Principal’s Letter of Introduction

Dear Parents and Guardians

The time has come for you to make some important decisions for your child. Courses selected for Years 9 and 10 provide the foundation for future pathways in Senior School and provide your child with an opportunity to discover areas of interest as well as developing new skills which may lead on to a career pathway.

In Year 8 your child completed a set curriculum which prepared them for choices in Years 9 and 10. At Katanning Senior High School we endeavour to provide a variety of courses which enable students to explore trade related courses, office oriented studies, specific specialised sports skills as well as the visual arts. These courses lead into specific Certificate I and II courses in Senior School in Information Technology, Business, Arts, Automotive, Engineering and Sports and Recreation.

Your child should select courses that relate well to their interests, capabilities and future work goals as preparation for a career direction in Years 11 and 12. At Katanning Senior High School we provide a comprehensive curriculum which gives your child the opportunity to achieve at a high standard whilst completing a balanced education that meets their individual needs and interests. It is important that you discuss these choices with your child using this booklet to discuss opportunities which relate to their interests.

Assistance is available to you and your child from the Middle School Program Coordinator, Mrs Julie Brown and Senior School Program Coordinator, Mr Frank Gaudin. Other staff such as the Heads of Learning Area and course teachers can supply you with additional information specific to each course.

The time you spend with your child now in exploring their options at Katanning Senior High School will be of great benefit for them in the future as they progress to Senior School pathways.

Ms Nicki Polding
Principal
The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn and is the foundation for high quality teaching to meet students’ needs.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with the curriculum content in each learning area and school priorities, will assist students to live and work successfully in the twenty-first century.

The Learning Areas are:

- English
- Health and Physical Education
- Mathematics
- Technology and Enterprise
- Science
- The Arts
- Humanities and Social Sciences
- Languages

The Learning Areas of English, Mathematics, Science, Humanities and Social Sciences are compulsory. The Learning Area of Health and Physical Education contains some compulsory elements.

The Learning Areas of The Arts, Technology and Enterprise and Languages are elective subjects. Health and Physical Education also contains some elective subjects.

**CHOOSING SUBJECTS**

The essential requirement for each student is that he or she, in consultation with parents and teachers, ranks preferred subjects for the year. These choices will then be processed by the school, with final placement depending on resources available.
In particular a student should consider the following:

1. **FUTURE DIRECTIONS:** It is important to take into account any future plans or ambitions of students. If a student aspires to a particular career, it is important to find out if any specific subjects are needed to be eligible for that career. If the student wants to enroll in certain courses in Senior School, then it is important that any prerequisites are studied in Years 9 and 10.

2. **INTERESTS:** It is good sense for students to choose subjects that will be of interest to them. Students are discouraged from changing subjects after they have started, as even missing one or two weeks will make it difficult for students to catch up in new subjects. Success in a subject is more likely if it is of interest to the student, so careful selection is necessary.

**COUNSELLING**

Initial selection should be made only after reading this handbook, considering information given by staff about the subjects, discussion between student and parent, and seeking further advice if necessary. Some reselection may be necessary if classes do not run due to timetable or staffing constraints.

**COMPULSORY SUBJECTS**

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>PERIODS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
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<tr>
<td>Science</td>
<td>4</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>4</td>
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<tr>
<td>Health and Physical Education</td>
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</tbody>
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Period lengths vary from 45 to 55 minutes.

**ELECTIVE SUBJECTS**

Students must choose an Arts subject and a Technology and Enterprise subject to study from either the 2 or 3 periods per week subjects. These subjects are studied for the whole year.

Students may not choose two subjects that are the same from The Arts and Technology and Enterprise. For example they may not choose 09VAR2 and 09VAR3.

**IMPORTANT DATES 2015**

<table>
<thead>
<tr>
<th>Subject Selection Forms Due</th>
<th>Friday 14 September</th>
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</thead>
<tbody>
<tr>
<td>A timetable will be developed using student choices made on the SUBJECT SELECTION SHEET. If students do not gain their first preferences they will be placed in their second preference.</td>
<td></td>
</tr>
<tr>
<td>Student accounts and booklist posted to parents.</td>
<td>Monday 1 December</td>
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</tbody>
</table>
LEARNING AREA: ENGLISH

YEAR 9: 09ENG
YEAR 10: 10ENG

The Year 9 and 10 English subject reflects the principles and outcomes of the Australian Curriculum. The emphasis of this subject is on the skills and processes that provide students with the basis for life long learning.

Students will undertake common curriculum where they will learn about the English language and how to use it effectively.

Students will be assessed using A to E grades. Students will demonstrate their understanding of concepts and the conventions of texts studied through analysing set texts and producing texts of their own, appropriate for audience, purpose and context. They will complete a number of tasks which assess the following outcomes:

- Reading and Viewing
- Writing
- Speaking and Listening.

LEARNING AREA: LANGUAGES

At present, the study of a foreign language is not offered on our timetable. For students wishing to study a language, French or Indonesian are available through the School of Isolated and Distance Education, and Japanese can be studied through the LOTEC program at Australind SHS. Parents should contact the Deputy Principal, Mr Trevor Carruthers for more information.
Mathematics at Katanning Senior High School covers the three content strands set by the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In exploring these strands, students are encouraged to explore and display ability in the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. Together with efforts to provide the language that the students need in order to build in the developmental aspects of mathematical learning, these skills aim to develop the students' ability to work mathematically.

**YEAR 9: 09MAT**

In Year 9, students are expected to cover the following topics:

**Number and Algebra**
Exploring real numbers in regards to proportion, index laws and scientific notation. These skills will be applied to financial situations involving simple interest. Students will also aim to extend number laws into the use of variables, developing algebraic techniques and using these skills to create graphs on the Cartesian plane.

**Measurement and Geometry**
Identifying basic shapes within composite shapes to then investigate surface area and volume. Students will extend their abilities to work with time scales as well as exploring the properties of shapes with regards to scale factors, trigonometry and Pythagoras' Theorem.

**Statistics and Probability**
Data from everyday questions is collected and explored using different forms of graphs and measures of central tendency. Students will be expected to work with the mean, median and range of statistical data and comment on their findings. Chance situations are also explored, looking at two step experiments and their relative frequencies.

It is acknowledged that students face a significant challenge when facing the rigors of the Australian Curriculum. The Mathematics Department promotes student development through the use of online technologies such as Mathletics and a homework schedule that can be tailored to student needs.

To allow the best chance for success we encourage students to bring common mathematical aides, including a scientific calculator, ruler and drawing implements, to every class, attending regularly and utilising our homework classes for additional assistance as required.

Year 9 students will also be expected to complete the NAPLAN assessment in Term 2 of the school year. This assessment helps to track student progress throughout their academic career and allows staff to further identify areas of need for explicit teaching.
YEAR 10: 10MAT

In Year 10, students are expected to cover the following topics:

**Number and Algebra**
Students expand their knowledge of financial mathematics to include the compound interest formula.

Algebraic techniques are developed to include factorisation, substitution and use of the four operations.

The Cartesian plane is used to explore linear relationships, equations and inequalities as well as to solve simple quadratic equations using a range of strategies.

**Measurement and Geometry**
Students will explore surface area and volume for a range of prisms and composite solids. They will be expected to use geometric reasoning with regards to congruency and similarity of plane shapes.

Pythagoras’ Theorem and Trigonometry will be explored in right angle triangles, developing the real world context involving angles of depression, and elevation.

**Statistics and Probability**
Students will explore chance experiments with two and three situations assigning probabilities and exploring the language of chance and conditional statements.

Statistical analysis expands to include interquartile range, a variety of graphs and the comparative analysis of data sets.

It is acknowledged that students face a significant challenge when facing the rigors of the Australian Curriculum. The Mathematics Department promotes student development through the use of online technologies such as Mathletics and a homework schedule that can be tailored to student needs.

To allow the best chance for success we encourage students to bring common mathematical aids, including a scientific calculator, ruler and drawing implements, to every class, attending regularly and utilising our homework classes for additional assistance as required.

Year 10 students may also be tested through the Online Literacy and Numeracy Assessment tool (OLNA). This seeks to ensure that students develop a minimum level of functional numeracy as they progress to Senior School and future employment.

Students may be encouraged to complete a modified program that develops their skills to allow success in Senior School.
LEARNING AREA: SCIENCE

In the Science Learning Area students will undertake studies that will enable them to investigate, understand and communicate about, the world around them.

The three strands of the curriculum are Science Understanding, Science Inquiry and Science as a Human Endeavour. The three strands of the Australian Curriculum are interrelated and the content taught in an integrated way.

Students will be involved in a number of hands on experiments and investigations that will give them the opportunity to explore the world in which they live.

Through the use of digital technologies and traditional experimental processes, students will gain skills in hypothesising, planning, investigating, data collection and analysis, critical thinking, problem solving and communication.

These skills will enable them to develop their understanding of the world around them and the impacts that Science has had, and will continue to have on society into the future.

Students will have a number of opportunities to prove their progress in Science.

Class and homework, practical investigations, assignments and tests will be used to assess students’ work. Students’ progress will be reported on twice each year.

YEAR 9: 09SCI

Year 9 students will study the following:

**Biological Sciences:**
- Organisms, Ecosystems and the Environment

**Chemical Sciences:**
- Matter and Chemical Reactions

**Earth and Space Sciences:**
- Plate Tectonics and the forces that have shaped the world

**Physical Sciences:**
- Energy transfers in everyday life

YEAR 10: 10SCI

Year 10 students will study the following:

**Biological Sciences:**
- DNA and Natural Selection

**Chemical Sciences:**
- Atomic Structure, Elements and Reaction Rate

**Earth and Space Sciences:**
- The Universe and Global Systems

**Physical Sciences:**
- Energy Conservation and the Laws of Physics
LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES

YEAR 9: 09HASS

Students in the Humanities and Social Sciences Learning Area will undertake a range of topics drawn from Civics and Citizenship, Economics and Business, Geography and History. This will provide students with the opportunity to gain a wide range of knowledge and develop their skills in a way that will support their learning.

Learning in Civics and Citizenship will focus on our democratic rights and responsibilities with a focus on the features and working of Australia’s political and judicial systems. Economics and Business will focus on Australia and the global economy while Geography will focus on Biomes and food security and our increasingly interconnected world. The study of History will centre on the making of the modern world with an emphasis on the Industrial Revolution and a study of World War One and Australia’s role in it.

YEAR 10: 10HASS

Students in the Humanities and Social Sciences Learning Area will undertake a range of topics drawn from Civics and Citizenship, Economics and Business, Geography and History. This will provide students with the opportunity to gain a wide range of knowledge and develop their skills in a way that will support their learning.

The focus of the Civics and Citizenship component of the Year 10 course is justice at home and overseas which will compare features of Australia’s system of justice to those of other jurisdictions as well as examining Australia’s international obligations. Economics and Business will focus on economic performance and its links to living standards in Australia. In Geography, students will study environmental change and human well being while the History component will focus on the Modern World and Australia.
The Health and Physical Education Learning Area aims to develop students’ understanding of health issues and the skills and attitudes needed for confident participation in sport and recreational activities. Students will learn to make responsible decisions about health and physical activity and promote their own and others’ health and well being, now and in the future.

Learning and teaching programs allow students to learn and achieve essential knowledge, attitudes, values and skills in an integrated manner.

It is imperative for health and hygiene reasons that a change of clothes be worn for every physical education lesson.

The Health and Physical Education learning outcomes are:

**Concepts for a Healthy Lifestyle**
Students know and understand health and physical activity concepts that enable informed decisions for healthy and active lifestyles.

**Skills for Physical Activity**
Students demonstrate the movement skills and strategies for confident participation, in physical activity.

**Interpersonal Skills**
Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

**Self–Management Skills**
Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.

**Attitudes and Values (monitored not assessed)**
Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

**HEALTH AND PHYSICAL EDUCATION**
(Compulsory)

**YEAR 9:** 09HPE

**YEAR 10:** 10HPE

The Learning Program in Health and Physical Education Learning Area includes:
YEAR 9:

**Physical Education:** Swimming, Basketball, Soccer, Floor Hockey, Athletics, Football, Softball, SEPEP Netball, Healthy Lifestyles.

**Health:** Nutrition, Contraception and Birth, Relationships, Alcohol and Cannabis.

YEAR 10:

**Physical Education:** Volleyball, Social Dance, Badminton, Athletics, Touch, Gaelic Football, Soccer, Cricket, Swimming.

**Health:** Sexuality and Consequences, Healthy Lifestyles, Lifestyle Disease, Illicit Drugs, Issues for Teenagers, First Aid and Keys for Life Drive Safe Program.

SPECIALISED PHYSICAL EDUCATION SUBJECT (optional)

To select this subject, students will need to have a good record of participation, a positive attitude and be willing to get changed into sports clothes for all Health and Physical Education classes.

SPECIALISED PHYSICAL EDUCATION

YEAR 9: 09SPE3

**PREREQUISITES:** Good participation and attitude towards Health and Physical Education.

This subject is designed to introduce and develop advanced fitness and gameplay skills across a variety of competitive and recreational sporting contexts.

The course is split into three specific focus areas: Specialised Ball Sports, Specialised Fitness and Physical Recreation.

Students will be involved in weights training, fitness testing and analysis as well as numerous competitive and recreational sports which may include basketball, floor ball, golf, pool, table tennis and badminton.

Students who successfully complete this subject will gain valuable tools which will enable them to take control of their own fitness and be a positive influence on others. This subject is designed to develop the skills and knowledge in the games of Basketball, Netball, Football, European Handball, Soccer and Volleyball for physically talented students.

YEAR 10: 10SPE3

**PREREQUISITES:** Good participation and attitude towards Health and Physical Education.

This subject is designed to introduce and develop advanced fitness and gameplay skills across a variety of competitive and recreational sporting contexts.

The course is split into three specific focus areas; Specialised Ball Sports, Specialised Fitness and Physical Recreation.

Students will be involved in weights training, fitness testing and analysis as well as numerous competitive and recreational sports which may include squash, volleyball, hockey, pool, table tennis and badminton.

Students who successfully complete this subject will gain valuable tools which will enable them to take control of their own fitness and be a positive influence on others.
LEARNING AREA: THE ARTS

VISUAL ARTS

Through the study of a variety of subjects in this Learning Area, students will gain a greater understanding of the Arts in both an aesthetic sense and a practical sense.

Students will be encouraged to express themselves creatively and develop a critical appreciation of their own work and the work of others.

The Visual Arts subjects in Years 9 and 10 are structured using the Australian Curriculum to encourage students’ individual ideas.

To help students to communicate their arts ideas, they will learn about arts techniques and processes as well as reflecting on artists and the arts in today’s society.

The Senior School Visual Arts courses require an understanding of arts terminology and practices to achieve the best possible results. It is desirable therefore, to select Visual Arts courses in preceding years to ensure every opportunity of success in Senior School.

ARTS OUTCOMES

- Communicating Arts Ideas
- Skills Techniques and Processes
- Respond, Reflect and Evaluate
- Arts in Society

VISUAL ARTS THREE

YEAR 9: 09VA2
09VA3

YEAR 10: 10VA2

PREREQUISITES: Nil

DESCRIPTION: This subject is designed to allow students to express their creative ideas through two and three dimensional media. The media may include ceramics, sculpture (paper mache, wire, cane and mixed media etc.), printmaking (lino, screen-printing and etching), and painting (acrylics, water colours and oils).

At least one major project will be set each term. An emphasis on exploration and annotation of ideas and various art movements, captured through the student’s visual diary is also a key component of this subject.
GRAPHIC IMAGING

YEAR 9: 09GI2

YEAR 10: 10GI2 10GI3

PREREQUISITES: Nil

This subject uses drawing and computer aided design to introduce and advance students in the field of Graphics.

Tools and programs used throughout the year will include, but not be limited to: Photography and Photoshop (image manipulation and graphic design), perspective drawing (hand drawn) and 3D modelling/computer aided design using Google Sketchup.

No previous knowledge of these areas is necessary, but a sound creative flair and high work ethic are required. This subject will be held in a computer environment and as such will not involve the use of paint, clay or similar ‘wet’ studio media.
LEARNING AREA: TECHNOLOGY AND ENTERPRISE

Technology and Enterprise subjects are offered as two periods per week and three periods per week subjects.

DESIGN AND TECHNOLOGY

FURNITURE WOODWORK

YEAR 9: 09FN2
YEAR 10: 10FN3
PREREQUISITES: Nil

DESCRIPTION: Students will develop problem solving and woodworking skills to complete set projects and to design and make personal projects. By completing different models, students will learn many new skills.

These skills will involve lathe work, carving, joint construction, finishing, model making, and the use of hand and power tools.

METALS

YEAR 9: 09MT3
YEAR 10: 10MT3
PREREQUISITES: Nil

DESCRIPTION: Students will develop problem solving and metalworking skills to complete set projects and to design and make personal projects.

Students will complete a range of processes such as, welding, soldering and casting and also learn how to handle a range of specialist tools and equipment including lathes, pedestal drills, oxy-acetylene equipment and arc and mig welders.
INFORMATION TECHNOLOGY

YEAR 9: 09IT2  
         09IT3

YEAR 10: 10IT3

PREREQUISITES: Nil

DESCRIPTION: The ability to use information technology effectively, both in the workplace and at home is vital for all students and their success in the future. Students will gain a greater understanding of computers in society and industry, computers and health, computer crime and the history of technology.

Students will use the latest hardware and up-to-date software to develop skills needed to produce a variety of desktop publishing products to a professional standard. The latest hardware will also be used to create web pages and multimedia presentations incorporating digital camera and scanned images as well as audio output using microphones to record sounds and music from CDs.
HOME ECONOMICS

HOME ECONOMICS
YEAR 9: 09HE3
YEAR 10: 10HE3
PREREQUISITES: Nil

DESCRIPTION:
This course is available to Year 9 and 10 students as an option that includes sewing and cooking aspects. They develop the skills required to use a sewing machine, over locker and equipment required for cutting and pattern making. They also gain the knowledge of different techniques used in the construction of articles and garments.

The cooking activities in class assist students to formulate valuable life skills in food preparation as well as understanding nutrition.

This is a stepping stone into a career of hospitality, fashion or child care.

COOKING

COOKING
YEAR 9: 09CK2
YEAR 10: 10CK2
PREREQUISITES: Nil

DESCRIPTION:
Students can choose to study Cooking where they are encouraged to build a sound knowledge of the skills required to work with food. The activities in class assist students to formulate valuable life skills in food preparation as well as understanding nutrition. These skills empower students to take control of their food choices and therefore their health and well-being. Students will cover a range of topics throughout the year of learning.