

Karratha Senior High School

"Towards Tomorrow"

CURRICULUM HANDBOOK



**Year 7
2017**

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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 7 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 that 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.

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

West Australian Curriculum

The West 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 West 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.

All Year 7 students at Karratha Senior High School in 2017 will study a full curriculum, with all subjects being selected from the following learning areas:

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

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 their 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 student performance are based on knowledge of students' work that is gained over time and in a range of situations. Each assessment contributes to a cumulative evaluation of student performance.

The school will provide regular reports on student achievement throughout the year. These will comprise;

- ✓ an Interim Report towards the end of term one;
- ✓ a mid-year report; and
- ✓ an end of year report.

Parents can also obtain Progress Reports by contacting individual classroom teachers or Student Wellbeing at any time.

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 Wellbeing Deputy Principal
- Student Wellbeing Coordinators (Years 7 - 9 and Years 10 - 12)
- Year Coordinators
- School Officer (Student Wellbeing Reception)
- School Nurse
- School Psychologist
- Chaplain
- 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.

Year Coordinators

Year Coordinators play an important part in the provision of support and care for students at Karratha Senior High School for a specific cohort. In particular, they have a pivotal role in promoting the value of Care, and the school's Towards Tomorrow motto.

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 available for purchase at the school.



Mobile Phones

Mobile phones are not permitted to be used by students at Karratha Senior High School.

If a student is using a mobile device at school the following process applies.

- Student to hand over phone
- Phone is placed in designated envelope and labelled
- Teacher to contact parent/caregiver to collect phone

MP3 Players

Lower School (Yr. 7 -10)

- Not to be used at school unless as part of an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP)
- If a student is using an MP3 player at school then the same process as dealing with a mobile phone applies

Upper School

- Used in class at the discretion of the teacher

YEAR 7 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.

Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a wide range of texts. They will also study texts designed to inform and persuade. Texts will include various types of media texts including newspapers, magazines and digital texts, novels, non-fiction texts, comics, cartoons, poetry, fairytales, myths and dramatic performances.

Texts studied at Year 7 support and extend students. Such texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent information about a wide range of specialised topics and text structures are more complex.

HUMANITIES & SOCIAL SCIENCES (HASS)

The HASS program covers units from History, Geography, Economics and Careers & Civics. The program has been structured to include both understanding and skills required of each unit, and have been mapped to prepare students to undertake senior school courses.

The history program promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps 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 geography program 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.

The study of 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 those aspects of economics and careers 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.

MATHEMATICS

The focus for Mathematics in Year 7 is to continue building their skills, knowledge and understanding. Students will be placed into Mathematics classes based on their previous achievement in Mathematics and aptitude towards learning.

The focus for Mathematics in Year 7:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

A course requirement is that all students come prepared for their classes, this means bringing a scientific calculator and all necessary stationery.

Every student requires a scientific calculator for every Mathematics class

[approx cost \$25]

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 7 Science course involves both practical and theory work based around Science Inquiry Skills, Science as a Human Endeavour and four key content areas, Science Understandings.

Science Inquiry Skills: Science Inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

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.

Science Understandings:

Biological sciences: the science of living organisms.

- Cells, organs, systems and coordination within living organisms
- Ecosystems and interactions between living organisms and their environment

Chemical sciences: 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.

- Geology
- Our place in the universe

Physical sciences: the science of forces and motion, and matter and energy.

- Using models to explain forces in the physical world
- Energy transfers and conservation

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education provides students with the opportunity to demonstrate and develop their Personal, Social and Community Health alongside their Activity and Movement Skills enabling them to make informed decisions for a healthy and active lifestyle. Students develop their skills to enable their confident participation in physical activity now and as lifelong participants.



Year 7 Physical Education includes a variety of sports such as:

- Basketball
- Futsal
- Athletics
- Australian Rules
- Football
- T-Ball
- Volleyball
- Ultimate Frisbee
- Swimming
- Hockey

Year 7 Health

- Resilience
- Puberty - social and emotional changes
- Bullying and cybersafety
- Drug Education
- Nutrition, Physical Activity and Fitness

Success in Health and Physical Education in lower school provides students with the opportunity to represent Karratha Senior High School at many different interschool events across the Pilbara region.

Every student requires a sports shirt for every Physical Education class



TECHNOLOGY AND ENTERPRISE

All students will study Design & Technology and Home Economics in Year 7. These courses are designed to give students an introduction to a broad range of materials and processes.

In **Design and Technology** students are given the opportunity to design and produce various articles using wood, metal and plastics. We have also introduced electronics within Design and Technology for all Year 7 students.

In **Home Economics** students study food for one term and textiles for one term. All students are encouraged to use their creative flair to help in their design and production of projects. Students are encouraged to be innovative, adaptable and reflective to create solutions for short and long term societal and environmental problems.

THE ARTS

All students study Drama, Media, Music and Visual Art and in Year 7.

Drama focuses on drama in practice and increasing the students' knowledge and skills. This course builds skills and knowledge in the Elements of Drama. Emphasis is placed on positive feedback, students building performance confidence and enhancing communicational skills.

Media provides students with a better understanding of a variety of Media contexts and gives them an insight into the significant influence media has on our daily lives. Students will explore various media technologies such as film, photography and gaming and have an opportunity to create media productions of their own.

Music offers students the opportunity to develop their musical interests through a contemporary approach integrated with music technology. Students learn how to analyse, create and perform music in modern contexts and gain the skills required to gain employment in the creative arts industry. Students have the opportunity to learn to play guitar, keyboard and percussion.

Karratha Senior High School also offers instrumental lessons through the School of Instrumental Music on Saxophone, Flute, Clarinet, Trumpet, Trombone and Percussion and hosts the Karratha Combined Schools Band.

Visual Arts introduces students to fundamental drawing and designing skills. Students are given the opportunity to produce individual projects exploring the elements and principles of art through mediums such as printmaking, painting, drawing, ceramics, sculpture and 3D construction.

GOALS 4 GIRLS PROGRAM

Goals 4 Girls is a program that 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 immerses girls in a cooperative and collaborative environment 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 provides ongoing learning experiences, enabling participants 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.

Selection and Participation

Students are recommended for the program via their primary school teachers and parents will be contacted to confirm their participation.

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.

Camp

The girls may attend an annual camp which will allow them the additional opportunity to work together and share time to collectively demonstrate the skills they have learned and developed.



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 \$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 can collect a form from the front office and show their current card. 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).

2017 CONTRIBUTIONS AND CHARGES - YEAR 7

COURSE	COST
English (Compulsory)	\$30.00
Mathematics (Compulsory)	\$30.00
Science (Compulsory)	\$33.00
Humanities & Social Sciences (Compulsory)	\$27.00
Health & Phys Ed (Compulsory)	\$25.00
Option subjects	\$90.00
Total	\$235.00
Goals for Girls (Additional Compulsory Cost if chosen)	\$80.00

WHO CAN HELP YOU

Teachers are able to provide valuable advice and guidance to assist students in Years 7 at Karratha SHS.

If you have any general queries whatsoever, please feel free to contact the school.

The contact names of all relevant staff are included below.

CONTACT LIST:

Deputy Principal – Years 7, 8, 9	Mr Cumming
Deputy Principal – Student Wellbeing	Mr Eversden
Student Wellbeing Coordinator – Years 7, 8, 9	Mr Wilson
English	Mrs Fulton
Mathematics	Mrs Ansell
Health & Physical Education	Mrs English
Science	Mrs Cutfield or Mr Sri Ranjan
Society & Environment	Mr Sharpe
Technology and Enterprise	Mrs Gallagher
The Arts	Ms Hunt



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