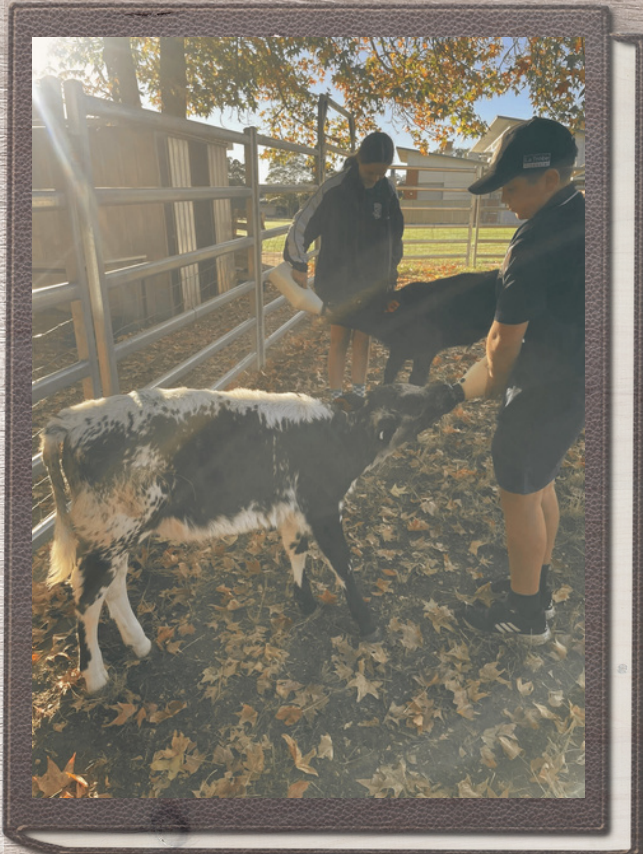


DONNYBROOK DISTRICT HIGH SCHOOL

8



**YEAR 8
COURSE INFORMATION
2026**



INDIVIDUAL PATHWAY PLANNING

As part of our 2023-2027 Business Plan "Your Child, Our Focus" and our Mindful Education (ME) Plan 2023-2027, Donnybrook District High School has 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 District High School create a timetable involving option subjects that develop students' interests. Information gathered through student surveys, Wellbeing Education lessons and informal conversations drive the option subjects offered to each cohort. As we endeavour to prepare our students for life beyond Donnybrook District High School, it is important that we engage students, parents and carers in conversations regarding the students, interests and goals. These conversations form part of the course selection process and their individual pathway planning.

Students in Years 7 and 8 are exposed to a variety of option subjects over a two year cycle to assist them making educated option 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 District High School can offer our students. With the assistance of parents, carers and leadership team, 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 languages, the leadership team will work with students, parents and carers to develop a timetable, involving SIDE, that is suited to each individual students' preferences.

In addition to elective classes, Year 8 students are enrolled to complete Study Skills to develop the student's future pathways.

There are a variety of initiatives that will continue to be developed throughout 2026 and beyond. These include:

- The development of the Donnybrook DHS Wellbeing Program to provide students the opportunity to attend camps and develop their social and emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making during wellbeing lessons. The camps and lessons also support the students to develop a sense of purpose and voice in determining the person they want to be.
- Further development of Wellbeing lessons to consolidate the knowledge and strategies students are developing through their work with trusted staff. Wellbeing Education also provides opportunities for students and staff to build more robust relationships and for staff to develop a clear idea of a student's future pathways and goals.
- Individual profiles will be compiled in consultation with students, parents, carers using the information gained during parent interviews and student services meetings. In 2026, students will have great input into developing these pathway plans during Wellbeing Education sessions. Students will interact with their digital pathway plan, further developing it through directed reflections. 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 team when conducting conversations with students regarding pathway planning and the selection of elective subjects.
- Feedback on subject choices and pathway development will be sought from parents and students to ensure our course offerings meet the needs of our student cohorts.

YEAR 8 COURSE INFORMATION

The School Curriculum and Standards Authority (SCSA) issues time allocation guidelines for all subjects in the Western Australian Curriculum. The Western Australian Curriculum, sets out the knowledge, understandings, skills, values and attitudes students are expected to acquire to demonstrate the expected standard of learning. In a full school year, students complete subjects from the following learning areas:

English - Study Skills

Mathematics - Study Skills

Science - STEM

Humanities and Social Sciences (HaSS) - Agriculture,

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

The Arts - Visual Art, Media

Technologies - Home Economics, Woodwork, Metalwork and Digital Technologies

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 Study Skills which supports their preparation for NAPLAN testing, their reading, literacy development and research skills. A Wellbeing Program period supports their Social and Emotional Learning. In addition to this, students have an opportunity to complete additional subjects known as option subjects, which cover The Arts and Technologies learning areas. The school endeavours to provide a balanced curriculum whilst catering for student interests. Students will experience a range of option classes throughout Year 7 and Year 8 to help them choose specialist subjects in Year 9 and Year 10.

Assessments and assignment work are an important part of the curriculum of all subject areas. Year 8 students will receive an assessment schedule at the start of each semester. Parents can access this schedule via Connect. This schedule of assessments is the pathway teachers use to generate a learning area grade.

Form

In 2026, the reading of notices and recognition of success within the Positive Behaviour Support Program will take place during an extended Period 1. Students will be reminded of classroom expectations during this time to set them up for a successful day.

Extension Class

In 2026, selected Year 8 students will be part of a combined class of Year 7 and Year 8 students identified as having the desire 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.

COMPULSORY SUBJECTS

ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Through the study of English, individuals learn to analyse, understand, communicate with and build relationships with others and the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps learners become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Students in Year 8 focus on consolidating their written and spoken communication skills by 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.

English 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 construction of 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 critique, evaluate and create content using digital media texts. Through this study, they will become more proficient at evaluating websites, understanding the complexities of digital media and learning how to critique information on the internet. They will also discover 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 numerical 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 groups within programs developed to meet their academic needs. All students study the Mathematics content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will explore and develop their understanding of the content using the proficiency strands: Understanding; Fluency; Problem-Solving; and Reasoning.

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

Humanities and Social Science (HaSS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. All students study the four subjects of: Civics and Citizenship, Economics, Geography and History throughout the year. Through research, analysis and questioning of evidence, students will develop a strong foundation of skills that will ensure success in the future. In Year 8, students will develop an understanding of Australia's Parliamentary and Legal Systems and how these are tied to the British Westminster System, the Division of Powers and Constitution are also explored. Through investigation of History, students will become familiar with the middle ages including the Black Death and Viking exploration. Time will also be spent developing students understanding of the fundamental concepts of Economics, including supply and demand and the power of the consumer. Students will demonstrate this understanding in written arguments and through the creation of projects.



HEALTH AND PHYSICAL EDUCATION

At Donnybrook District High School, the Health and Physical Education learning area aims to provide students with learning experiences that lead to a lifelong, healthy and productive life. Students are given opportunities to develop skills and abilities through the many contexts this learning area offers. The school's programs are designed to engage students with a developmental focus on teamwork, cooperative learning, leadership attributes and building important relationship skills for the future.

All students participate in Health and Physical Education. The programs allow students to develop essential knowledge, attitudes, values, and skills required for a healthy life. Students are engaged in physically active and theoretical health lessons that allow them to enhance their well-being. Learning to communicate and cooperate with other students in practical situations will be monitored and developed throughout the year. Our Positive Behaviour Support philosophy is explicitly taught and modelled in these subjects.

Physical Education

Physical Education and sport play an important part in the development of students health and well being at Donnybrook District High School. Many life skills, such as teamwork, cooperation with others and the ability to strive for success, are valuable lessons that students learn from sports involvement.

These courses allow students to experience various 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 set fitness goals to maximise their participation levels.

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.

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 regard to the importance of living a healthy lifestyle.

WELL ROUNDED ATHLETE PROGRAM (WRAP)

In 2024 the Well Rounded Athlete Program was launched at Donnybrook District High School. WRAP is a specialised program designed to develop leadership skills, self- management skills and teamwork, all of which contribute to making a well rounded athlete. Participants apply for their position within the course through a reflection against the CASEL framework and the WRAP rubric of expectations. This program is designed to challenge the students personally while developing their all-round skills.

CRITICAL CREATIVE THINKING

Productive, purposeful and intentional thinking is at the centre of effective learning. By applying a sequence of solutions-focused skills, students develop an increasingly sophisticated understanding of the processes used 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.

Students develop critical and creative thinking capabilities 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. This learning is embedded within our HaSS and STEM curriculum to assist students in developing solutions to social and emotional issues.

Today's employers recognise that future employees must be capable of responding to the challenges of the 21st Century, using creative, innovative and adaptable thinking. These skills, known as soft skills, are developed through the use of critical and creative thinking strategies that seek solutions to complex problems.

STUDY SKILLS

At Donnybrook District High School, we are constantly striving to improve students knowledge and success, providing every opportunity to improve your child's journey. Using whole school data collected and analysed by the team, 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. Study Skills provides students with the opportunity to build and develop literacy skills, learning and assessment strategies. With a focus on Instructional Strategies, students access additional teacher support in literacy. During these lessons, students also have access to the library to encourage students to become life-long lovers of reading.

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.



SOCIAL AND EMOTIONAL EDUCATION

WELLBEING EDUCATION

At Donnybrook District High School we aim to develop student's self-awareness, self-management, responsible decision-making, social awareness and relationship skills through the integration of Wellbeing Program lessons. The aim of the program is to develop the skills of empathy, self-reflection and understanding of the impact each person's behaviour has on their reputation, their school and their community. Each week, Wellbeing lessons teach students how to recognise and reflect on their attitude and behaviours, providing strategies to develop these skills further.

Camps and SEL are designed to support students on their journey to adulthood. The Wellbeing Program is explicitly taught to each year group. Working with two teachers, students foster a safe and supportive space for young people to have real conversations about what they are feeling and experiences as a teenager. Our programs are focused on developing the competencies of our young people requiring them to be socially and emotionally aware of themselves and others.



OPTION SUBJECTS

The students will experience teaching and learning across a range of option classes. In Year 8, students will rotate through four classes each week exposing them to an array of opportunities in the Arts, STEM and Technologies. Over the course of each semester, students will learn the knowledge and skills they will need to operate machinery, cook delicious food, create art through clay and drawing amongst many other skills. After the first semester, the students will swap options and experience a new range of subjects to expose all students to a range of learning experiences, some of which may pique their interest and spark a passion for that career path later in life.

During this rotation of option subjects students selected into the Specialised Sports Program will not get to experience all options in the first year but will experience all options over the course of Year 7 and Year 8.

THE ARTS

Visual Arts

Lead by an specialist staff member, The Arts are set for an expansion across all strands in 2026. 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.

Media

Digital Media is an essential component of the digital world students experience. Students will write, perform, film and edit a short film that includes a social issue important to them. Learning how images and short videos are created and how they speak to their audiences is essential knowledge for our students. This knowledge allows students to critique, evaluate the level of persuasion they experience online and encourages them to think critically about the online world.



TECHNOLOGIES

The Technologies learning area comprises of Design and Technologies and Digital Technologies. 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, Food specialisations and Materials and Technologies specialisations. Students are given opportunities to design and produce products, services and environments. This learning area is by far our most popular course. The skills introduced in Year 7 and Year 8 are the foundation of a possible career pathway in the future.

Digital Technologies

As part of the STEM Program, Year 8 students will consolidate and develop new skills in digital technologies, allowing them to select the most appropriate application for the required task. Using software and online applications, students will also learn search strategies for using the internet to develop skills, such as Cyber Safety and Ergonomics, coding and robotics.

Design and Technologies: Woodwork and Metalwork

This is an introductory course to working in an industrial environment. The students start with understanding safe working practices; there is an emphasis on developing hand skills, knowledge of tools, machinery and safe operating practices. As the student's knowledge and skill 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 and Digital Design & Technical Drawing.

Design and Technologies: Food and Textiles

Students will develop the skill of food production by completing a semester of practical and theoretical work involving various food topics. Students will be introduced to international cuisine, food packaging and labelling, adolescent food choices, catering, and food sharing. The emphasis in this course is placed on both working as an individual and working within small groups to produce a range of foods. In their second year, students are given opportunities to design and produce products using different materials and equipment. Using their design skills, students produce a fabric item, using a sewing machine, manipulating and modifying the design to reflect their creativity.

Design and Technologies: Agriculture

Students will learn about the Agricultural industry. Food and fibre production will be a focus, and students will consider the ways, characteristics and properties of technologies that can be combined to design and produce sustainable solutions. Students also learn the role of animals in agriculture and experience practical care of animals through our Cows Create Careers program. The skills developed in this course will assist students who desire a career with the Agriculture Industry.

STEM

Donnybrook District High School offers students a specialised STEM option in Years 7 and 8, providing a semester of academic extension through a combined focus on Science, Technology, Engineering and Mathematics. This aspect of the course educates students through problem-solving in the real world. The teaching is based not through textbooks, but through real life STEM concepts. Students will delve into an array of Engineering Challenges, including Solar STEM and Digital Technologies.

IMPORTANT NOTE: PLEASE READ CAREFULLY

The Year 8 timetable will be constructed to provide as many opportunities for students as possible, however constraints such as available staff, class numbers and rooming may mean that adjustments to subjects may need to occur.



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