

Karratha Senior High School



CURRICULUM HANDBOOK



**Year 10
2018**

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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 10 students at our school in 2018, 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 offered continue to be modified so we better meet the needs of students. Clear pathways are created for students so 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 the knowledge and ability to prepare 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**

CURRICULUM OVERVIEW

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 include 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.

Connect

Connect is an online learning environment that students can use to access information and course materials regarding their subjects, and parents can use to monitor their child's progress at school. Connect allows students and parents to communicate easily with teachers, stay informed with their learning anywhere at anytime, securely access assessments and feedback, and engage in their learning outside of the classroom.

Students can log in to Connect at school or home using their normal student username and password. Parents can log in using a department-supplied secure username to access their child's Connect classes and see their child's results on assessments and daily attendance. Parents will need to supply the school with an email address in order to receive their login details for Connect.

Formal reports are made available to parents through Connect at the end of Semester 1 and the end of the year. Parents will receive an email notification that the report is available, and it will be stored on Connect and can be downloaded anytime.



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)
- Year Coordinators (Years 7 – 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.



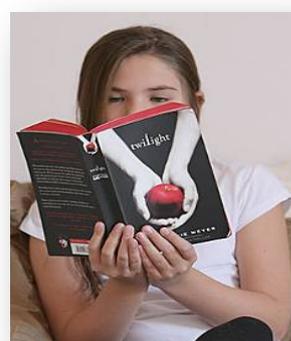
SUBJECT SELECTIONS

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 **Civics**. The program has been structured to include both understanding and skills required for each unit, and has 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.

CIVICS and CITIZENSHIP

Civics and Citizenship aims to develop student understanding of Australia's system of government with a focus on governance mechanisms and processes. A comparative study of different systems is undertaken as well as a depth study on resilient democracy and the role that this plays in ensuring a cohesive society.

The law aspect of the course considers the role of the Australian Constitution in setting the structure and powers of the Federal and State governments as well as the individual rights of Australian citizens. The course also considers the role of the High Court of Australia in solving disputes as the highest decision making body in the court hierarchy.

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 Understanding

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

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 10 Physical Education

- Traditional sports-based learning or individual fitness-building aimed at recreation pursuits and lifelong participation in physical activity.

Year 10 Health Education

- Healthy Respectful Relationships, Keys 4 Life Driver Education, Influence of media and society on identity and health behaviour, Transition to adulthood.

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

ELECTIVE OPTIONS

Students in Year 10 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 Technologies Learning Area
- One subject from The Arts or Technologies or Outdoor Education.

A completed elective form must be submitted and handed to the front office by Friday 21 July 2017. 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.

Technologies

Materials Specialisation: Metal - \$110.00

Metalwork course extends the students' knowledge and ability in the areas of metal construction. Students are encouraged to develop their independent work habits, initiative and perseverance required to develop their own ideas and turn them into reality. In the second part of the year problem-solving and rational decision-making will be emphasised as the students develop their own design briefs.

Materials Specialisation: Wood - \$110.00

In Woodwork students will plan and construct small furniture items for the home. They will learn to prepare and construct working designs. They will investigate ways in which different materials and processes can be used in the construction of their models and they will learn to manage tools, machinery and processes safely and efficiently. Integrated tasks will address OH&S standards, project management skills and new developments in the manufacturing industry. This course is highly practical-based. This course will enable students to develop woodworking skills, plan and construct a major project, and present quality designs of possible projects. At the end of the course the students will be able to demonstrate proficiency in all areas of woodwork including, cabinet/furniture making, wood turning, basic building construction techniques and fine finishing. Projects could include coffee tables, cabinets, wood turned items, solid wood accessories, shelving, etc.

Materials Specialisation: Recycling - \$35.00

Recycling follows the principles of sustainability: Reduce, Reuse, Recycle. Students will expand on the design process tackling more complex projects. They will also look into the impacts of waste and the importance of recycling in the community.

Engineering Principles: Electronics - \$100.00

Extend your skills to prepare for the new world and exciting careers. Become familiar with electronic signage and process information that will be presented to our school community. Challenge yourself while you learn how to problem solve and think outside the box while designing tasks for robots. Look deeper into programming and gain an understanding of the different languages we use as humans to interact with machines.

Recreational Marine - \$100.00

Recreational Marine extends the knowledge students have in the area of marine study and fully prepares them to participate in recreational maritime pursuits. Activities include: Essential user, boat and outboard care; use, repair and maintenance of a cast net, ropes – splicing and whipping (the mystery revealed), reading local weather forecasts, charts, compass and GPS. Students learn how to read the tides and moon phases in order to calculate the best times for fishing. Students learn the importance of the focus on Fish for the Future.

Childcare (incorporating Textiles) - \$100.00

Childcare will assist students wanting to gain employment in a child care centre or work with young children. The subject starts at preconception and continues through to the newborn and children under five years of age. This is an informative, hands on study of babies and young children.

Food Specialisation: Food and Enterprise - \$35.00

Food and Enterprise is designed for teenagers who are interested preparing a variety of recipes on a budget. Students will be given opportunities to choose or design low cost recipes, learn to budget, advertise and most of all, learn how to be enterprising. Students doing this subject will produce food to sell. If students have the drive, the energy and ambition to be a Food Entrepreneur, this is the subject for you.

Food Specialisation: Food for Social Occasions - \$100.00

This subject allows students to explore a formal menu by preparing a range of delicious recipes. Take part in the Great Restaurant Challenge as you battle against the talents of your classmates, fighting it out to achieve top chef status. You will get to explore product development to create a new exciting food product. This is an elective which will be great for those of you who love learning about food locally and internationally and who would like to explore career options within the food and hospitality industry with a pathway to Food Science and Technology in Senior School.

Food Specialisation: Food Science and Technology - \$100

This subject is designed to prepare students who are interested in selecting ATAR Food Science and Technology in Years 11 and 12. You will learn about nutrition, food production, food preservation, and the use of raw and processed ingredients. You will also cook a variety of recipes designed to assist you in the learning of these topics. You must be achieving a B Grade or higher in Science and English to be eligible for this course.

The Arts

Visual Arts - \$35.00

Visual Arts gives students the opportunity to produce individual projects following creating and designing procedures. In this skill-based course they will demonstrate their understanding of elements and principles of art through printmaking, painting, ceramics and sculpture. Written analysis and research tasks will help students to communicate artistic response and examine different art styles. This course is focused on developing skills that will assist students in completing Visual Arts General courses.

Extension Visual Arts - \$70.00

Students develop artworks primarily concerned with experiences of themselves in reaction to given stimulus. The art focus is on developing personal identity and recognising personal choices. The use of clearly defined processes will help students to overcome technical difficulties and ensure the process of making artwork is an enjoyable one. This subject identifies how artists give personal direction to their work and how personality is the key to artistic difference. The subject looks at the fun of creation and the ability to think, plan and generate useful artistic results. Students are encouraged to generate their own personal ideas rather than mimic those of others.

Extension Visual Arts will assist in:

- understanding appropriation
- developing awareness of aesthetics and how to control it
- investigating how artists generate ideas
- investigating their environment
- how to communicate and produce artistic response, and examining various art styles.

This course is focused on developing crucial elements for success in Visual Arts ATAR courses.

Music - \$35.00

Music students have the opportunity to learn all about the music industry. Students form their own bands and learn how to manage and promote their band, organise performances and select repertoire. They are taught how to write their own songs and to critically reflect on musical performances. They have the opportunity to develop their skills on their chosen instrument through both practical experience and a theoretical approach to music notation and harmony.

Drama - \$40.00

In Year 10, Drama students are given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (e.g. Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Through this students will explore:

- Voice and movement techniques
- Reflective written and verbal processes
- Elements of Drama
- Approaches to characterisation suited to the selected drama forms and styles, texts and themes
- Stage geography, blocking notation and the impact of in-the-round and adapted stages
- Devised drama exploring international or global themes
- Drama practitioners such as Rudolf Laban to manipulate dramatic meaning and audience relationships
- Production Roles: e.g. Costume Designer, Scenographer and Lighting Designer.
- Design principles (balance, contrast, repetition, pattern) selected to make meaning and add to the experience of theatre
- Visual Elements
- Forms/Styles: Absurdism, Monologues/Duologues, Youth Theatre, Epic Theatre and Poor Theatre

Media - \$35.00

Media is a creative subject that encourages and allows for personal expression. In this course, students develop the skills to understand various forms of media ranging from photography, print media, radio, television and film to the new emerging multimedia technologies. Students learn how to consider people, events and issues that are represented in the various media communications and how these representations persuade mass audiences. Students create, produce and present their own works to demonstrate their understanding of the media world. If students want to question and explore the norm and think outside the square then the Media course is a great place to start.

Physical Education

Year 10 ATAR Physical Education Studies Preparation: - \$30.00

This subject is for those students with a keen interest in the human body and how it works in a sporting context. It is designed to introduce the key content involved in Year 11 ATAR Physical Education Studies to prepare students for the rigour involved in this course and ensure success in Senior School. Topics covered include; functional anatomy, exercise physiology, biomechanics and sport psychology. This elective will have practical and theoretical components.

Students who choose this elective should have achieved a B grade or higher in PE and Science in Year 9.

Outdoor Education - \$85.00

This is an elective for students who want to challenge themselves, develop valuable leadership skills and enjoy the Pilbara outdoors. Students will be given a fun introduction into the world of Outdoor Education.

Focus:

- Adventure games – to develop initiative, self-esteem and leadership skills
- Environmental awareness – developing minimum impact practices
- Planning and preparation – for an overnight expedition
- Risk management – safety and first aid skills
- Campcraft skills – cooking, equipment selection and set up
- Outdoor activity skills – may include mountain biking, hiking, snorkelling and kayaking.

Students must be willing to get involved in all activities and participate in an overnight expedition.

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 for the girls 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

PARENT contributions go towards the cost of certain materials, services and facilities directly used or consumed by students. These contributions assist schools in the provision of textbooks or text material.

CONTRIBUTIONS

The school can request a contribution of up to \$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.

Where students elect to participate in extra cost optional components (including post-compulsory), compulsory charges will apply.

CHARGES

Charges apply to high cost options (called extra cost options) in Years K to 10 that are alternative to parts of the program covered by the contribution. Students can opt to select these. Extra cost options are also specific activities, services or facilities that schools offer for students to use or take part in. Excursions such as camps, the school yearbook and school social activities are examples. Students opt to take part in these activities or use the services or facilities. The charge associated with the provision of these activities, services or facilities must be paid. The charge covers the cost of providing the service or running the activity. The School 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.

PARENTS ARE ALSO RESPONSIBLE FOR THE PROVISION OF A STUDENT'S PERSONAL ITEMS. WHERE STUDENTS WISH TO MAKE USE OF OTHER OPTIONAL

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 Corporate Services 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 (three choices of options, at least one each from The Arts and Technologies).

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 2018, 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.

EXTRA COST OPTIONAL COMPONENTS OF EDUCATIONAL PROGRAMS

Description	Approximate Costs
Classroom Excursions	\$50.00
Visiting Performers	\$20.00
Camps	\$100.00 per camp

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. **For those students going into Year 10 in 2018, complete the CREAM Year 10 Subject Selection Sheet and submit it to the front office by Friday 21 July 2017 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.

KARRATHA SENIOR HIGH SCHOOL

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.

CHOICE	SUBJECT NAME	COST
1	Media	\$35.00
RESERVE	Drama	\$40.00

TECHNOLOGY & ENTERPRISE:

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

CHOICE	SUBJECT NAME	COST
1	Food and Enterprise	\$35.00
RESERVE	Materials Specialisation: Metal	\$110.00

Other option:

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

CHOICE	SUBJECT NAME	COST
1	Drama	\$40.00
RESERVE	Food Specialisation: Food and Enterprise	\$35.00

If you have chosen Extra Cost Options (any elective over \$35.00, including Reserves), 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 10 2018.

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 Year 10 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 7 & 8	Mrs English
Deputy Principal – Years 9 & 10	Mr Ross
Deputy Principal – Years 11 & 12	Mr Cumming
Deputy Principal	Mr Eversden
Student Wellbeing Coordinator – Years 7 & 8	Mr Teakle
Student Wellbeing Coordinator – Years 9 & 10	Ms Banks
Student Wellbeing Coordinator - Years 11 & 12	Ms Martinovich
English	Mrs Fulton
Mathematics	Mr Ansell
Health & Physical Education	Ms Lawton
Science	Miss Rose
Society & Environment	Mr Sharpe
Technology and Enterprise	Mr Pope
The Arts	Ms Hunt



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