

DONNYBROOK DISTRICT HIGH SCHOOL

8



**YEAR 8
COURSE INFORMATION
2024**

INDIVIDUAL PATHWAY PLANNING

As part of our 2023-2027 Business Plan "Your Child, Our Focus" and our Mindful Education (ME) Plan 2023-2027, Donnybrook DHS have a focus on setting our students up for success in their future pathways and life beyond Year 10 by ensuring we engage students to be active members in their education and within the school community.

It is important that students have a voice in the decision making regarding their education. To promote student voice within our school, the leadership team at Donnybrook DHS create a timetable involving elective subjects that students are interested in. Information gathered through student surveys, Mindful Education lessons and informal conversations drive the elective subjects that we have on offer each year. As we endeavour to prepare our students for life beyond Donnybrook DHS, it is important that we engage students, parents and carers to support conversations regarding their values, interests and goals. These conversations form part of the course selection process.

Students in Years 7 and 8 are exposed to a variety of option subjects to assist them making educated elective selections in Year 9 and 10. Throughout Years 7 and 8, students spend one semester completing each options course. These courses aim to develop the foundation skills needed for students to continue with their selected subjects throughout Years 9 and 10.

The option subjects, as outlined within the Course Information booklet, are examples of the subjects that students can select once they are in Years 9 and 10. As a school, we are strengthening our relationship with the School of Distance and Isolated Education (SIDE) to enhance the subjects that Donnybrook DHS can offer our students. With the assistance of parents, carers and leadership staff, students can choose subjects that are meaningful to them and provide a foundation to develop the skills needed to attain their future goals. If there are subjects that are not available on the selection form, such as textiles, languages, technical graphics or additional lessons of a timetabled subject, leadership staff will work with students, parents and carers to develop a timetable, potentially involving SIDE, that is suited to each individual student.

In addition to elective classes, Year 10 students are enrolled to complete a Certificate course which is aligned to the student's future pathways. Certificates that are offered to Year 10 students in 2023 include Certificate II Workplace Skills and Certificate II Sports and Recreation. Over the coming years, we endeavour to increase the scope of Certificate courses that we can offer students to support their pathways.

There are a variety of initiatives that will continue to be developed throughout 2024 and beyond. These include:

- A partnership with AdventureWorks to provide students the opportunity to attend camps and workshops to develop their social and emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making. The camps and workshops also support the students to develop a sense of purpose and voice in determining the person they want to be.
- Further development of Mindful Education lessons to consolidate the knowledge and strategies that students are developing through their work with AdventureWorks. Mindful Education also provides opportunities for students and staff to build more robust relationships and for staff to develop a clear idea about the student's future pathways and goals.
- Individual profiles will be compiled in consultation with students, parents, carers and using the information gained during parent interviews and student services meetings. These profiles will be utilised by staff to ensure that learning is relevant to the student's interests, future pathways and goals. These individual profiles will also be used by leadership staff when conducting conversations with students regarding pathway planning and the selection of elective subjects.

YEAR 8 COURSE INFORMATION

The Western Australian Curriculum, which is inclusive of what is prescribed in the Australian Curriculum, sets out the knowledge, understandings, skills, values and attitudes students are expected to acquire by the completion of Year 8. The School Curriculum and Standards Authority (SCSA) issue time allocation guidelines for all subjects in the Western Australian Curriculum. In a full school year, students complete subjects from the following learning areas:

English

Mathematics

Science - STEM, Digital Technologies

Humanities and Social Sciences (HASS) - Agriculture, Critical Creative Thinking

Health and Physical Education (HPE) - Health, Physical Education, Physical Recreation and Outdoor Education

The Arts - Visual Art, Digital Media and Performing Art

Technologies - Home Economics, Woodwork, Metalwork

A typical timetable structure in Year 8 consists of four periods of English, Maths, Science and HASS two periods of Physical Education (timetabled as one double period) and one period of Health Education. Students also have a Study Skills period which supports their reading, literacy development and research skills and a Mindful Education period to support their Social and Emotional Learning, and supplement the AdventureWorks program. In addition to this, students have an opportunity to complete additional subjects known as options, which cover The Arts and Technologies. We endeavour to provide a pathway for students to develop their skills in their chosen option subject. Students will experience a range of option classes throughout Year 7 and 8 to help them choose specialist subjects in Year 9 and 10.

Assessments and assignment work are an important part of the curriculum for all subject areas. Year 8 students will receive an assessment schedule at the start of each semester. Parents will be able to access this via Connect or by contacting the classroom teacher.

By encouraging students to become autonomous learners, we encourage the use of a diary and Connect, to help them take responsibility for their learning and assignment work. All students will be provided a diary to use to support their organisational skills and to complete self check in's and mindful activities. They may also receive other homework to help them establish an effective study routine early in their high school career. This will be an important part of preparation for upper school studies. Students will complete diary activities in this time also.

Form

Students attend Form each morning to provide additional pastoral care. At this time, students get important notes, messages about what is happening on the day ahead, morning check in and diary activities. They also receive Positive Behaviour Support at this time as we explicitly teach the expected behaviours of our school. Students will complete diary activities in this time also.

Extension Class

In 2023, selected Year 8 students will be part of a combined class of Year 7 and Year 8 students who have been identified as having the capacity to achieve at a high level in their core subject areas. These students will be provided with intense support, from subject specialists, to assist them to achieve their pathway goals. They will join their other cohort members for options classes. This class will be particularly suited to ATAR bound students. Suitability for the course will be determined by the Associate Principal, based on previous results, NAPLAN data, work ethic and teacher recommendations.

MESH SUBJECTS

ENGLISH

Students in Year 8 focus upon consolidating their skills in written and spoken communication and applying the conventions of language correctly. They begin to develop their understanding of the construction of texts which can be written, spoken or multimodal, and in print or visual forms. They continue to develop positive attitudes to regular reading of a variety of texts as part of a structured English and Library program.

The English Curriculum is organised into three interrelated strands and their sub strands which focus on developing students' knowledge, understanding and skills in the language modes of listening, reading, viewing, speaking and writing.

Language: knowing about the English language.

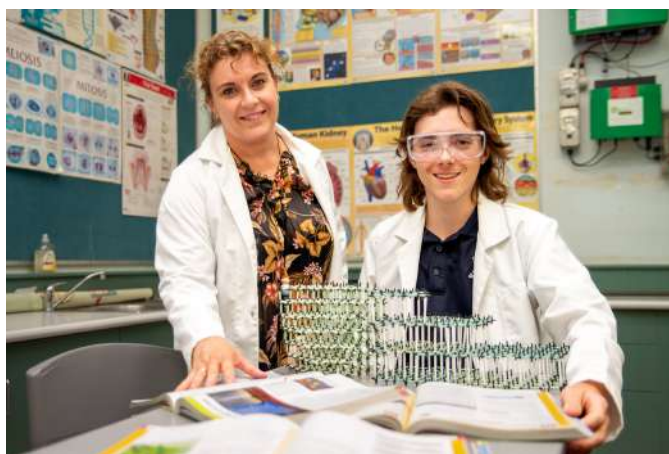
Literature: understanding, appreciating, responding to, analysing and creating literature.

Literacy: expanding the repertoire of English usage.

Students will also develop skills in Digital Literacy enabling them to find, evaluate, use and create content using information technologies and the internet. They will become more proficient at evaluating websites, understanding the complexities of a digital footprint, learning how to stay safe on the internet, discovering how to avoid plagiarism and master the art of creating bibliographies and referencing work.

MATHEMATICS

In the Mathematics learning area, students learn the essential mathematical skills and knowledge whilst developing the numeracy capabilities needed in their personal, work and civic life. Importantly, they are provided with the fundamentals on which mathematical specialties and professional applications of mathematics are built. Students in Year 8 will be given the opportunity to work in ability groups that have programs developed to meet their academic needs. All students study the Mathematics content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. In 2024, students will have their Mathematical ability recognised in practical areas such as Woodwork, Metalwork, STEM and Home Economics. Cross curriculum planning will provide students with an opportunity to practise their theory knowledge in a practical setting. Students will be assessed in Mathematics where applicable.



SCIENCE

In Year 8, students will study Biology in the context of life under the microscope and look at a comparison between the cellular structures of a variety of different organisms. In Chemistry, students will study the properties of matter and the differences between elements, compounds and mixtures. In Physics, they will use the context of renewable energy, investigating the different forms of and efficiency of energy. Earth and Space will be taught with the theme of the rock cycle, studying the formation of rocks while studying geological time and resources.

HUMANITIES AND SOCIAL SCIENCES

In the Humanities and Social Sciences Learning Area, students learn about the world around them through the core units of History, Economics, Geography and Civics and Citizenship. They learn to express themselves in a variety of different forms, and compare their personal values with those of the world around them. The focus is on the development of investigative and analytical skills through the study of current world issues. To help students gain a deeper understanding of how our past has influenced where we live and work today.

In Semester 1, students are introduced to a range of skills with a focus on landscapes. Students move on to study urban development in Australia with a particular focus on migration. Students then investigate Medieval Europe, discovering the role of knights and castles, with an in-depth study of The Black Death.

In Semester 2, time is spent investigating the way of life in an Asian country which is coupled with study into Economics and Market Influences to gain an understanding of how people live, work and are connected in our world. Students also study Democracy and Law in action, concepts that help develop vital skills required for success in modern society.



SUBJECTS

CRITICAL AND CREATIVE THINKING

There is a recognition that to help our students respond to the challenges of the 21st Century – with its complex environmental, social and economic pressures – we need to ensure our young people are creative, innovative, enterprising and adaptable; with the motivation, confidence and skills to use critical and creative thinking purposefully. We have dedicated one period a week to helping our students develop these skills.

Students develop capabilities in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school. In 2024 these projects will be linked to classroom topics to enhance and develop deeper understanding and provide additional time for creativity.

Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

STUDY SKILLS

Study Skills provides students with the opportunity to build and develop literacy and numeracy skills, learning and assessment strategies, with a focus on Instructional Strategies, and access extra teacher support for assessments. During these lessons, students also have access to the library to encourage students to become life-long lovers of reading. As a point of need arises, students may also access additional guided study lessons.

In Year 8, students participate in comprehension and reading programs, to further develop and consolidate these skills. Students have the opportunity to develop their creative writing skills and NAPLAN preparation is a key focus throughout the year.

Using whole school data collected and analysed by staff, a program of work is developed to meet the needs of each student using our data processing software, Elastik. This provides online practice for students working on their area of need in literacy and numeracy. At Donnybrook District High School, we are constantly striving to improve students knowledge and success, providing every opportunity to improve your child's journey.

MINDFUL EDUCATION

Unique to Donnybrook District High School, our Mindful Education program aims to develop the student's self-awareness, self management, responsible decision making, social awareness and relationship skills. Mindful Education sessions integrate AdventureWorks programming to further develop the skills that students acquire during camps and in school workshops. In Year 8, students focus on Building Strong Connections through their AdventureWorks program and Mindful Education lessons. This program continues to build upon the skills and behaviours that demonstrate good social and emotional capabilities and lifelong friendships. Teachers and students together navigate the social and emotional needs of students reinforcing the relationship between staff and students.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education Learning Area at Donnybrook District High School aims to provide students with learning experiences that lead to a lifelong, healthy and productive lifestyle. Students are given opportunities to develop skills and abilities through the many contexts in which this learning area offers. Our programs are designed to be engaging with a developmental focus on pastoral care, teamwork, cooperative learning, leadership attributes and building important relationship skills for the future.

All students participate in courses of Health and Physical Education. The program allows students to develop essential knowledge, attitudes, values, and skills required for life. Students are engaged in both physical and classroom activities that allow them to enhance their well-being, now, and in the future. The ability to communicate and cooperate with other students in practical situations and health classes will also be monitored and developed throughout the course of the year.

Health Education

Students are engaged in lessons where they will develop important life skills concerning their health, which are also designed to prepare them for their later adolescent years. Topics include growth and relationship issues, building resiliency, coping with pressure and influence, fitness and exercise (including fitness testing), drug education and other community lifestyle issues. Emphasis is placed on assertive decision making with students taking ownership of their lifestyle decisions in regards to the importance of living a healthy lifestyle.

Physical Education

Physical Education and sport play an important part in the development of all Donnybrook District High School students. Many life skills such as team work, cooperation with others and the ability to strive for success against difficulties are valuable lessons that students learn from an involvement in sport. The school encourages students to strive for excellence and to set high goals and standards for themselves while at the same time acknowledging the efforts of those around them. Above all, we encourage participation to the best of each person's ability, regardless of the level at which they perform.

This course gives students the opportunity to experience a range of different sports: Aquatics, Athletics, Netball, Football, Badminton, Cricket and Basketball, whilst developing core skills such as throwing, catching, kicking, hitting and dribbling. Students are also introduced to offensive and defensive sporting strategies and will themselves set fitness goals to maximise their participation levels.

OPTION SUBJECTS

In 2024, teaching staff will complete cross curriculum planning, teaching and assessing. This will mean that knowledge students gain in MESH subjects will be put into practical action during option classes. Students will be assessed on English and Mathematics outcomes from the West Australian Curriculum in their option classes, with these marks adding to their semester reports.

TECHNOLOGIES

The Western Australian Curriculum: Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. In Year 8, students have opportunities to learn about technologies in society at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Digital Technologies

Year 8 students will focus on further developing understanding and skills in computational thinking, such as decomposing problems. Students will have opportunities to create a range of solutions, such as interactive web applications or simulations of relationships between objects in the real world. Students will have opportunities to plan and manage individual and team projects. When communicating and collaborating online, students will develop an understanding of different social contexts and develop a strong understanding of Department of Education software through Connect and Microsoft software suite.

Design and Technologies: Woodwork and Metalwork

This is an introduction course to working in an industrial environment. The students start with understanding safe working practices; there is an emphasis on consolidating hand skills, knowledge of tools, machinery and safe operating practices. As the students' knowledge and skills develop, they are introduced to working from a design brief to develop their problem solving abilities and become resilient, independent learners. The Design and Technology Centre offers learning in Woodwork, Metalwork, Design and Technical Drawing.

Design and Technologies: Food and Textiles

Students will develop their food production skills by completing a semester of practical and theoretical work involving a variety of food topics. Emphasis in this course is placed on both working as an individual and working within small groups to produce a range of foods. Year 8 students will investigate the effect of social, economic and environmental demands on sustainable production systems and the properties of food to create healthy eating solutions. The semester unit will incorporate art and design, craft, computer and sewing machine skills.

Design and Technologies: Agriculture

Students will learn about the Agricultural industry. Food and fibre production will be a focus and students will evaluate social, ethical and sustainability considerations to meet community needs for environmental sustainability.

STEM

We offer students a STEM option which in Year 8 which will provide a semester of academic extension through a combined focus on Science, Technology, Engineering and Mathematics. This aspect of the course educates through problem- solving in the real world, not through textbooks, and subjects will cross into one another and importantly into everyday life. Students will delve into Computer Programming (Coding), Robotics and an array of Engineering Challenges and Solar STEM.

THE ARTS

Visual Arts

Students will develop their knowledge of the Elements and Principles of Art to produce a variety of 2D and 3D artworks, ranging from drawing, painting, printmaking and clay. Students will be required to demonstrate design work and draft ideas in a Visual Diary and learn more about discussing and responding to the Arts.

Digital Media and Performing Arts

In Year 8, students will be given opportunities to plan, refine and present drama and dance performances to peers, by safely using processes, techniques and conventions of The Arts. Performing Arts will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles.



IMPORTANT NOTE: PLEASE READ CAREFULLY

The Year 8 timetable will be constructed to provide as many opportunities for students as possible, however adjustments may need to be made throughout the year.



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