



# Course Selection Book

## Year 7 - 10 2025

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NARROGIN SENIOR HIGH SCHOOL  
*Advance With Integrity*

"Respect, Responsibility & Tolerance"



# Welcome

Welcome and congratulations on joining Narrogin Senior High School. For the students continuing we look forward to assisting you on this journey. The school staff and community prides itself in working together to provide each student with the opportunity to achieve their personal best.

## Choosing Courses

Teachers, with Heads of Learning Areas, will advise students of appropriate pathways in English, Mathematics, Science and Humanities & Social Sciences, through to Years 11 - 12.

Health and Physical Education subjects are regarded as essential elements of the Year 7, 8, 9 and 10 curriculum and are therefore taken by all students. All students in Years 7 and 8 will study a language. Indonesian and Aboriginal Languages are offered at NSHS. In addition, Literacy Development will be studied by Year 7 students and STEM (Science, Technology, Engineering, Mathematics) will be studied by Year 10 students.

The remainder of the student's course consists of Specialist Programs (if students are eligible), and either Standard Taster Courses (for students in Years 7 and 8) OR Elective Courses (for students in Years 9 and 10).

The essential requirements are that each student:

- Becomes familiar with the course information.
- Consults with parents/carers, subject teachers.
- In Years 7, 8, 9 and 10 completes their subject selections.

Students may need to reselect subjects if an original selection cannot be timetabled.

## Please note:

The information contained in this booklet is correct at the time of printing in May 2024 however subjects offered may change depending on student numbers and subject availability.

Subject charges listed in this book are intended to be purely indicative and are based on 2024 costs.

## **Eight Learning Areas**

Narrogin Senior High School delivers curriculum in line with the Western Australian Curriculum and Assessment Outline and the Western Australian Curriculum Framework.

The eight learning areas are: The Arts, English, Health and Physical Education, Mathematics, Science, Humanities and Social Sciences, Languages and Technologies.

## **Summary of Lower School Courses**

In **Year 7 and 8** Narrogin Senior High School students have the opportunity to participate in a broad and balanced curriculum. Students undertake learning experiences in a nurturing environment that teach students how to identify, develop and appreciate their own gifts and unique qualities of others, encouraging participation and student retention.

**Year 9** extends student's progress and allows them more choice in optional subjects, which are suited to their interests and educational aspirations.

**Year 10** is seen as preparation for Upper School and allows more options to be chosen and the academic subject pathways reflect post school destinations.

## **Year 7 and 8 Courses**

All students undertake the a variety of subjects throughout Years 7 and 8. This gives an opportunity for students to experience various courses within the Technologies, Arts and Physical Education areas and develop the core subjects of English, Mathematics, Humanities and Social Sciences, Languages and Science.

## **Choices for Year 9 and 10**

In Term 3 students begin the process of choosing the options for the following year. Whatever options are chosen, students continue to study English, Mathematics, Science as well as Humanities and Social Sciences and Languages along with subjects from other learning areas. The Heads of Learning Area will give details for students to discuss their subject choices with parent/caregivers. Subject summaries are found later in this book.

## Year 7 2025 Timetable Structure

<b>Learning Area</b>	<b>Subject</b>	<b>Periods Per Week</b>
English	English	4
Mathematics	Mathematics	4
Science	Science	4
HASS	HASS	4
Health and Physical Education	Health Education Physical Education	3
The Arts - Visual The Arts - Performing	Visual Arts compulsory Drama, Dance or Music	2 2
Technologies	Food Technology or Materials, Design & Technology Digital Technology (compulsory)	2-4
Languages	Indonesian Aboriginal Language and Culture (Noongar)	1

# Daily Structure

<b>8:40 FIRST BELL</b>	
<b>Monday, Wednesday, Thursday, Friday</b>	<b>Tuesday</b>
<b>Advocacy Meeting</b> 8.45am – 9.00am - 15 min	<b>Period 1</b> 8.45am – 9.45am -60 min
<b>Period 1</b> 9.00am – 10.00am - 60 min	<b>Period 2</b> 9.45am – 10.45am - 60 min
<b>Period 2</b> 10.00am – 11.00am - 60 min	<b>Year Meeting 15</b> 10.45 -11.00am -15 mins
11:00 to 11:30am <b>RECESS</b> Warning Bell 11:25am	11.00am to 11.30am <b>RECESS</b> Warning Bell 11:25am
<b>Period 3</b> 11.30am- 12.30pm - 60 min	<b>Extended Advocacy Or Assemblies</b> 11.30am- 12.30pm - 60 mins
<b>Period 4</b> 12.30pm – 1.30pm - 60 min	<b>Period 4</b> 12.30pm – 1.30pm - 60 min
<b>1:30 LUNCH 1.30pm – 2.00pm Warning Bell 1:55pm</b>	
<b>Period 5</b> 2.00pm – 3.00pm - 60 min	<b>Period 5</b> 2.00pm – 3.00pm - 60 min
<b>3:00 FINAL BELL</b>	

The timetable is structured around five one hour periods per day. There are two periods before the first break (30mins) two periods between the first break and second break (30 mins) and one period after the second break. This gives a total of 25 periods per week. The year is divided into two semesters, each consisting of two terms. Each term consists of approximately ten weeks.

# Curriculum Information

## English

### Years 7 to 9

These are year long programs built around the three interrelated strands of:

1. Language Knowing about the English language.
2. Literature: Understanding, appreciating, responding to, and analysing and creating literature.
3. Literacy: Expanding the repertoire of English usage.

The above strands are mandated in the Western Australian Curriculum and Assessment Outline.

The Teaching and Learning program focuses on developing students' knowledge, understanding and skills in reading, writing, viewing, speaking and listening.

For students who would benefit from extra literacy support, MacqLit is offered. This is a program of intensive reading instruction, conducted in small groups. Students are assessed individually for eligibility and placed into groups that take into consideration the abilities of the students in the group.

### Year 10

Year 10 English continues to address each of the strands covered in years 7 to 9. Students study a range of texts including documentaries, films, novels and plays. The course is designed to prepare students for the ATAR, General and Foundation courses in Years 11 and 12.

### Academic Extension

English is also offered in Year 10 and it is anticipated that students who are in this class will study ATAR English in Years 11 and 12. Students hoping to study ATAR (university preparation)Literature in Years 11 and 12 are encouraged to also select the English elective Pre-Literature “Our Literary World - critically creating your future” option offered in Years 9 and 10.

# English Elective: Pre-Literature

## Our Literary World - Critically Creating Your Future Years 9 and 10

If English is a strength and you feel the pen is ‘mightier than the sword’  
- this is for you!

This option is designed to enable the students of today develop the skills necessary to encourage them to be the leaders of tomorrow.

The program is offered as a two period per week, year-long course and is in addition to the standard English curriculum. “Our Literary World - Critically Creating your Future is designed to assist students who intend to study ATAR courses in English, such as English and Literature. This option will engage students in a deeper and more nuanced understanding of these subject areas.

Our society is characterised by rapid change. Changes in the nature of work, the interdependence of world communities, global environmental issues and social, political and economic conditions will continue to pose challenges and offer opportunities throughout the twenty-first century. Students will participate in a variety of activities designed to enhance their knowledge of the world they live in and develop an understanding, and a love of, language and how it is used.

The program will be:

### Year 9

Semester 1     Poetry and Visual Language/Multimodal texts  
Semester 2     Novel - a classic

### Year 10

Novel - a classic  
Semester 2 - Concepts in ATAR English

# Humanities and Social Sciences (HASS)

Humanities and Social Sciences (HASS) encompass the study of how human beings live and work together in different societies around our world, including subjects of History, Geography, Economics and Business & Civics and Citizenship.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

From Years 7 to 10 students follow a sequence of units based upon the Western Australian curriculum. There is considerable focus on the development of key skills across all years of schooling. HASS skills include questioning and researching; analysing; communicating and reflecting and evaluating. Students will undertake learning in the following subject areas.

## Year 7

- Geography (Water in the world; Place and livability)
- Economics and Business (Producing and consuming)
- History – (The ancient world; Investigating the past; Investigating one ancient society)
- Civics and Citizenship – (Designing our political and legal system)

## Year 8

- Geography (Landforms and landscapes; Changing nations)
- Economics and Business (Participation and influences in the market place)
- History – (The ancient to the modern world; Investigating Medieval Europe; Investigating the Black Death in Asia, Europe and Africa – 14th century plague)
- Civics and Citizenship – (Democracy and law in action)



## **Year 9**

- Geography (Biomes and food security; Geographies of interconnections)
- Economics and Business (Australia and the global economy)
- History – (The making the modern world; Investigating the Industrial Revolution; Investigating World War I -1914-1918)
- Civics and Citizenship – (Our democratic rights)

## **Year 10**

- Geography (Environmental change and management; Geographies of human wellbeing)
- Economics and Business (Economic performance and living standards)
- History – (The modern world and Australia; Investigating World War II – 1939-1945; Investigating rights and freedoms – 1945-the present)
- Civics and Citizenship – (Justice at home and overseas)

## **Year 9 & 10 - Elective**

### **Financial Literacy**

Financial Literacy is for students to learn essential skills related to money and to equip students with knowledge and skills to manage money effectively. The course will also help to support students to develop their entrepreneurial skills. Students will develop transferable skills, such as innovation, creative thinking, collaboration, communication, teamwork, project management, plus critical thinking and analysis. The course is designed to introduce personal money management to students. Students will look at key areas such as managing money skills, financial risks and rewards in the current Australian and global landscape and ways consumers can protect themselves. The nature of innovation and maintaining a competitive advantage, Australia's trade, including a tourism and transnational corporations in the supply chain will also be included in this course.

Students could participate in various programs in relation to the topics business and enterprise, the programs may include the ASX Stockmarket Game and Tax Super + You Competition.

## Year 10 Elective

### Business Preparation Course

Students often wonder how businesses do what they do?

This course focuses on the way people in business manage, organise, facilitate, as well as market the production of both goods and services. This course is structured around a Certificate I in Business.

During the course, students will learn about the role of business and enterprise in the community and will develop skills to effectively communicate ideas through the use of information technologies.

- Students will develop skills to communicate through the use of memos, emails, letters and reports etc.
- Students will develop skills in using Word, Publisher, PowerPoint and Excel, along with the use of other applications.

The course will allow students to develop communication skills, especially written, oral and information technologies.

It will also allow for students to develop creativity, critical thinking and entrepreneurship skills, including the use of STEM, particularly 'T - Technology'.



# Languages

Learning a language has many benefits such as:

- Providing a competitive advantage in a multi-lingual, global world.
- Developing inter-cultural capability, it develops an understanding of and respect for, diversity and difference, and an openness to different experiences and perspectives.
- Appreciate cultural diversity.
- Extending the ability to communicate.

## Years 7 and 8

### Indonesian: Second Language

Developing the skills to learn a foreign language, particularly that of one of Australia's closest neighbours, plays an important role in preparing students to participate effectively as global citizens of the 21st century. Indonesian: Second language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language. Skills developed in previous years are extended with the focus on their oral and written communication skills along with their understandings of Indonesian language and culture. Some students begin Year 7 with proficiency in languages other than Indonesian and bring existing language learning strategies and inter- cultural awareness to the new experience of learning Indonesian.

### Aboriginal Language and Culture (Noongar)

Aboriginal histories and culture are fundamental to the development of Australian identity and the formation of contemporary Australian society. The exploration of Aboriginal culture, past, present and future and how Aboriginal peoples interact with other socio cultural groups, provides a logical starting point for the exploration of cultural identity. Students will be provided with the opportunity to investigate the language and culture, as well as understand and respect past and present experiences of Aboriginal people within Australian society.

In Year 7 & 8, students will study Indonesian or Aboriginal Language and Culture (Noongar) all year, for one period a week.

\* Shooting Stars and Clontarf students will only be studying Aboriginal Language and Culture (Noongar) for the whole year in both Year 7 and 8.

## **Years 9 and 10**

### **Indonesian Elective**

Learning languages plays an important role in preparing students for participation as global citizens within the 21st century. Developing the skills to learn a foreign language, particularly that of one of Australia's closest neighbours (Indonesia), plays an important role in preparing students to participate effectively as global citizens of the 21st century.



# Mathematics

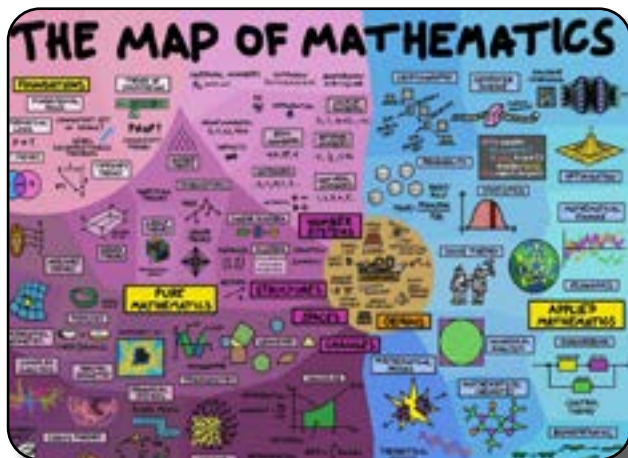
Mathematics is a subject to explore and enjoy. It plays a key role in the development of students' numeracy and assists learning across the curriculum. The course is organised around the interaction of three content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Our emphasis on logical thinking and problem solving reflects the requirements of The Western Australian Curriculum and aims to provide opportunities to develop mathematical understanding and knowledge using the proficiency strands of Understanding, Fluency, Problem Solving, and Reasoning.

## Years 7 Mathematics

The primary focus of the Year 7 Mathematics course is the continuation of the Western Australian Curriculum and a successful transition into secondary school. All Year 7 students begin Mathematics in a common course. During the year, information about performance and progress is gathered from a variety of sources and students may be identified and put into a modified program to either accelerate their learning or to help them fill in gaps in their understanding.



## Year 8 Mathematics

The Year 8 Mathematics course builds on the concepts and skills developed in year 7.

Students are streamed based on their performance in year 7. The syllabus in Year 8 is based on the Western Australian Curriculum. Assessments will include examination, topic tests and problem-solving investigations. Learning programs in classes may be differentiated to cater for student needs.

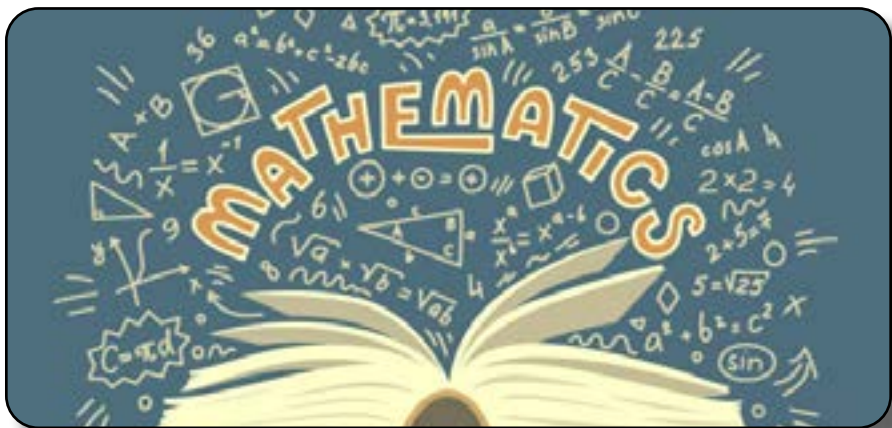
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## Year 10 Mathematics

The Year 10 pathways are designed to provide sound preparation for further Mathematics study in Senior School courses and to ensure that all students have the opportunity to meet the minimum numeracy standard required to achieve a WACE. Mathematics Specialist, Methods and Applications are ATAR courses whereas Mathematics Essentials is a general course.



# Science

## Year 7

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Interaction between multiple forces when explaining changes in an object's motion is also studied. Students will explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components.

## Year 8

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, students explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.

Towards the end of Term 4, the HOLA of Science will create the Year 9 Science Circus class for 2024. The focus of the class is for the students to create small scientific demonstrations which will be presented to primary aged students in the district.

## Year 9

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. Students begin to apply their understanding of energy and forces to global systems such as continental movement. At the conclusion of Year 9, the HOLA of Science will create a 2024 pre-ATAR class for Year 10. This role of this class is to prepare students for the rigours of ATAR Science Subjects in Years 11 and 12.

## Year 10

In Year 10, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence or different theories, such as the theories of Natural Selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the Periodic Table. They understand that motion and forces are related by applying physical laws. Students learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

All students in every Year 10 science class complete the same curriculum and common assessments. Students in the pre-ATAR course complete work of a higher complexity in readiness for the Year 11 and 12 ATAR science subjects.





## Years 9 and 10 Science Elective

### STEM

Science Technology Engineering and Mathematics (STEM) highly benefit students who are choosing to pursue future studies in the STEM sciences such as biology, chemistry, human biology, physics and psychology.

STEM is ideal for all students particularly those who show a high degree of scientific interest and/or academic ability. All four fields blend into a series of inquiry based activities that rely on the students to be autonomous and inquisitive. Such contextual activities include structural engineering, motors and machines, ecological studies, kitchen chemistry and rocketry engineering. Engineering is not just building things, but designing, critiquing and using the Scientific Method to develop and assist the world around us.



# The Arts

## Year 7

### Visual Arts: Ways of Seeing

Students are to be prepared to try new things and gain new skills along the way.

In this introduction to fundamental drawing and designing skills, students will be immersed in an imaginative and creative journey. They will create artworks about “the world around you” through the elements of art, colour, shape, line, tone and texture. Students will work in a studio setting to explore different types of 2D and 3D artworks such as drawing, painting, collage, printmaking and sculpture. There is a focus on finishing and presenting artwork in an exhibition setting to celebrate their achievements.

## Year 8

### Visual Arts: Personal Geographies

Students are to be prepared to make works of art using their creativity and skills. This subject aims to explore and develop skills and techniques in a range of contexts: drawing, painting, printmaking and sculpture. They will have an opportunity to explore the works of artists and their styles, and reflect on the works using art language. The course provides opportunities to use a range of materials to create individual works exploring “the self and how you view the world”.

## Years 9 and 10 Arts Electives

### Year 9

#### Visual Arts: Identity

Students are to be prepared to make challenging, original works, to be exhibited at the gallery. This course incorporates drawing, painting, ceramics, sculpture, textiles, and a combination of forms to allow for a mixed media approach. They will have an opportunity to challenge their own ideas and develop critical understandings of the works of other artists. Students will develop practical skills through the exploration of their world using imagination and personal expression. The Visual Arts course will extend the students critical thinking skills by analysing historical and contemporary works of art.

## **Year 10**

### **Visual Arts: Culture In Art**

Be prepared, continue to make challenging, original works, to be exhibited at the end of the year. This subject provides for greater specialisation of art skills and techniques in the areas of drawing, printmaking, sculpture, textiles, ceramics and painting with a focus on cultures. Students will have opportunities to explore a range of contexts and investigate the works of art produced by a range of artists, both past and contemporary. Semester 1 will have a Fine Art focus and Semester 2 will have a focus on Craft (Textiles, Ceramics).

Possible Senior School Pathways include Visual Arts General, Certificate II of Visual Arts, Photography and Media.

## **Year 9**

### **Photography**

In Year 9 Photography, students are exposed to a range of Photography and Adobe Photoshop skills. They will explore many different areas of Photography and create original images, giving them a broad understanding of the subject. Students will have the opportunity to display their work at a range of competitions, shows and exhibitions throughout the year. Areas of Photography that students will explore in Year 9 are:

- Composition
- Portraits
- Surrealism
- Macro Photography
- Product Photography
- Image Analysis
- Adobe Photoshop Skills



## Year 10 Photography

In Year 10 Photography, students will expand on their knowledge and skills by creating a range of contemporary images. Throughout Year 10, students will experiment with a range of technical Photography and Photoshop skills. Students will deepen their understanding of key elements and produce some innovative images and designs. Students will have the opportunity to display their work at a range of competitions, shows and exhibitions throughout the year. Areas of Photography that students will explore in Year 10 are:

- Studio Photography
- Editorial Portrait Photography
- Animation
- Graphic Design
- Manual Photography



## **Year 7**

### **Class Music**

Students are to be prepared to engage in body percussion, chair banging, and a whole lot of noise in this engaging semester long course. In Year 7, students will explore and develop their musical knowledge and understanding through a range of practical activities. They develop their basic musical knowledge and build on their awareness of world music cultures, traditional Indigenous music, and contemporary Australian music. Students develop their performance and compositional skills through classroom percussion ensembles; enriching their teamwork and leadership traits.

## **Year 8**

### **Class Music**

Students are to be prepared to unleash their inner DJ and get into the recording booth. In Year 8, students continue to develop their musical knowledge and understanding. They use a range of music software (i.e. Garageband and Sibelius) to record and produce their musical ideas, and develop their performance skills through class ensembles and concerts. Students also explore how music is used as a powerful tool to highlight social and political issues in modern society.

## **Year 9**

### **Class Music**

In Year 9, students engage in a range of musical contexts (i.e. Blues and Jazz, Hip Hop, Contemporary Rock) to extend their knowledge and understanding of the musical arts. Students develop their aural and theory skills, including keyboard skills, and demonstrate their understanding through arranging and composition activities for class ensembles and bands, using a range of music software. Students continue to develop their performance skills and demonstrate resilience and commitment through classroom concerts and participation in school ensembles. Students deepen their understanding of music as a means of social and political change.

## **Year 10**

### **Class Music**

In Year 10, students deepen their knowledge and understanding of music through a range of contexts (i.e. Jazz, Rock, Pop, and Classical). Students strengthen their aural and theory knowledge, including keyboard skills, and demonstrate their command of musical language through various arranging and compositional activities. Students develop their performance skills through participation in class performances and school ensembles.

Students extend and deepen their knowledge of music history and its potential for social impact.

The pathway to music in Senior Secondary is into General Music, a subject covering topics Classical, Contemporary and Jazz music.



# Dance

## Years 7 to 10

Dance students are given opportunities to learn and develop their technical dance skills including fitness, flexibility and body awareness. Students are provided with ways to choreograph using the elements of dance, choreographic devices and intent to tell stories and explore themes through dance. They also discuss the use of choreography and design concepts of different dance works.

To develop their knowledge in the dance course, students will be provided with opportunities to perform at events and work with professionals from the industry. Students develop their confidence and performance skills in concert and competition formats.

Though there is no prerequisite, a strong level of commitment in participation and performing is required.

Focus areas for this course include:

- Hip Hop
- Bollywood/Cultural dance
- Jazz
- Musical Theatre
- Cheer
- Acrobatics
- Contemporary
- Composition



# **Drama**

## **Years 7 & 8**

This program provides students with the opportunity to learn about drama and stage production. Students will be given practical skills and knowledge in the range of roles needed to put on a performance, including on stage, backstage and front of house. Students will also develop skills to perform themselves over a range of contexts in front of an audience and using media.

The focus for learning in this course is on:

- Stage craft
- Mime & Circus
- Shadow puppetry
- Speech techniques
- Scripted and improvised drama

## **Year 9 & 10 Drama Production**

Drama Production enables students to develop their skills and knowledge about all elements of staging from earlier years and putting on a production. Students will workshop their skills while collaborating with professional providers from the industry.

This course also allows students to learn a variety of performance modes and techniques needed to put on a performance themselves.

The focus for learning in this course is on:

- Soap Opera
- Australian Theatre
- Production roles
- Set design
- Scripted and improvised drama



# Health & Physical Education

Students learn how to enhance their own and others' health, safety, well-being and physical activity participation in varied and changing contexts. This course offers students curriculum that is contemporary, relevant, challenging, enjoyable and physically active. Students will develop their knowledge and understand how to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risks and develop satisfying, respectful relationships.

## Health Education

### Years 7 and 8

Students learn a variety of skills, values and knowledge that assist them to navigate their way through adolescence. A range of topics using a strengths based approach is studied. Students will examine their changing emotional development and leverage this off contemporary health issues. Content will include emotional development, cyber safety, puberty and drug education focusing on smoking, alcohol and vaping.

### Years 9 and 10

Students learn a variety of skills, values and knowledge that help them to navigate their way through the middle of adolescence. A range of topics using a strengths based approach is studied. Content will include sexuality, recreational legal and illegal drug use, mental health and First Aid. In year 10 students complete the Keys for Life Program which assists students in becoming safe drivers and gaining a driver's licence.

## Physical Education General

### Years 7 to 10

These programs help students reach their potential by understanding movement concepts in very practical settings. Students move through a developmental curriculum which allows staff to differentiate for individual needs and capacities. From the Fundamental Movement Skills to playing sports such as Volleyball, Badminton, Tennis, Touch Rugby, Hockey, Cricket, Netball and Softball. Students are provided with high end opportunities to develop themselves physically, cognitively, socially and emotional through physical activity.

## **Years 7 to 10 Sports Academy**

Students in Years 7 and 8 can select to study one of the two sports offered; Hockey or Netball. In Years 9 and 10 Hockey and Netball are electives. This program focuses on the chosen sport for 30 weeks a year. Students have the opportunity to achieve their personal best specialising in one sport. Differentiation allows for students intending to make representative sides through to students who are beginners. Higher end facilities, equipment, specialist teachers, strong links with State peak bodies, along with camps and excursions, the Sports Academy is the H&PE learning areas marquee program. When applications exceed places selection processes are implemented. Attendance, behaviour, previous PE grades, club involvement and aptitude drive the selection process if required.

## **Physical Education Elective**

### **Year 9 and 10**

#### **Physical Recreation**

This course offers a range of activities outside of the tradition General Physical Education Program. Examples of activities that may be offered are: Archery, Golf, Lawn Bowls, and Water Polo. The class size is limited and selection processes are often implemented. Attendance, behaviour and grades from previous PE classes drive the selection process



# Technologies

## Year 9

### Fun with Food

This introductory course (in either Year 7 or 8), will equip students with basic skills in both food preparation and textiles. They will be introduced to food hygiene, working with others in a safe environment to prepare foods to share and enjoy. Students will also learn basic hand sewing and construction techniques to make a craft product.

This course is the stepping-stone to further units of study in the area of foods and textiles.

### Food For Thought

Students will continue to build on their knowledge of the properties and skills in preparing a variety of food products, as well as the importance of good nutrition. Studies in this area can become a pathway to further studies in Hospitality in the Trade Training Centre in Year 11 and 12 where Vocational, Education and Training (VET) certificates can be completed

### Childcare and Textiles

In this subject students will develop their understanding of child development by investigating first aid and the roles and responsibilities of a baby sitter. Students will also develop appropriate play activities suitable for a range of age groups. This subject provides a background for Child Care in subsequent years.

Students will begin to experiment with different textiles to create various projects using basic sewing skills.



## **Materials Design and Technology**

Students undertaking this course (in either Year 7 or 8), will be introduced to skills in Woodwork, Metalwork and Design. The program of work will provide students with practical skills and knowledge enabling them to show development in Technologies. An introduction to CNC Routing, CNC plasma cutting, laser cutting and 3D printing may be offered

### **Wood Design**

Students develop skills in designing, drawing, traditional joint construction, wood turning, free-form woodwork and project construction using the available tools and machinery, including CNC router and laser cutting technology. Project choice will vary and students may also be able to design and make their own projects. Examples of projects include and are not limited to, kitchen cutting board, pot planters, turned bowls and jewellery boxes.

### **Metal Design**

In this subject students are encouraged to develop their own ideas through drawing and then fabricating their models using machines, welding skills and fabrication techniques. Projects may range from jewellery items to garden tools, candle holders to spinning tops. Students will be encouraged to use CNC plasma cutting technology.

### **Engineering Design**

Students will complete a study of product design using new technologies. They will learn basic skills in 3D modelling, file conversion, laser cutting and 3D printing. Students will also look at basic electronic components, prototyping introductory circuits and have an opportunity to include electronic moduling in their products. Students will also learn introductory coding skills and learn how to use a micro pro to manage input/output and sensors.

### **Introduction to Mechatronics**

This is a course that will have a heavy focus on automation and robotics, including participation in Perth based competitions such as WA Robotics Playoff (WARP) and FIRST Lego League Challenge. The course will require students to become competent at coding existing robotic parts using python, as well as utilising higher-level components in Year 10 to create a robotic machine capable of competing in the Perth playoffs. Students will be able to utilise 3D printers and laser cutting machines to create custom parts and mechanisms. The content of the course is not restricted to competition based design and will branch out into multiple automation pathways such as drone development and application.

## Year 10

### Certificate II Hospitality

This course is a three year program for students who have a passion for food, coffee and serving others. In this course students will begin their Certificate II Hospitality and complete six competencies: Students will have the opportunity to work in a commercial kitchen, learn about the hospitality industry and walk away with job ready skills to help them apply for work at a café or restaurant. All lessons, theory and practical, will be held in The Hilltop and there will be opportunities to serve the school and Narrogin community.

This is a pathway to Certificate II Hospitality (Year 11) and Certificate II Cooking (Year 12). The class is limited to 16 students and students will be subjected to an interview and selection process.

### International Food

Students are introduced to the cuisines and cultures of the world, investigates each country and prepare traditional foods. A different cuisine/style of food will be prepared as students learn the basic cooking methods to create fabulous dishes suited to the menu. They will appreciate and respect different cultures through the preparation, cooking and serving of a variety of foods. Students must be willing to engage in both theory and practical components of the course. This subject compliments the pathway into the VET Certificates in Kitchen Operations and Hospitality in Years 10 to 12.



## **Trade Workshop**

This course offers activities that may assist students in exploring interests and strengths in building trades, as well as what a householder may encounter at home. The students will learn practical skills involving, welding, carpentry, bricklaying, tiling, using hand tools and power tools. This course is a precursor to Building and Construction.

## **Wood Design**

Students develop skills in designing, drawing, wood turning, free-form woodwork and project construction using the available tools and machinery, including CNC router and laser cutting technology. Project choice will vary and students may also be able to design and make their own projects. Examples of projects include coffee tables, turned bowls, jewellery box and small cabinets.

## **Metal Design**

In this subject students are encouraged to develop their own ideas through drawing and then fabricating their models using machines, welding skills and fabrication techniques. Examples of projects include a tool box, folding camp shovel and coffee tables or welded frame. Students will be encouraged to use CNC plasma cutting technology in their projects.

## **Introduction to Mechatronics - (STEM Designed)**

This is a course that will have a heavy focus on automation and robotics, including participation in Perth based competitions such as WA Robotics Playoff (WARP) and FIRST Lego League Challenge. The course will require students to become competent at coding existing robotic parts using python, as well as utilising higher-level components in Year 10 to create a robotic machine capable of competing in the Perth playoffs. Students will be able to utilise 3D printers and laser cutting machines to create custom parts and mechanisms. The content of the course is not restricted to competition based design and will branch out into multiple automation pathways such as drone development and application

## **Engineering Design**

Students will develop their knowledge of product design using 3D computer modelling, laser cutting and 3D printing processes. Students will construct PCB electronic circuits and have the opportunity to embed these in their own design projects. Students will use micro controllers to code and test a basic robotic design.

# Alternative Programs

## Clontarf

The foundation works with Aboriginal boys to improve the education, discipline, life skills, self-esteem and employment prospects of Aboriginal men and by doing so equips them to participate more meaningfully in society. This program is based at Narrogin Senior High School.

One period per week - Health program tailored to meet the needs of Aboriginal boys

One period per week - Aboriginal Language and Culture



## Shooting Stars

The Aboriginal girls program is based at Narrogin Senior High School and combines advocacy and support, engagement activities, rewards and health and well-being sessions to strengthen participants' confidence, cultural identity and positive attitudes.

**One Period per week** - Health program tailored to meet the needs of Aboriginal girls.

**One Period per week** - Aboriginal Language and Culture.



# Reporting and Assessment

## Reporting

The school conducts parent-teacher interviews for all years (7 - 12), usually in Terms 1 and 3. During the year, every effort is made to contact parents whose children are experiencing particular difficulties. Parents who are concerned about their children, can arrange with Student Services to have a progress report prepared and discuss with relevant staff.

Formal reports are provided twice a year at the end of each school semester. These reports are one of many strategies used by the school to communicate parents about their child's progress. These reports are distributed through Connect.

## Lower School Reporting Years 7 to 10

The information contained in this report is a summary of your child's achievement, attitude, behaviour and effort. Formal reports are provided twice a year at the end of each school semester. This report is one of a number of strategies used by the school to communicate with you about your child's progress.

## Student Achievement

The knowledge, skills, understandings and values that students need to have learned are defined as learning area outcomes in the Australian Curriculum Framework or the Western Australian Curriculum and Assessment Outline. All marks and assessments are loaded onto Connect for parent and student access.

## Attitude, Behaviour and Effort

The attitude, behaviour, and effort are aligned with the school's behaviour matrix.

## Comments

Comments provide information regarding student's approach, achievement and attitude followed by suggestions for improvement. Parents are encouraged to follow up with relevant staff regarding concerns.

## Connect

Parents are able to log into Connect to access their child's classes and to view notices and obtain Reports.

Log in details are emailed to the parents of all students once their child has commenced school. If they already have log in details for other children at school, new siblings will be added to the same log in.



# Financial Matters

## **Fees and Books**

- 2024 charges are listed in this booklet and are intended to be estimates as per previous year.
- Booklists and details of contributions and charges for selected courses will be issued at the end of the school year.

## **Abstudy**

- Abstudy is for Aboriginal students and is subject to means test.
- For further information and application forms, please contact Centrelink.

## **Secondary Assistance scheme (Charges and Clothing)**

To be eligible, parents must hold a current Pensioner Card, Health Care Card or a Pensioner Concession Card from the Department of Veteran Affairs.

Please contact the school at the start of the school year to make necessary arrangements.

# Fees and Charges

## YEAR 7

Code	Subject Name	Voluntary Contributions	Compulsory Charges
7ALC	Aboriginal Language & Culture	\$6.00	
7CFA	Clontarf Football Academy*	\$10.00	
7MUS	Class Music	\$10.00	
7DAN	Dance	\$10.00	
7DT	Digital Technologies	\$5.00	
7ENG	English	\$22.00	
7FST	Food Technology	\$30.00	
7HASS	Humanities & Social Sciences	\$24.00	
7HE	Health Education	\$10.00	
7HOCK	Hockey Academy		\$45.00
7INDO	Indonesian	\$6.00	
7IMSS	Instrumental Music - Hire		\$110.00
7MAT	Mathematics	\$25.00	
7MDT	Materials Design and Technology	\$33.00	
7NET	Netball Academy		\$45.00
7PE	Physical Education General	\$20.00	
7SCI	Science	\$33.00	
7ART	Visual Art	\$17.00	
7SSTARS	Shooting Stars*	\$10.00	\$0.00

\* denotes in partnership with external parties.

## YEAR 8

<b>Code</b>	<b>Subject Name</b>	<b>Voluntary Contributions</b>	<b>Compulsory Charges</b>
8ALC	Aboriginal Language & Culture	\$6.00	
8CFA	Clontarf Football Academy*	\$10.00	
8DAN	Dance	\$10.00	
8DRA	Drama	\$10.00	
8DT	Digital Technologies	\$6.00	
8ENG	English	\$22.00	
8FST	Food Technology	\$30.00	
8HASSL	Humanities & Social Sciences	\$24.00	
8HE	Health Education	\$10.00	
8HOCK	Hockey Academy		\$45.00
8INDO	Indonesian	\$6.00	
8MAT	Mathematics	\$25.00	
8MDT	Materials Design & Technology	\$33.00	
8MUS	Class Music	\$10.00	
8NET	Netball Academy		\$45.00
8PE	Physical Education General	\$20.00	
8PERF	Performing ARTs	\$10.00	
8SCI	Science	\$32.00	
8ART	Visual Art	\$17.00	
8SSTARS	Shooting Stars*	\$10.00	

\* denotes in partnership with external parties.

## YEAR 9

<b>Code</b>	<b>Subject Name</b>	<b>Voluntary Contributions</b>	<b>Compulsory Charges</b>
9CCT	Childcare and Textiles		\$23.00
9CFA	Clontarf Football Academy	\$10.00	
9DANCE	Dance		\$18.00
9ASYS	Engineering Design		\$70.00
9ENG	English	\$25.00	
9FLIT	Financial Literacy		\$15.00
9LIT	Our Literary World	New	
9FST	Food Design		\$38.00
9HASS	Humanities & Social Science	\$25.00	
9HE	Health Education	\$10.00	
9INDO	Indonesian		\$6.00
9MAT	Mathematics	\$40.00	
9MET	Metal Design		\$90.00
9MUS	Class Music		\$25.00
9PE	Physical Education	\$20.00	
9PHO	Photography		\$50.00
9SCI	Science	\$40.00	
9PREC	Phys Rec		\$65.00
9HOC	Hockey Academy		\$45.00
9NET	Netball Academy		\$45.00
9SSTARS	Shooting Stars	\$10.00	
9STEM	STEM		\$40.00
9VART	Visual Art		\$25.00
9WOOD	Wood Design		\$80.00

## YEAR 10

<b>Code</b>	<b>Subject Name</b>	<b>Voluntary Contributions</b>	<b>Compulsory Charges</b>
10BUSP	Business Preparation course	New	\$28.00
10CCT	Childcare & Textiles		\$23.00
10CFA	Clontarf Football Academy	\$10.00	
10MUS	Class Music		\$23.00
10DAN	Dance		\$20.00
10ASYS	Engineering Design		\$80.00
10ENG	English	\$22.00	
10FLIT	Financial Literacy		\$15.00
10LIT	Our Literary World	New	
10HASS	Humanities & Social Science	\$26.00	
10HE	Health Ed	\$10.00	
10HOCK	Hockey Academy		\$45.00
10HOSP	Hospitality		\$45.00
10INDO	Indonesian		\$9.00
10INT	International Foods		\$43.00
10MAT	Mathematics	\$40.00	
10METAL	Metal Design		\$90.00
10NET	Netball Academy		\$45.00
10PE	Physical Education General	\$20.00	
10PREC	Physical Recreation		\$65.00
10PHO	Photography		\$50.00
10SCI	Science	\$40.00	
10 SSTARS	Shooting Stars	\$10.00	
10STEM	STEM		\$38.00
10TW	Trade Workshop		\$90.00
10VART	Visual Arts		\$35.00
10WOOD	Wood Design		\$80.00



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*Advance with Integrity | Responsibility | Respect | Tolerance*