






SAFETY BAY SENIOR HIGH SCHOOL

# **Year 9** **course guide**



## key for this guide

-  Learning Area
-  Prerequisites
-  Cost

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# Introduction

A students' future pathway is influenced by their learning and achievement in Years 7, 8 and 9. When undergoing counselling in Year 10, some students are surprised to learn that their grades limit their opportunities and subjects that they are able to study in Senior School.

Parents play an important role in helping their children to make educational choices and career decisions. This role begins when children are young, as they watch their parents and other adults around them take part in working life. As they grow older, parents can play an even greater part in guiding their career development and fostering their optimism, enthusiasm, energy and curiosity.

This course guide is designed to inform both parents and students about the range of subjects available for study at Safety Bay Senior High School in Year 9, 2024. It is important that students and parents are aware of the impact their performance has on future studies.

## Achievement

Students in Years 7 to 10 are assessed in each Learning Area using a variety of assessments. Results from these assessments are combined and reported to parents as a grade (A to E). By Year 10, students intending to go to university will require a minimum achievement of a B grade, and those intending to go to TAFE, a traineeship or an apprenticeship will require at least C grade achievement.

Placement in Year 10 classes in 2025 will be based on Year 9 results, and some classes will be identified as 'University Pathway'. All other classes will be working towards a TAFE/Vocational Pathway.

To assist students in achieving their best, teachers will provide students with a course outline and assessment profile. These inform students of the curriculum that will be covered and the nature and timing of assessments. This provides students with clear guidelines of what will be assessed and when these assessments will occur. These documents allow Year 9 students to take more responsibility for their education, which is important in their educational growth. Students will also be provided with a copy of the Lower School Assessment Policy which makes clear the expectations of students and staff.

Teachers remain responsible for the delivery of curriculum, feedback to students and parents and will provide guidance and support for Year 9 students to maximise their performance.

Students in our school-based Pathfinder Academic Excellence and Special Music Programs and/or our Department of Education endorsed Specialist Football and Specialist Cheer-Dance classes will continue in these programs in Year 9.

# Attendance

At Safety Bay Senior High School we want to give your child the very best education possible. This is why it is important to send your child to school every day. Missing even a half day of school each week equates to one month of missed learning each year. Helping your child develop a habit of going to school every day is vital so they don't miss out on the important ideas and skills they need for the future.

Western Australian law stipulates that school-aged children must go to and attend school every day. We are required to keep accurate attendance records for all our students. This includes taking attendance at every lesson for secondary school students. When a student's attendance falls below 90%, the school Principal is required to investigate the matter and develop a plan (in consultation with the family) to address and restore regular attendance.

Your child may not want to attend school due to learning difficulties/disabilities, behavioural issues, and/or emotional/social issues. Other reasons could include falling behind in school work or feeling overwhelmed about keeping up, extracurricular activities or a part time job, bullying or cyber bullying, amongst others.

If you think your child might need help in any of these areas speak to our friendly Student Services team.

## Compass School Portal

Compass is an integrated online platform that allows you to access up-to-date and meaningful information about our school and your child's progress. Compass includes many different features, including the ability to:

- Monitor your child's attendance and enter an explanation for absence or lateness
- Communicate with your child's teachers
- View your child's timetable and the school calendar
- Book Parent/Student/Teacher Interviews
- Provide consent for excursions and incursions

# Subject Selection Guidelines

Throughout Year 9 students will follow a program comprising:

- Mathematics, English, Humanities and Social Sciences and Science, each for four periods per week
- Health for 1 period per week
- Four optional subjects, each of 2 periods per week for the duration of the year.

Optional subjects are to be selected by the student. **One must** be selected from the **Health and Physical Education** learning area, **one must** be selected from **The Arts** learning area and **one** from the **Technologies** learning area. These subjects are studied for the full year.

Students currently participating in either of the Specialist Programs (Football or Cheer-Dance) or the school-based Special Music Program select fewer additional subjects.

## NAPLAN Testing

All students in Year 9 will participate in nationwide assessments during the year. The assessment tasks have been developed specifically for Australian schools. Numeracy and Literacy (NAPLAN) tests are conducted early in Term 1. Parents will receive a report of their child's performance in a supplement to the formal Semester 2 report. Students who achieve Band 8 or higher in NAPLAN will prequalify for OLNA (Online Literacy and Numeracy Assessment) in Year 10.

PAGE	COMPULSORY COURSES	CODE	COST
10	Mathematics	9MATH	\$25
11	English	9ENG	\$25
12	Science	9SCI	\$30
13	Humanities and Social Sciences	9HASS	\$25
14	Health	9HEALTH	\$10
PAGE	SPECIALIST PROGRAMS	CODE	COST
18	Cheer-Dance Specialist Program	9CHD	\$300
19	Specialist Football Program	9SOCB/9SOCG	\$400
PAGE	SCIENCE	CODE	COST
22	Astronomy	9AST	\$40
PAGE	THE ARTS	CODE	COST
26	Dance	9DAN	\$100
27	Drama	9DRA	\$55
28	Media Arts	9MEDIA	\$72
29	Photography	9PHOTO	\$124
30	Special Music	9SMUS	\$65
31	Visual Arts 2D	9VART2D	\$90
32	Visual Arts 3D	9VART3D	\$90
PAGE	HEALTH & PHYSICAL EDUCATION	CODE	COST
36	Girls Multisports	9MULTIG	\$70
37	Outdoor Pursuits	9ORDP	\$150
38	Recreation for Life	9REC	\$30
PAGE	TECHNOLOGIES	CODE	COST
42	Engineering	9ENGI	\$100
43	Food for You	9FOOD	\$124
44	Metal Technology	9MW	\$100
45	Robotics and Digital Systems	9ROB	\$100
46	Wood Technology	9WW	\$100
PAGE	LANGUAGES	CODE	COST
50	Indonesian	9INDO	\$30
51	German	9GERM	\$30

# Choosing Courses

**all students will be enrolled in**

**All Compulsory Courses:**

- **Mathematics**
- **English**
- **Science**
- **Humanities and Social Sciences**
- **Health**



## students must also select

One option from **The Arts**

One option from **Health & Physical Education**

One option from **Technologies**

A Fourth option from **Languages**

OR

A Fourth option from

- **The Arts;**
- **Health & Physical Education;**
- **Technologies;**
- **Science.**

***\*Cheer-Dance Specialist Program counts as one option from Health & Physical Education and The Arts***

***\*Football Specialist Program counts as one option from Health & Physical Education and Technologies***

# COMPU COURS

## what compulsory courses do we offer at Safety Bay Senior High School?

All Year 9 students are required to participate in our five compulsory courses.



**Mathematics**



**English**



**Science**



**Humanities and  
Social Sciences**



**Health**

# WELLSORY



# COMPLU

## Mathematics

 Mathematics

 \$25

### why study this?

Year 9 is an extremely important year in a student's Mathematical development. Students will be working on understanding content across three areas – Number and Algebra, Measurement and Geometry, and Statistics and Probability. The significance of working mathematically to solve problems will be reinforced. Students will need to justify their thought process using subject specific language and terminology.

### areas of study

- Describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles.
- Applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.
- Formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue.
- Following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

### assessment

Assessments are in the form of tests, investigations, exams and homework. Extension classes will sit an exam in Semester 2.

Students are expected to bring their own appropriate Scientific Calculator to class.

# English

English

\$25

## why study this?

The Year 9 English course closely follows the expectations of the Western Australian Curriculum. Year 9 is an important year in which students have the opportunity to develop the skills and understandings which will provide the foundation for their Year 10 studies.

The Western Australian English Curriculum is organised into three interrelated strands of Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

## areas of study

Students continue to practise, consolidate and improve upon what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.


## assessment

Students will complete a variety of assessments throughout the year including:

- Ongoing formative assessment within the classroom;
- Summative assessment based on the comprehension and composition of texts;
- Reading, writing, viewing, listening and speaking activities and presentations;
- Multimodal productions and presentations;
- Tests and examinations.

# COMPLU

## Science

 Science

 \$30

### why study this?

In Year 9 Science, students will learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science will help students to become critical thinkers by encouraging them to evaluate the use of Science in society and the application in daily life.

### areas of study

### assessment

#### Biology

Students will develop an understanding of the biology of human genetics and inherited characteristics, as well as changes in species over time and evolution.

Students will complete a variety of assessments throughout the year including topic tests, assignments and practical science inquiry investigations.

#### Physics

Students will develop an understanding of how energy conservation in a system can be explained by describing energy transfers and transformations, as well as how the motion of objects can be described and predicted using the laws of physics.

#### Chemistry


Students will develop an understanding of how the atomic structure and properties of elements are used to organise them in the Periodic Table and how different types of chemical reactions are used to produce a range of useful products and can occur at different rates.

#### Earth and Environmental Science

Students will develop an understanding of the universe, including galaxies, stars and solar systems and how the Big Bang theory can be used to explain the origin of the universe. They will also study how global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere and atmosphere.

# LSORY

## Humanities & Social Sciences

 Humanities & Social Sciences

 \$25

### why study this?

In Year 9, students complete a 10 week course on each of four disciplines within Humanities and Social Sciences (HASS), as detailed below. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

### areas of study

### assessment

#### **Civics and Citizenship: Our Democratic Rights -**

Students continue to build on their understanding of the concepts of the Westminster System, democracy, democratic values, justice and participation.

#### **Economics and Business: Australia & the Global Economy -**

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets.

#### **Geography: Biomes, Food Security & Interconnectedness -**

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to enquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways.


#### **History: The Making of the Modern World -**

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students will complete a variety of assessments across each discipline. The form of assessment varies and may include peer assessments, portfolios and work samples, performances or oral presentation, visual representations, graphic organisers, written work, tests or quizzes, field work and practical tasks.

# COMPLU

## Health

 Health & Physical Education

 \$10

### why study this?

In Year 9 Health, students broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. There is also a focus on relationship skills that promote positive interactions and help manage conflict.

### areas of study

### assessment

#### 1. Mental Health

- What is Mental Health?
- Being Mentally Healthy
- Building Resilience

#### 2. Safer Partying and Cyber Bullying

- Minimising risk
- Cyber Bullying & your Digital Reputation
- Building Resilience

#### 3. Relationships, Risks & Sexual Behaviours

- Rights & Responsibilities

#### 4. Staying Active

- Long term fitness
- Health & Wellbeing

Students will be assessed using a range of diagnostic, summative, formative, informal and formal assessment practices. Students will complete a Health Education Workbook alongside a variety of assessment tasks that include tests, assignments, projects, presentations, observation, posing questions and guided investigations.



# SCHOOL

# SPECIAL PROGRAM



# ALIST RAMS

## what Specialist Programs do we offer at Safety Bay Senior High School?

Safety Bay Senior High School is home to two Department of Education accredited Specialist Programs.



**Cheer-Dance  
Specialist Program**



**Specialist Football Program**

# SPECIALIA

## Cheer-Dance Specialist Program

🌐 Health & Physical Education/The Arts

💰 \$300 Non-Refundable plus uniform

### why study this?

The Safety Bay Senior High School Cheer-Dance Specialist Program has been delivering some of the finest integrated Cheerleading and Dance training in the state, since 2012. Students gain entry into our nationally recognised program through competitive selection trails.

To be offered a place in the program, students must demonstrate excellent cheerleading, dance or gymnastic skills as well as maintaining 90% attendance, having excellent attitude, behaviour and effort in all classes. The Cheer-Dance Specialist program is a 4-year program from Years 7-10 with the opportunity to continue dance studies in Senior School.

### areas of study

The Cheer-Dance Specialist Program's carefully designed progressive education structure allows each student the opportunity to develop their individual skills to the highest level in both dance and cheerleading. With highly qualified teaching and coaching staff, our courses are continually evolving to meet the demands of the industry, providing the best grounding for a future in the performing arts.

Students will be coached to a National Competition standard in all cheerleading and dance classes. The Cheer-Dance Specialist Program combines passion, enthusiasm, experience, award-winning choreography and a serious approach to dance, tumbling, jumps, stunts, strength and flexibility, as well as developing healthy habits and leadership skills.

### assessment

#### Performance and Production: 80%

- Practical Technique
- Competition Performance and Preparation
- Self Management Skills and Interpersonal Skills
- Own Choreography Group Assessment
- Stage Performance and Preparation
- Theatre Etiquette
- Cheer-Dance Camp Practical

#### Response: 20%

- Performance Reflection
- Vocabulary Test
- Report on the Evolution of Dance

# SPECIALIST

## Specialist Football Program

🌐 Health & Physical Education/Technologies

💰 \$400 Non-Refundable plus uniform

### why study this?

Students gain entry into Safety Bay Senior High School's nationally recognised Specialist Football Program through competitive selection trials. To be offered a place in the program, students must show a consistent high level of attitude, behaviour and effort across all classes. All students in the Specialist Football Program will be expected to commit to participate in a number of competitive competitions such as Champion Schools Cup and age specific Lightning Carnivals.

Students involved in the elite program continue on a pathway that addresses their social, academic and athletic abilities. This is delivered in 4 Football Sessions per week, in the phases of Skill Acquisition, Game Training and Performance.

### areas of study

- Technical development of the four core skills – 1v1; striking the ball; running with the ball and 1st touch.
- Athletic development – Weekly sessions targeting football specific components of fitness.
- Tactical Development – Importance of positional roles and responsibilities, game play structures
- and strategies.
- Mental Development – Sports Psychology and game intelligence.

### assessment

Students will be assessed through a wide range of Fitness testing, individual skill performance, Game play (both 11 a side and Futsal) and also on their self management and interpersonal skills.

# SCIENCE

**what Science courses do we offer at Safety Bay Senior High School?**



**Astronomy**



# SCIENCE

## Astronomy

 Science

 \$40

### why study this?

Step into the shoes of a space explorer and journey through the stars to learn about the history of the universe, the forces that drive celestial objects, and the mind-blowing discoveries made by some of the great astronomers of our time in this Year 9 Astronomy course. From the birth of stars to the cosmic dance of galaxies, students will dive deep into the mysteries of the cosmos and come out with a new appreciation for the beauty and complexity of the universe. Through hands-on activities, simulations, and real-world observations, students will develop critical thinking skills, analytical reasoning, and scientific inquiry.

### areas of study

Students will continue to develop their critical thinking skills and inquiry practices to explore the vast realm of outer space. Students will be given the opportunity to delve into areas of personal interest within the topic as well as investigate the following:

- Life cycle of stars
- The structure and formation of galaxies
- Formation of our Solar system
- Study of constellations throughout time.

### assessment

Students will be assessed through a range of practical and theory-based assessments. This could include working on group projects or models to demonstrate understanding.



# THE A

## what Arts courses do we offer at Safety Bay Senior High School?



**Dance**



**Drama**



**Media Arts**



**Photography**



**Special Music**



**Visual Arts 2D**



**Visual Arts 3D**





# Dance

 The Arts

 \$100

## why study this?

Year 9 Dance is a non-competitive subject for students with little or no dance experience. The program is designed to build on students' natural ability focusing on developing their dance skills and techniques in a range of genres. Students learn to develop and interpret choreography, perform in front of a live audience and reflect on dance. Students are encouraged to explore new movement and express themselves creatively, while inspiring self-confidence, discipline and respect of the performing arts.

## areas of study

Students will learn a range of dance styles including Hip Hop, Lyrical, Jazz and Contemporary. The program provides students with 2 hours of training per week, as well as the opportunity to perform to a live audience at our end of year showcase 'Cheer-Dance Spectacular'.

Students are also given the opportunity to plan, choreograph, costume and perform their own dances in structured group composition tasks. The warm, positive and friendly culture that exists within the class is created by teachers and dancers encouraging and supporting each other through their dance journey.

## assessment

Students will be assessed through a range of practical and theory based assessments.

### **Performance and Production: 80%**

- Practical technique
- Stage performance and preparation
- Theatre etiquette
- Group Choreography
- Self management skills
- Peer coaching

### **Response: 20%**

- Coaching plan
- Performance reflection
- Report on Evolution of Dance

# VDTCS

## Drama

 The Arts

 \$55

### why study this?

In Year 9 Drama, students develop their skills in performance development and production. They will produce a variety of performances that explore a number of acting styles, purposes and themes. Students will consider performance spaces, engaging audiences and production elements in order to produce engaging and interesting performances. Students will learn stage combat, choreograph movement in a Commedia dell'Arte scene, view and create their own Shakespearean performances. Students will look at a range of texts from Australia and around the world as well as participating in workshops with external theatre practitioners. Students will have the opportunity to attend live theatre performances and identify production values and elements.

### areas of study

- Choreographing Commedia dell'Arte scenes using videos and workshops with external providers and demonstrating a command of physical theatre
- Creating a modern retelling of Shakespeare's Romeo and Juliet through the use of stage combat and the original text.
- Working in groups and individually to devise performance pieces.
- Developing scripted monologues and constructing believable, realistic characters.
- Viewing live theatre and constructing a theatre review.

### assessment

#### **Making: 70%**

- Monologues
- Scripted Scenes
- Devised Theatre
- Epic Theatre
- Commedia dell'Arte
- Romeo and Juliet

#### **Responding: 30%**

- Reflecting (Verbal & Written)
- Theatre Review
- Research & Context Task

# Media Arts

 The Arts

 \$72

## why study this?

The Year 9 Media Arts course provides an opportunity for students to learn about film production and have the opportunity to make short films. The course will explore past and current trends on audience and the use of media. Students will work as individuals and in groups to plan, script, film and edit their media projects.

## areas of study

In Semester 1, students focus on developing filming techniques by reproducing a showdown scene from the film "The Good, The Bad and The Ugly" and then filming an original short horror/suspense film sequence.

In Semester 2, students focus on understanding news and looking at newspaper and television, including the opportunity to visit the Channel 9 news studios. Students will create their own news stories and produce their own television news show, including advertisements. Students will develop practical skills in scripting, storyboarding, camera work, lighting and digital editing using iMovie or Adobe Premiere Pro.

## assessment

Students will complete a variety of practical and theory assessments throughout the year.

### Practical: 80%

- Recreate a showdown scene
- Make a short horror/suspense film
- Make a film poster
- Make a news story for television

### Theory: 20%

- Cinematography test
- Responding to a film and film posters
- News investigation

# Photography

 The Arts  
 \$124

## why study this?

Year 9 Photography is a practical course in which students will be introduced to digital photography. Students will learn how to use a DSLR camera and various camera settings to take professional photographs.

The course teaches students the compositional techniques, using the codes and conventions of design, including the elements and principles of design, to produce professional photographs. Students will also learn to use Adobe Photoshop and Lightroom to enhance their digital photographs and produce prints for various applications.

## areas of study

Throughout the course students will use various technologies. They will develop digital skills which will ultimately prepare them for a range of careers that require knowledge of the Microsoft Office and Adobe Suites.

Students will learn how to use Adobe Programs including: Adobe Photoshop and Lightroom to digitally enhance their photographs.

Students will learn photographic techniques:

- The Elements and Principles of Design: Line, contrast, colour etc.
- Shutter Speed – Freeze Action or Blur Motion
- Aperture – Small or Large Depth of Field
- Composition – Rule of thirds, Leading Lines, Camera View Points, etc.

## assessment

### Production: 80%

Students will complete a number of photographic tasks and designs through research, idea generation, development of ideas, refinement and resolution. This could include, but is not limited to, designing a calendar or movie poster.

### Response: 20%

- A multiple-choice test based on terminology learned throughout the course.
- A visual analysis using photography and design terminology of a poster or photograph.

Students will also respond to photographic work and designs using design terminology in the form of self-evaluations.

# Special Music

 The Arts

 \$65

## why study this?

Year 9 Special Music is a continuation of the Year 8 program. Special Music is an engaging program that provides students with the practical and theoretical knowledge for performance, appreciation and composition of music.

The Special Music Program aims to nurture and develop students' passion for music. Students who participate in the Department of Education's Instrumental Music School Services (IMSS) Program or instrumental lessons outside of school can participate in this class.

## areas of study

Students will participate in three aspects of the course; classroom music, instrumental lessons and ensemble. It is compulsory for IMSS students to participate in all aspects of this course.

Over the course, students learn about selected genres of contemporary music, music performance skills, composition, music aural and theory skills and the basics of recording.

## assessment

### **Making: 60%**

- Composition
- Performance
- Recording
- Music Theory

### **Responding: 40%**

- Music analysis
- Journal entries
- Research task

# VDTCS

## Visual Arts 2D

 The Arts

 \$90

### why study this?

Year 9 Visual Arts 2D is designed for budding art students who wish to refine their skills in drawing, painting and printmaking. In Year 9, students use visual arts language and artistic conventions of greater complexity during the design and production process. Students will develop their skills in documenting their ideas, applying understanding of compositional structures to create a unique artwork representing a theme or concept.

### areas of study

Students will continue to develop their practical skills and ability to manipulate materials, and techniques when producing 2D artwork in the studio areas of Drawing, Painting and Printmaking.

Through expressive exploration, students will embark on a journey where they will discover:

- the expressive qualities possible when applying marks to paper
- the world of colour through painting
- the excitement of creating prints using a variety of techniques and processes

### assessment

#### **Making: 80%**

- Inquiry (research, design development, media exploration)
- Art Practice (production of studio work)
- Presentation (display of studio work)

#### **Responding: 20%**

- Analysis (description of an artwork noting subject depicted and use of visual arts language)
- Social, cultural and historical contexts (research on artist, their style and influences)
- Interpretation/response (discussions on possible meaning and purpose of artwork, reflections on own work and that of others)

# Visual Arts 3D

 The Arts

 \$90

## why study this?

Year 9 Visual Arts 3D is designed for students who love to create and explore the world of three dimensional objects. In Year 9, students use visual arts language and artistic conventions of greater complexity during the design and production process. Students will develop their skills in documenting their ideas, applying understanding of compositional structures to create a unique artwork representing a theme or concept.

## areas of study

## assessment

Students will continue to develop their practical skills to manipulate materials, techniques, art styles/ processes when producing 3D artwork in the studio areas of:

### Ceramics

Students will learn about a range of clay hand building and glazing techniques which they can utilise in the creation of individual and fun ceramic masterpieces.

### Creative Sculpture

Students will learn a variety of 2D and 3D sculpture construction and surface decoration techniques. They will have the opportunity to create original 3D art forms using an array of mixed media techniques such as Papier-Mache and wire assemblage along with recycled materials.

### Making: 80%

- Inquiry (research, design development, media exploration)
- Art Practice (production of studio work)
- Presentation (display of studio work)

### Responding: 20%

- Analysis (description of an artwork noting subject depicted and use of visual arts language)
- Social, cultural and historical contexts (research on artist, their style and influences)
- Interpretation/response (discussions on possible meaning and purpose of artwork, reflections on own work and that of others)



ART



SAFETY BAY  
SENIOR HIGH SCHOOL



# HEALTH

# H&P.E

## what Health & Physical Education courses do we offer at Safety Bay Senior High School?



**Girls Multisports**




**Outdoor Pursuits**



**Recreation for Life**

# HEALTH

## Girls Multisports

 Health & Physical Education

 \$70

### why study this?

Year 9 Girls Multisports is designed to encourage maximum participation and improve fitness levels. The emphasis in this class is to promote healthy lifestyle habits without excessive competition in the comfort of a safe and non-judgemental, female-only environment. Students will have access to other selected workouts that are on offer at many local fitness centres and gyms in the wider community.

### areas of study

This course is designed exclusively for girls, engaging in a wide range of activities such as:

- Netball
- Badminton
- Indoor Beach Volleyball
- AFL
- Racquet Sports

Girls will also have access and exposure to a variety of fitness activities such as:

- Boxing Cardio
- Circuit Training
- Body Combat
- Beach Fitness

### assessment

Students will be assessed using a variety of assessments over a number of contexts. The form of assessment varies and will include peer assessment, practical demonstration checklists, journals and questioning.

# H&P&E

## Outdoor Pursuits

🌐 Health & Physical Education

✔ A selection process will be undertaken prior to subject selections opening. Swimming ability, behaviour and attendance will be reviewed during this process. Successful students will be notified and the subject will be pre-selected for them.

💰 \$150

### why study this?

Year 9 Outdoor Pursuits allows students the opportunity to participate in a variety of adventurous challenges including surfing and body boarding, hiking, climbing and abseiling, mountain biking, kayaking and canoeing, recreational fishing, snorkelling and group games. Throughout the year, students will learn the necessary skills required when camping, such as camp cooking, erecting tents and simple navigation.

Students must be prepared for occasional early starts at 7:30am, offset by a Period 5 flexi class if required.

### areas of study

This course is aimed at students who enjoy active participation, working in groups and experiencing a variety of adventure activities.


Throughout the Year 9 Outdoor Pursuits course, students will also be involved with conservation projects and perform first aid within the natural environment. Students will also learn about bush survival techniques, the role of the Department of Biodiversity, Conservation and Attractions, as well as how to conduct and present nature conservation research.


### assessment

Students will be assessed using a variety of methods covering a number of contexts. The form of assessment varies and will include peer assessment, practical demonstration checklists, journals and questioning.

# HEALTH

## Recreation for Life

 Health & Physical Education

 \$30 (includes all transport)

### why study this?

The focus of Year 9 Recreation for Life is to improve individual skills, implement team strategies/tactics and enjoy participation in a competitive environment such as sporting carnivals.

Students will also be able to access external community recreation facilities such as Port Kennedy Indoor Beach Volleyball, and AMF Bowling.

### areas of study

### assessment

Recreation for Life is our premium Physical Education course and is open to both male and female students. As part of this course students will have access to the following sport options:

- Net & Racquet Sports – Tennis, Badminton, Volleyball
- Invasion Games – Basketball, AFL, Touch Rugby, Netball
- Striking – Softball
- Fitness – Beach, Fitness Centre

Students will be assessed using a variety of methods covering a number of contexts. The form of assessment varies and will include peer assessment, practical demonstration checklists, journals and questioning.



# TECHNO



# OLOGIES

## what Technologies courses do we offer at Safety Bay Senior High School?



**Engineering**



**Food for You**



**Metal Technology**



**Robotics and Digital Systems**



**Wood Technology**

# TECHNO

## Engineering

 Technologies

 \$100

### why study this?

The Year 9 Engineering course offers a hands-on approach for students who have a curious mind. Students learn engineering principles, then demonstrate their understanding and application of them with their projects. They consider and interpret a design brief, discover a range of research skills, devise methods to develop concepts, and then plan and communicate proposed solutions to the design brief. They then produce their ideas and evaluate them against set criteria determining the success of the solution identifying any recommendations for further improvement. When developing solutions, students will have the opportunity to experience 3D printers, laser cutters and more traditional based workshop tools and equipment.

### areas of study

- Engineering drawing
- Mini underwater Remote Operated Vehicles (ROVs)
- Materials and structures
- Materials, hydraulics, and principles of levers
- Mechanisms and automation
- Forces, linkages, and levers
- Related industries where I can transfer my skills and knowledge

### assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

#### Projects

- Design and build a fully operational mini ROV
- Design and build a hydraulic ANM

# TECHNOLOGIES

## Food for You

 Technologies

 \$124

### why study this?

The Year 9 Food for You course allows students the opportunity to develop an understanding of sound nutritional practices whilst improving their practical cookery skills in a hands on environment. The skills and nutritional knowledge learnt will stay with them for life and provide a good foundation to build upon in Years 10 – 12.

### areas of study

- Nutrition and food groups
- Planning and cooking nutritious meals
- Practical cooking skills
- Healthy nutrition

### assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

# TECHNO

## Metal Technology

 Technologies

 \$100

### why study this?

The Year 9 Metal Technology course aims to develop students' confidence, creativity, enterprise and employability skills through the design and creation of metal projects. Students gradually progress from direct instruction to completing set projects independently. Students critically evaluate existing designs based on their form, function, cost and aesthetics; they will be introduced to formal drawing techniques and 3D sketching so that they can develop and communicate their own ideas and plans. In addition, they will use computer aided drawing software to assist in the design of their projects.

### areas of study

- Safety in the workshops
- Technical drawing
- Welding and metal fabrication
- Machining processes
- Casting
- Design concepts and procedures
- Computer Aided Design/Computer Aided Manufacture with the use of Fusion 360
- Related industries and Transferable skills

### assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

#### Projects

- Balancing person
- Bottle opener
- Metal dice
- Junior hacksaw
- Plasma cut skate board
- Adjustable spanner

# TECHNOLOGIES

## Robotics and Digital Systems

 Technologies  
 \$100

### why study this?

The Year 9 Robotics & Digital Systems course focuses on further developing understandings and skills in computational thinking. Students will explore a range of data collection methods and learn to apply algorithmic design skills and use both hardware and software to create digital products such as games, interactive applications and smart device by working individually and in teams. Students will also use robots, and develop phone apps exploring the Internet of Things (IoT).

### areas of study

- How to analyse problems; design, implement and evaluate a range of digital solutions.
- Explore data collection methods and use structured data to analyse, visualise, model and evaluate objects and events
- How to work individually, collaboratively and interactively sharing online environments, with respect to the ownership of information
- Consolidate their algorithmic design skills to incorporate testing of prototypes in virtual and real time environments.

### assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

#### Projects

- Smart home
- Arduino microcontroller project
- IoT or Artificial Intelligence themed project
- Robot challenge

## Wood Technology



Technologies



\$100

### why study this?

The Year 9 Wood Technology course aims at developing students’ creativity, enterprise and employability skills through the design and creation of timber projects. Students critically evaluate existing designs based on their form, function, cost and aesthetics; they will be introduced to formal drawing techniques and 3D sketching so that they can develop and communicate their own ideas and plans. In addition, they will use computer aided drawing software to assist in the design of their projects. A major focus is on developing students’ design thinking and problem solving skills to enable them to become independent and autonomous learners.

### areas of study

- Drawing techniques
- Timber joinery techniques and processes
- Laminating, veneering
- Wood turning
- Design concepts and procedures
- Computer Aided Design/Computer Aided Manufacture with the use of Fusion 360

### assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

#### Projects

- Wooden puzzle
- Wooden toy
- Soap box
- Board game
- Storage box

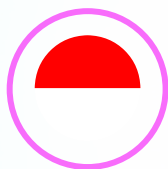




# LANGU

# JAGES

**what Languages courses do we offer at Safety Bay Senior High School?**




**Indonesian**



**German**

# LANGU

## Indonesian

 Languages  
 \$30

### why study this?

Indonesia is our closest overseas neighbour. Learning Indonesian language can lead to more effective communication. Indonesia also has close trade links and business opportunities for Western Australians. Students studying Indonesian will continue to practise and build upon the language concepts learned in Years 7 and 8. They will study the language, culture and customs of Indonesia.

Students choosing Language in Year 9 must select the language they studied in Year 8.

Language study develops the ability to communicate across cultures and develop respect and understanding for diversity and difference. Language study also improves literacy and critical thinking skills. Students learn how language is structured and compare features of their first language with those of the target language. This helps students to better understand the structure and workings of the English Language.

### areas of study

Students will continue to study a range of basic language on everyday topics and learn about daily life, customs and traditions in the target countries. They will make comparisons between those countries and their own. The situational language they learn could help them communicate better in the language of the countries of their studies.

Topics studied in Year 9 include food and drink, where they will learn how to order and buy food and other goods and services. They will also complete practical activities such as cooking and tasting typical food from the target countries.


Students will use the internet to research and find information for set topics.

### assessment

There will be ongoing formative assessment in the classroom throughout the year. Students will complete summative assessments in listening, speaking, reading, viewing and writing upon the completion of each topic of study.

# LANGUAGES

## German

 Languages

 \$30

### why study this?

German is the foremost language in Europe and there are many similarities between it and English. Germany also has strong trade and business links for job opportunities for Australians. Students studying German will continue to practise and build upon the language concepts learned in Years 7 and 8. They will study the language, culture and customs of Germany.

Students choosing Language in Year 9 must select the language they studied in Year 8.

Language study develops the ability to communicate across cultures and develop respect and understanding for diversity and difference. Language study also improves literacy and critical thinking skills. Students learn how language is structured and compare features of their first language with those of the target language. This helps students to better understand the structure and workings of the English Language.

### areas of study

Students will continue to study a range of basic language on everyday topics and learn about daily life, customs and traditions in the target countries. They will make comparisons between those countries and their own. The situational language they learn could help them communicate better in the language of the countries of their studies.

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### assessment

There will be ongoing formative assessment in the classroom throughout the year. Students will complete summative assessments in listening, speaking, reading, viewing and writing upon the completion of each topic of study.



# Charges

**All subject charges** for Year 9 courses are compulsory and should be paid by the end of Term 1 2024. For subjects with a cost of \$100 or more we request a 50% deposit to be paid by Friday 27 October 2023.

**Payment options are available for families experiencing financial hardship. Please contact the accounts office on 9528 9200 to arrange a payment plan.**

## payment options

- **At Accounts Office**

Cash / Cheque /  
Credit Card / EFTPOS

- **Direct Deposit**

ACCOUNT: Safety Bay Senior High  
School  
BSB: 066 040  
ACCOUNT NO: 19906686  
REFERENCE: Student name and  
purpose of deposit

- **BPoint**

[www.bpoint.com.au/bw/payments/  
SAFETYBAYSENIORHIGHSCHOOL](http://www.bpoint.com.au/bw/payments/SAFETYBAYSENIORHIGHSCHOOL)

REFERENCE: Student name and  
purpose of deposit



**SAFETY BAY**  
SENIOR HIGH SCHOOL

*imagine believe achieve*

**Safety Bay Senior High School**

Malibu Road  
Safety Bay WA 6169

**Postal Address**

Post Office Box 6122 Waikiki WA 6169

**Phone**

08 9528 9200

**Email**

[safetybay.shs@education.wa.edu.au](mailto:safetybay.shs@education.wa.edu.au)

**Administration Hours**

8.00am – 4.00pm  
Monday – Friday (during school term)