

DONNYBROOK DISTRICT HIGH SCHOOL

9



YEAR 9
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 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 District High School create a timetable involving option subjects that meet students' interest. Information gathered through student surveys, Wellbeing Education lessons and individual pathways drive the option subjects that we have on offer each year. As we endeavour to prepare our students for life beyond Donnybrook District High School, 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 option 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 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 they need 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 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. In 2026, Year 9 students will engage with Careers Education to engage their attention towards their pathway beyond Donnybrook DHS. The administration engages outside agencies such as TAFE, Career Taster Programs, Defence Force information, feeder Senior High Schools, DFES and the Young Innovators program to broaden the opportunities students will experience and encourage exploration of pathways to careers.

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

- To provide students the opportunity to begin their journey to adulthood, our students will attend camps and wellbeing lessons 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.
- Individual pathway plans will be compiled in consultation with students, parents, carers and 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 staff 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 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 10. To achieve this, student's complete subjects from the following learning areas:

English

Mathematics

Science

Humanities and Social Sciences (HaSS) - Agriculture,

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

The Arts - Visual Art and Digital Media - in collaboration with the Preston Press

Technologies - Woodwork, Metalwork, STEM EV, Catering

YES program - Youth Emergency Services, in collaboration with DFES

Donnybrook Youth Space - Young Innovators Program, in collaboration with Shire of Donnybrook-Balingup

Careers - Wellbeing Program

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 one Study Skills periods which supports their reading, literacy development and research skills, one Careers Education per week and a Wellbeing Education period to support their Social and Emotional Learning. In addition to this, students have an opportunity to complete additional subjects known as options, which cover The Arts, Technologies and Agriculture. 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. Donnybrook DHS endeavour's 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

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.

Class Structure

In 2026, Year 9 students will be formed into two Year 9/10 class and one Year 9 class to provide a balanced learning environment. Inside these classes, teachers will have the capacity to teach programs that directly relate to students chosen pathways. Where appropriate providing opportunities for extension and preparation for completion of ATAR subjects in Year 11 and 12. Within these classes students can be extended and supported through excellent planning and teaching programs. Parents and students are encouraged to collaborate with the leadership team in order to achieve the best possible outcomes for their child.

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 9 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 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 with 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 2026, 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 learn about systems at different scales, including life under the microscope. They study how the human body responds to the environment and how living and non-living parts of ecosystems are connected. They are introduced to atoms as systems made of protons, electrons, and neutrons. They explore how matter can change through chemical reactions and how these changes are important in many systems. Students also learn about the conservation of matter and start to understand energy transfer more deeply.

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 Year 9 students will develop their understanding of the reason for the commencement of World War I and the effect of the Treaty of Versailles. They will develop their understanding of Geographical and Economical effects in the modern world.



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.

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, 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. In 2026, the Physical Education Curriculum will include a focus on Physical Recreation Studies and Outdoor Education within the program.

CAREERS EDUCATION

Through carefully constructed lessons and experiences, students will develop interests and engage with a raft of outside agencies to develop awareness of the opportunities available to them. They will complete research projects with specific career areas, attend "What's Next" Expo in term1. engage with skills such as Cyber Safety, R U Legal, Teen Mental Health First Aid and Year 9 Career Taster courses to help engage them in the possibilities that lie ahead.

WELLBEING EDUCATION

In Wellbeing 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. In Year 9, students focus on the Rite of Passage and Stepping into Adulthood through their Wellbeing program and Wellbeing 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 game 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

THE ARTS

Visual Arts Project Art

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

Digital 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. In Semester 2 of this unit students 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

AGRICULTURE:

Donnybrook DHS has been developing the Agriculture Program as a matter of priority over the last few years. In 2026, the school has engaged SIDE to deliver a Certificate I in Agriculture to develop the knowledge and skills of students intent on exploring a career in this area. The school is engaging with agencies such as the Cows Create Careers program, Shire of Donnybrook-Balingup and SIDE to create a pathway for students who wish to move into this industry through the Agriculture Colleges.

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

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.

The catering students will gain practical experience of catering by providing breakfast for students in our Breakfast Club Program.

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. These hours will be recorded as an Endorsed Program and students will receive the WACE point for each 55+ hours of volunteer work they complete.

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

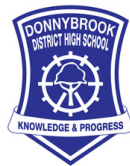
YOUNG INNOVATORS: YOUTH GROUP

The Young Innovators program is a collaboration between community businesses, industries including the Shire of Donnybrook-Balingup and Southwest Senior High 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. In 2024, the Donnybrook DHS won the competition for most Innovative group in the Southwest and continue to drive their ambition to create a Youth hub in Donnybrook. These hours will be recorded as an Endorsed Program and students will receive the WACE point for each 55+ hours of volunteer work they complete.

Possible Senior School Courses: Certificate I Leadership, TAFE

IMPORTANT NOTE: PLEASE READ CAREFULLY

The Year 9 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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