

# DONNYBROOK DISTRICT HIGH SCHOOL

# 9



**YEAR 9  
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 Year 10, 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.

The elective subjects, as outlined within the Course Information booklet, are examples of the subjects that students can select. 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, electronics, technical graphics or additional lessons of a timetabled subject, leadership staff will work with students and parents to develop a timetable, potentially involving SIDE, that is suited to each individual student.

In Year 9, individual pathway planning begins to focus on how students can use their strengths and interests to guide their pathway to Senior School and employment. The administration engages outside agencies such as TAFE, Career Taster Programs, Defence Force information, local Senior High Schools, DFES and the Young Innovators program to broaden the horizon of students and encourage exploration of pathways to careers.

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.
- Workplace learning forms an important pathway all students who complete 55+ hours of Workplace Learning will receive academic recognition of their experience. Other students who wish to access VET Pathways gain valuable experience of the working environment.
- Individual profiles will be compiled in consultation with students, parents, carers and using the information gained during Mindful Education lessons. 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 9 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 9. To achieve this, student's 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, STEM EV, Catering

YES program - Youth Emergency Services

Youth Club Program - Young innovators

A typical timetable structure for Year 9 students is inclusive 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 electives, which cover The Arts and Technologies. To better prepare our students for ongoing education and careers, our timetable has all Year 9 students completing a subject aimed to develop their career understanding and provide them with a foundation to base their decisions regarding future education and employment. We endeavour to provide a balanced curriculum whilst catering for student interests and pathway choices.

Assessments and assignment work are an important part of the curriculum of all subject areas. Year 9 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. Students can expect regular testing and assignment work in each semester. Other than assignment work, students may also receive other homework to help them establish an effective study routine in preparation for Senior School studies. As we are trying to assist students to become autonomous learners, we encourage the use of a diary to help them take responsibility for their learning and assignment work.

## *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.

## *Class Structure*

In 2024, two Year 9/10 classes will be formed to provide a balanced learning environment. Inside these classes, teachers will have the capacity to teach programs that directly relate to students chosen pathways. Within these classes students can be extended and supported through excellent planning and teaching programs. Parents and students are encouraged to collaborate with the administration in order to achieve the best possible outcomes for their child.

# MESH SUBJECTS

## ENGLISH

Students in Year 9 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 9 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 9, 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 look at Democracy and Law in action, concepts that help develop vital skills required for success in modern society.



# SUBJECTS

## HEALTH AND PHYSICAL EDUCATION

### *Health Education*

Year 9 Health Education aims to educate students to develop positive attitudes towards health and well-being and to equip them to make healthy lifestyle choices. The major areas of study include: alcohol and other drug related issues, development and relationship issues in adolescence, fitness and nutrition. 'Keys for Life' is an important component of Health Education in Year 9. Responsible behaviours, use of safer cars, trip planning and safer socialising are explored through this program.

### *Physical Education*

Year 9 Physical Education provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about physical activity and to promote their own and others' health and well-being. Physical activity contexts including volleyball, touch, badminton, basketball and tennis allow students to learn and achieve their best regardless of the level at which they perform. Physical Education gives flexibility and depth to what we offer the students and is inclusive of Coaching, Umpiring and First Aid Certificates.

## 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 9, students have the opportunity to participate in guided study lessons to assist with the increased workload of Years 9 and 10. NAPLAN and OLNA preparation is a key focus throughout the year. Students also participate in creative writing units focused on identity and belonging and positive people.

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.

## 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 capability 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.

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.

## Mindful Education

In Mindful Education, a new initiative at Donnybrook District High School, lessons aim 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 9, students focus on the Rite of Passage and Stepping into Adulthood through their AdventureWorks program and Mindful Education lessons. This program supports young people in a time when they are discovering who they are, pushing boundaries and seeking challenges. It provides a safe space to connect meaningfully, experience challenges and have conversations that matter to them about becoming an adult in today's world.





# SENIOR SCHOOL SUBJECTS

**NOTE:** If a student undertakes a large project in one of the Elective Learning Areas or is required to attend a number of excursions, they may incur additional costs that parents and carers will be required to pay. These costs will be negotiated with parents and carers at the time.

## PHYSICAL EDUCATION

### *Physical Recreation*

This unit of learning provides students with the opportunity to extend their skills in fitness and some play. Students will be given the chance to participate in a range of physical activities in and around the community. The aim of the unit is to make students aware of alternative physical education opportunities available to them and to encourage lifelong participation in physical activity. They will prepare to complete the required course work of a Certificate II in Sports and Recreation.

Possible Senior School Courses: General Physical Education Studies, ATAR Physical Education Studies

### *Outdoor Education*

This course focuses on outdoor activities in a range of environments, including Navigation and Camp Craft. It provides students with an opportunity to learn essential outdoor skills, experience outdoor activities and increase their appreciation of the outdoors. This course compliments the camps undertaken by AdventureWorks.

Possible Senior School Courses: General Outdoor Education

## THE ARTS

### *Visual Arts Project Art: 2D / 3D*

The courses are designed for students interested in developing and extending their skills through Drawing, Painting, Printing (2D Art) and creating 3D Art with a focus on folio use and exhibition preparation. Students will also learn about famous artists around the world and experiment in different mediums. There is a written component to this course and students are expected to maintain an art folio at home and school, complete practical and written tasks, practise tasks at home and assist with the School Art Exhibition.

Possible Senior School Courses: General Visual Arts, ATAR Visual Arts, Media Studies

### *Media*

Media provides students with the opportunity to extend their creative talents into the digital world. Students will be given the chance to create videos and multi-media presentations using a variety of software packages and editing techniques. Students in Semester 2 of this unit may also be involved in preparation of the school's 'Gilliana' magazine, which involves digital technology skills and project management. Students who have an interest in pursuing a career in the ICT industry should select this unit.

Possible Senior School Courses: Applied Information Technology (General), Certificate II in Information, Digital Media and Technology

## *Performing Arts*

Performing Arts includes a combination of Media, Drama and general performance elements using technology as a medium of creativity. It provides students with opportunities to refine their knowledge and skills to present performances as an event, by safely using processes, techniques and conventions of The Arts. Students work on their creativity in the form of photographs, digital texts, and media productions or performances. Students will create, perform and edit their work to present it to the school and wider community.

Possible Senior School Courses: General Drama, ATAR Media

## **TECHNOLOGIES**

### *Design & Technology: Woodwork and Metalwork*

Students in Woodwork and Metalwork further develop the knowledge and skills they acquired in earlier years and are introduced to more complex processes by using most of the machinery found in the workshop. The initial projects undertaken by students are teacher initiated. As the course continues, students are provided with the opportunity to devise and problem solve by adapting designs to suit individual requirements. Woodwork focuses on multi-component pieces and like all Design and Technology electives. The main purpose is to develop workshop skills, collaboration, material knowledge, machine awareness, safe working practices and problem solving abilities. The students would expect to complete a range of projects including: Wood Puzzles, Lolly Machine, Skateboard, Toolbox, Bowl, Spice Rack, Table or a personal project of their own design.

Possible Senior School Courses: ATAR Engineering Studies, General Automotive Engineering, General Materials and Design Woodwork, General Materials and Design Metalwork, General Design Graphics

### *Design & Technology: Food Specialisation*

Students will improve 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 working as an individual and working within small groups to produce a range of foods. Learning about healthy eating through the skills and knowledge of nutrients and the application of the principles of food safety, preservation, preparation, presentation and sensory perception.

Possible Senior School Courses: General Food Science Technology, General Children, Family and Community

### *Coding and Robotics*

In Digital Technology Coding and Robotics, students learn 21st-century skills which are useful for future employment, it is an effective way to introduce programming to students, students find it engaging and enjoyable. Educational robotics is a broad term that refers to a collection of activities, programs, physical platforms and educational resources. Robotics is suitable for students with a range of abilities, developing students' critical and computational thinking skills.

Possible Senior School Courses: Applied Information Technology (General), Certificate II in Information, Digital Media and Technology

## Catering

Catering is delivered at the Senior Campus utilising the commercial kitchen that is part of our Home Economics facility. Students are required to effectively use food preparation equipment, prepare dishes for various occasions and utilise hygienic practices at all times.

In addition to the Catering course, students will be given experience using a commercial coffee machine and will be eligible to earn a Barista Certificate from The Bunbury Coffee School (The Coffee Room).

Possible Senior School Courses: General Design Textiles, General Children, Family and Community.

## STEM Engineering EV

In this unit of Engineering studies, students have the opportunity to use Design and Technologies knowledge and understanding, processes and production skills, and design thinking, to produce solutions to identified needs or opportunities, they work independently and collaboratively.

Using a range of increasingly sophisticated technologies, including a variety of graphical representation techniques, students have opportunities to generate and represent original ideas and production plans in two-dimensional and three-dimensional representations. Students identify and establish safety procedures that minimise risk and manage projects. They learn to transfer theoretical knowledge to practical activities.

Skills developed include sheet and plate metal cutting, electric and gas welding, soldering, forging, lathe work, project assembly and finishing techniques. Students will also have the opportunity to participate in the schools prestigious Electric Vehicle (EV) challenge.

Possible Senior School Courses: ATAR Engineering Studies, General Automotive Engineering, General Materials and Design Woodwork, General Materials and Design Metalwork, General Design Graphic.

## YES (Youth Emergency Services)

YES is a weekly cadet style program involving working with local emergency services, including Police, Fire, SES and Ambulance. Students will work towards achieving Certificates where possible in First Aid, Bronze Medallion, and Duke of Edinburgh Awards. Students will research and have an understanding in risk management, response and preparing ahead. Students will learn skills to manage preparation and response for a variety of emergencies, both in the home and in the community.

Students will commit to an agreed number of volunteer hours in addition to the course, they will have involvement with mentoring and education for younger students, orienteering, outdoor education, map reading and involvement in planning and commemorating the local ANZAC Service.

Possible Senior School Courses: Community Service Endorsed Program, General Outdoor Education, Certificate II Sports and Recreation, Certificate III Community Service

## Young Innovators: Youth Group

The Young Innovators program is a collaboration between community businesses, industries including mining and Southwest schools. Students attend workshop days and identify an issue they face within their local community. They then create an innovative solution. The workshops guide students through the process of creating change. Our Youth Group will carry on the work from 2023 and encourage the start-up of a Youth space in Donnybrook. Through continued collaboration with the Shire of Donnybrook, Donnybrook DHS P&C and Young Innovators change is possible.

Certificate I Leadership, TAFE

### **IMPORTANT NOTE: PLEASE READ CAREFULLY**

The Year 9 timetable will be constructed to suit as many students as possible. Where the timetable does not meet the needs of a student, their individual profile and a parent, carer, student and staff meeting will be utilised to ensure a suitable timetable can be constructed to meet the needs of the student.



## **Donnybrook District High School**

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