where we use them. Open your eyes to the invisible world of frequencies and wavelengths and discover how information flows through the air all around us without us even knowing. Be aware though, some of these frequencies are dangerous and can be quite deadly!

The Arts

Creative Art - $35.00
This course is a great opportunity to experiment with a variety of mediums in order to express your creativity. Students will undertake a range of different projects in order to explore their artistic abilities. This is a great chance to show your creativity and prove that you can produce an artwork!

Visual Arts: - $60.00
The Visual Arts course is designed to help you to learn and refine artistic skills. Be involved in individual projects consisting of drawing, painting and sculpture and learn about Elements and Principles of Art and Design. Written analysis and research tasks will help you to learn about exciting artists, past and present. This course will not only develop your understanding of Visual Arts, but allow an exploration and development of your own personal skills.

Music: Rock and Pop - $35.00
Music explores the world of rock and pop music. Students learn how to identify musical characteristics and structures common in rock and pop music. They have the opportunity to research, analyse and report on a song of their own choosing. Students are also introduced to music technology in this course and will begin to use computer software to create their own music employing textural shifts and musical form. Students also have the hands on experience of playing rock and pop classics on guitar, bass, keyboards, and drums. The course concludes with a series of Rockwiz lessons featuring the music of the 1950s until present.
Drama – 19th Century Drama - $30.00
In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Students will explore:

- Voice and movement techniques
- Reflective written processes
- Mime techniques (mapping the imaginary space before the performance and for audience during the performance) in drama
- Elements of Drama
- Creating believable characters
- Stage geography/types- proscenium arch
- Imaginary spaces
- Extended improvisation- community themes
- Effective group work processes
- Building confidence
- Creating a safe environment to create and explore ideas
- Forms/Style: Greet Theatre, Reader’s Theatre

Media - $35.00
In Media students develop skills to understand various forms of media ranging from film, photography, print media, radio and television to the new emerging multimedia technologies. Students learn how to consider people, events and issues that are represented in the various media communications. Students create, produce and present their own works to illustrate their ideas using the various technologies and practices. Students with a love of film and photography or various other realms of the media world will really enjoy the challenges of the Media course. If students want to question and explore the norm and think outside the square, then the Media course is a great place to start.
Goals 4 Girls Program

Cost - $80.00

Goals 4 Girls at Karratha Senior High School uses physical activity as the vehicle to provide girls the opportunity to develop their life skills. The program began in earnest in 2013 with Year 8 and 9 girls, building on a trial that took place in Semester 2 2012.

The Goals 4 Girls program will immerse the selected girls in an environment that is built upon contemporary practice of working in collaboration to develop knowledge and understanding about health and lifestyle issues. Girls will develop positive attitudes and values associated with leading a healthy lifestyle, equipping them to make personally and socially responsible decisions. This will enhance the quality and potential of their own and other people’s lives.

The program will provide ongoing learning experiences for the girls, enabling them to develop self-management skills for their own benefit and for the benefit of the communities in which they live and work. In developing these skills, the girls will set and achieve personal goals; plan, implement and evaluate decisions; develop self esteem; and manage their own emotional being so that they are able to cope with change and conflict. These self management skills underpin a healthy and active lifestyle and form an integral part of the program.

The development of effective interpersonal skills through the program will enable the girls to participate in meaningful and fulfilling relationships in their family, at school, in recreation and in community activities. This program will provide a range of different learning contexts that will allow the girls the opportunity to learn through the practical activities that form an important part of the program.

Special Projects

An integral part of the Goals 4 Girls program will be the relationship between the school and community based programs in the City of Karratha that will provide the expertise that ensures the breadth and depth of learning can occur. This includes business and industry interests that will benefit the girls in their learning and aspirations.

Girls selecting this program select two other electives only. One from The Arts and one from Technology and Enterprise.
CONTRIBUTIONS AND CHARGES IN SCHOOLS: A GUIDE FOR PARENTS

CONTRIBUTIONS
The school can request a contribution of up to $60 per student per year in Years K-6 and up to $235 per student per year in Years 7 to 10. This contribution is towards the cost of providing an educational program that meets the requirements of the curriculum framework. The contributions collected from parents are used towards providing materials, services and facilities directly used or consumed by students, including hire of textbooks or the provision of text material. The School Council approves the level of contributions. The costs are detailed on the school contributions and charges list. This contribution is voluntary. It is expected that those who can afford to will make the contribution. Schools offer a range of payment options to assist parents. Please discuss this with the business manager. For parents of secondary students who have a Family Health Care Card the contribution can be reduced by applying through the Secondary Assistance Scheme. This scheme provides payment towards the parent contribution as well as a clothing allowance. Application forms are available at the school.

CHARGES
Charges apply to high cost options (called extra cost options) in Years K to 10 that are alternative to parts of the program covered by the contribution. Students can opt to select these. Extra cost options are also specific activities, services or facilities that schools offer for students to use or take part in. Excursions such as camps, the school yearbook and school social activities are examples. Students opt to take part in these activities or use the services or facilities. The charge associated with the provision of these activities, services or facilities must be paid. The charge covers the cost of providing the service or running the activity. The School Council approves the level of charges. The costs are detailed on the school contributions and charges list. All Senior School courses or programs are treated as extra cost options; charges apply and must be paid. Schools offer a range of payment options to assist parents. Please discuss this with the business manager. For parents of secondary students who have a Family Health Care Card the Senior School charges can be reduced by applying through the Secondary Assistance Scheme. This scheme provides payment towards the course charges as well as a clothing allowance. Application forms are available at the school.

OTHER COSTS
Personal items
These are personal items that students need to own. The list is detailed and provided to parents with the school contributions and charges list. These can be purchased from any supplier. The School Council approves this list.

Other services
These are services or facilities which students might choose to use. Schools make provision for these on a cost-recovery basis. Examples include the provision of photocopying facilities and printing facilities for computer-generated assignments and Internet downloads over and above that provided as part of course allocations.
Summary

The Government provides a comprehensive education that satisfies the requirements of what is determined through the School Curriculum and Standards Authority for all students throughout Western Australia. Government funding is provided to schools for the operating costs associated with the education of students. The costs include: salaries of teaching and administrative staff, school buildings and facilities and certain materials. This provision accounts for a significant part of the total state budget. Some school communities also supplement the funds available to them through local fundraising.

Parents are also reminded that there are additional approved charges which are for the school diary, handbook, P & C contributions, Year Book, printing and library fees.

Families may qualify for financial assistance to help with the costs of schooling. If parents have a Health Benefits & Concession card, Health Care card or Health Benefits card valid from the first day of the school year, they may apply in person through the Front Office, presenting their current card for staff to validate online. This should be carried out at the commencement of the school year.

The allowances are:

- Secondary Assistance Scheme – an allowance of $235 to be taken off contributions and charges
- Secondary Assistance Scheme (Clothing) – an allowance of $115 which is sent to the parent for uniforms.

Abstudy for Aboriginal & Torres Strait Islander students (application through Centrelink – see the Student Service Manager).

As required by the Department of Education, a maximum voluntary contribution of $235 can be requested by schools from parents for a student selecting a program of study from the above subjects (three choices of options, at least one each from The Arts and T&E).
Extra Cost Options – payment of deposit ‘up front’

It is a requirement of the Department of Education that students are able to select a study program within the maximum voluntary contribution of $235.00. Should students wish to study other subjects that may be classified as “extra cost options”, a further charge is applicable. This charge generally covers the cost of consumable items.

In order to gauge if there is an appropriate number of students selecting “extra cost options” for the subjects to be placed on the school timetable for 2017, the school requests that parents pay a deposit of $100 for such subjects when completing the Subject Selection Sheet.

Possible additional costs not currently included

Throughout the year, your child may be interested in participating in additional activities that become available but have not been planned for. Whilst it is not compulsory for students to attend such activities, should these be available, the costs listed below may provide some guide as to the costs associated with such activities.

<table>
<thead>
<tr>
<th>Description</th>
<th>Approximate Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Excursions</td>
<td>$50.00</td>
</tr>
<tr>
<td>Visiting Performers</td>
<td>$20.00</td>
</tr>
<tr>
<td>Camps</td>
<td>$100.00 per camp</td>
</tr>
</tbody>
</table>

CONDITIONS OF ENROLMENT

1. Although the school makes every effort to accommodate each student’s preferred program, organisational and resourcing issues may result in students having to re-select a subject. You will be informed should this eventuate.

2. At Karratha Senior High School we make every attempt to assist parents in making the most appropriate selections to qualify your child for future study or desired career choices and that these subjects are within the students’ capabilities.

3. Students going into Year 8 in 2017, complete the BLUE Year 8 Subject Selection Sheet and submit it to the front office by Friday 22 July 2016 with the required deposit for the high cost electives.

4. Those students who do not submit the form will most likely be allocated the listed low cost options.
Sample 1 SUBJECT SELECTION SHEET

STUDENT NAME: Justin Bibby

Students MUST select three subjects, in the following combination:
- One subject from The Arts Learning Area
- One subject from The Technology and Enterprise Learning Area
- One subject from The Arts or Technology and Enterprise.

A RESERVE MUST BE SELECTED FOR EACH CHOICE. Please be aware of extra course option charges.

THE ARTS:
Select one subject (and Reserve) from The Arts.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>SUBJECT NAME</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Media</td>
<td>$35.00</td>
</tr>
<tr>
<td>RESERVE</td>
<td>Drama</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

TECHNOLOGY & ENTERPRISE:
Select one subject (and Reserve) from T&E.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>SUBJECT NAME</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food and Enterprise</td>
<td>$35.00</td>
</tr>
<tr>
<td>RESERVE</td>
<td>Metalwork</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

Other option:
Select one subject and a reserve from either T&E or The Arts.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>SUBJECT NAME</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drama</td>
<td>$40.00</td>
</tr>
<tr>
<td>RESERVE</td>
<td>Food and Enterprise</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

If you have chosen Extra Cost Options (any elective over $35.00), this form must be submitted with a minimum deposit of $100. If this money is not paid, other low cost subject selections will be made by the school without consultation.

I have read and understand the Conditions of Enrolment as outlined in the Curriculum Handbook Year 8 ~ 2017.

Name of Parent/Guardian: ____________________________

Parent Signature: __________________ Date: __________

Student Signature: __________________ Date: __________

Date Processed: ___________ Receipt: ________________
WHO CAN HELP YOU

Teachers are able to provide valuable advice and guidance to assist students to make decisions about subjects.

If you have any general queries about the Subject Selection process, please feel free to contact the school. The most appropriate person to talk to would be either the Student Wellbeing Coordinator, or a Deputy Principal.

For specific subject related queries, please contact the relevant Head of Learning Area or Teacher in Charge.

The contact names of all relevant staff are included below.

Deputy Principal – Years 10, 11, 12
Ms Francis

Deputy Principal – Years 7, 8, 9
Mr Cumming

Deputy Principal – Student Services
Mr Eversden

Student Wellbeing Coordinator – Yrs 10, 11, 12
Mrs Martinovich

Student Wellbeing Coordinator – Yrs 7, 8, 9
Mr Wilson

English
Mrs Fulton

Mathematics
Mr Ansell

Health & Physical Education
Mrs English

Science
Mrs Cutfield & Mr Sri Ranjan

Society & Environment
Mr Sharpe

Technology and Enterprise
Mrs Gallagher

The Arts
Miss Hunt