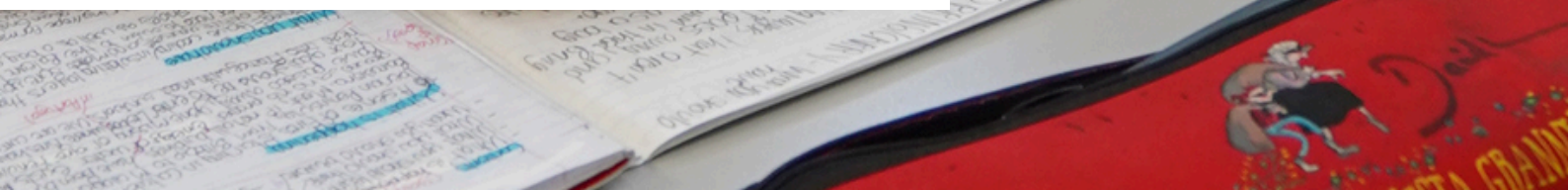




2024

**SAFETY BAY SENIOR HIGH SCHOOL**




# **Year 9 Course Guide**



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## Key for This Guide

-  Learning Area
-  Prerequisites
-  Cost

# Introduction

Each 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 and caregivers 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, 2027. 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 a C grade achievement.

Placement in Year 10 classes in 2027 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 that makes clear the expectations of students and staff.

Teachers remain responsible for the delivery of the 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 Special Music Program and/or our Department of Education endorsed Football Specialist and Cheer-Dance Specialist classes will continue in these programs in Year 9.

# Shape Your Future

Dear students and parents/carers,

As Principal of Safety Bay Senior High School, I welcome you to this course guide designed to empower you with the knowledge and tools to make informed decisions about your educational journey. We are committed to supporting your success and fostering a vibrant learning community.

Success in your studies requires you to apply effort and to work conscientiously to master concepts that you may find difficult. By diligently applying yourself to new and challenging concepts, going beyond the comfort of what you already know, you will gain the skills to persevere, think creatively and become a master of your learning. This is referred to as a 'growth mindset'. All students have the potential to succeed if they focus their efforts, work hard and believe that a growth mindset will develop their ability to learn.

As there are a range of choices open to you, I encourage you to select the subjects you believe will aid your academic journey and help identify your own abilities and strengths. Through knowing yourself, you will become a citizen of integrity who is able to contribute to your community and beyond. Our goal is to empower students with the knowledge, skills and values needed to succeed in a rapidly changing world.

This course guide is your roadmap to success, offering a comprehensive overview of our programs, pathways and resources.

We encourage you to explore our diverse range of subjects available to you, and to make choices that align with your interests, strengths, and future goals.

We believe a strong school community spirit is essential for student success. Our staff are here to guide and support you throughout your journey. Please don't hesitate to reach out to your teachers, Student Services staff and Pathways team for assistance.

We are excited to see you achieve your full potential and to contribute to a positive and successful learning environment for all.

Kind Regards,  
**Jessica Halliday**  
Principal

# Pathways

## Subject Selection Guidelines

Throughout Year 9 students will follow a program comprised of:

- Mathematics, English, Humanities and Social Sciences, and Science, each for four periods per week;
- Health for 1 period per week;
- Health and Physical Education for 2 periods per week;
- Three optional subjects.

Optional subjects are to be selected by the student. These subjects are also studied for the full year. As optional subjects each have limited class capacities, please note that consecutive unexplained absences at the beginning of the school year may forfeit your position in a class if another student is enthusiastic to join.

Students currently participating in a Specialist Program (Football or Cheer-Dance) or the school-based Special Music Program select fewer additional subjects. Football and Cheer-Dance programs count as two Physical Education options.

## NAPLAN Testing

All students in Year 9 participate in nation-wide Numeracy and Literacy (NAPLAN) tests, developed for Australian schools, in Term 1. Parents will receive a report of their child's performance as part of their Semester 2 report.

## Careers Expo

At SBSHS, we host an annual Careers Expo for Year 9-12 students, providing an opportunity to engage with local employers and explore potential career pathways. Additionally, selected Year 9 students are invited to attend the Skills West Expo in Perth City. As places are limited, only 50 students from Years 9 and 10 can participate. Students have the opportunity to submit a request for selection.

## Career Tasters

The Year 9 Career Taster Program (CTP) is designed to inspire students to become 'career curious' by exploring further study options and potential careers. The program includes:

- Industry-led experiences and activities that introduce students to a range of career pathways and job opportunities.
- Career development training to support informed decision-making about subject selections and post-school options.



**SAFETY BAY**  
SENIOR HIGH SCHOOL  
*imagine believe achieve*

# Academic Pathways

## FOUNDATION

## GENERAL

## ATAR

8

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**  
**Thrive Program**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**  
**Pathfinder Program**

9

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**  
**Thrive Program**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**  
**Pathfinder Program or Pre-ATAR Class**

10

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**  
**Pre-Foundation Class + Cert II in Work Skills & Vocational Pathways**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**  
**Pathfinder Program or Pre-ATAR Class**

Senior School

11

**Foundation Pathway**  
(Foundation English, Mathematics and Careers & Enterprise)

**Industry Links Pathway**  
(General English, Mathematics, Careers & Employability, Cert II in Workplace Skills and Workplace Learning)

**General Pathway**  
(General English, General Mathematics + 3 other subjects + 1 Certificate)

**ATAR Pathway**  
(Minimum 4 ATAR Subjects [including compulsory English + Mathematics] with another 2 chosen courses - ATAR, General or Certificates)

12

**Foundation Pathway**  
(Foundation English, Mathematics and Careers & Enterprise)

**Industry Links Pathway**  
(General English, Mathematics, Careers & Employability, Cert III in Business and Workplace Learning)

**General Pathway**  
(continued from Year 11)

**Alternative Uni Pathways**  
(external)

**UniReady Program**  
(internal)

**ATAR Pathway**  
(Minimum 4 ATAR Subjects [including compulsory English + Mathematics] with another 2 chosen courses - ATAR, General or Certificates)

Post-School Pathway

**EMPLOYMENT**

**TAFE**

**UNIVERSITY**

COMPULSORY COURSES		
PAGE	COURSE	COST
08	Mathematics	\$35
09	English	\$35
10	Science	\$50
11	Humanities and Social Sciences	\$35
12	Health	\$20
13	Physical Education <u>or</u>	\$30
14	Recreation for Life	\$30
ELECTIVE COURSES		
HEALTH AND PHYSICAL EDUCATION		
17	Outdoor Pursuits	\$150
HUMANITIES AND SOCIAL SCIENCES		
19	Monsters of History	\$25
THE ARTS		
22	Beauty	\$100
23	Dance	\$100
24	Drama	\$55
25	Graphic Design	\$105
26	Media Arts	\$75
27	Photography	\$124
28	Special Music	\$70
29	Visual Arts	\$105
TECHNOLOGIES		
32	Childcare	\$100
33	Engineering	\$100
34	Food for You	\$140
35	Information, Digital Media and Technology	\$100
36	Metal Technology	\$100
37	Textiles	\$100
38	Wood Technology	\$100
SPECIALIST PROGRAMS		
42	Cheer-Dance Specialist Program	\$300
43	Football Specialist Program	\$400

# COMPU COURS

## What Compulsory Courses Do We Offer at Safety Bay Senior High School?

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

-  **Mathematics**
-  **English**
-  **Science**
-  **Humanities and Social Sciences**
-  **Health**
-  **Physical Education**  
or  
 **Recreation for Life**

# CONSULTORY



# COMPLU

## Mathematics

 Mathematics

 \$35

### 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

In Year 9, students explore and investigate to understand, calculate flexibly and efficiently, and model with real numbers, writing solutions in exact or approximated form. They engage with financial mathematics by calculating simple interest and exploring ways in which people earn money. They work flexibly, both algebraically and graphically, with linear equations, developing an understanding of gradient.

Students explain and determine the perimeter and area of composite figures. They apply Pythagoras' theorem to solve perimeter and area problems. Through construction, drawing and geometric reasoning, students establish conditions for congruent triangles, explore properties of similar figures and develop trigonometric ratios. Students extend their use of formulas to include the volume, capacity, and surface area of right prisms and cylinders.

Students connect probability and statistics by collecting data from experiments and simulations related to two-stage chance experiments, both with and without replacement. They analyse comparative graphs in context using statistical language and critically analyse statistical processes and claims made in the media related to data sampling.


### 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

 English

 \$35

### 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

 \$50

### 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

#### Biology

Students will learn how plants and animals use structural, behavioural and physiological adaptations to survive, and how abiotic and biotic factors interact and influence the biodiversity in a wide range of ecosystems. They will investigate how organisms respond to environmental changes, how plant tropisms guide growth and how humans have an impact on different ecosystems.

#### Physics

Students will investigate how sound and light travel as waves, exploring how they behave when they reflect, refract or move through different materials, applying these ideas to real-world contexts. Through hands-on activities, students examine image formation, wave behaviour and common vision or hearing conditions to understand how physics explains everyday experiences.

#### Chemistry

Students will explore the structure of atoms and how the periodic table helps us understand the properties and behaviour of different elements. They will investigate how atoms combine to form compounds, model chemical reactions, and learn to represent these changes using word and balanced chemical equations, applying the law of conservation of mass.

#### Earth and Space Science

Students will explore how Earth's global systems interact through processes such as the carbon and water cycles. They will examine how human activity affects these systems, including impacts on climate, freshwater availability and the carbon cycle. Using real-world data, students will investigate indicators of climate change and how Earth's climate has shifted over time.

### Assessment

Students will complete a variety of assessments designed to develop and demonstrate their scientific understanding and skills. These include topic tests, science inquiry investigations and validations that check their ability to apply concepts accurately and safely. Across the year, students will engage in both written and practical tasks that reflect real scientific thinking and processes.

# LSORY

## Humanities and Social Sciences

 Humanities and Social Sciences

 \$35

### 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 and 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 and 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 and Physical Education  
 \$20

### 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 and your digital reputation
- Building resilience

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

- Rights and responsibilities
- Consent and First Aid


#### 4. Staying Active

- Long term fitness
- Health and 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.

# LSORY

## Physical Education

 Health and Physical Education

 \$30 (includes all transport)

### Why study this?

Year 9 Physical Education focuses on developing students' skills, knowledge and understanding of sport through structured learning experiences. Students will be taught how to perform and refine movement skills, apply tactical strategies in game situations and work effectively in team environments across a range of sporting contexts.

Aligned with the Western Australian Health and Physical Education curriculum, the course provides students with exposure to different types of sports while building their confidence and competence in game play. Students learn how to apply skills in structured game situations, make decisions during play and develop teamwork and fair play behaviours.

This course is suited to students who enjoy sport, like being active and want to build their skills across a variety of sporting activities.

**Students must select either *Physical Education* or *Recreation for Life*. Students cannot enrol in both courses.**

### Areas of Study

### Assessment

Students will develop skills and understanding across a range of sporting contexts aligned with the WA curriculum, including:


- invasion games;
- net and wall sports;
- striking and fielding;
- target sports;
- and athletics and fitness activities.

Students will focus on skill development, tactical awareness, teamwork and fair play within each unit.

Students will be assessed using a variety of methods across different sporting contexts. Assessment may include practical performance, skill execution, application of tactics, teamwork, and understanding of health and wellbeing concepts. Assessment tasks will include teacher observation, practical demonstrations, checklists and questioning.

# COMPLU

## Recreation for Life

 Health and Physical Education

 \$30 (includes all transport)

### Why study this?

Year 9 Recreation for Life focuses on participation, enjoyment and building confidence in physical activity. The course is designed for students who may not connect with traditional competitive sport but still want to be active in a supportive and inclusive environment.

Students explore a variety of recreational and lifestyle based activities that promote health, wellbeing and lifelong participation in movement. The emphasis is on having a go, building confidence and developing positive attitudes towards physical activity rather than competition or performance. The course also promotes a sense of belonging by encouraging students to be part of a supportive group where everyone can participate, contribute and feel included.

Activities may include fitness based sessions, golf, frisbee golf, pickleball, yoga, walking activities and cooperative games. Where possible, students may also access community based recreation facilities within Rockingham and surrounding areas.

This course is suited to students who want to try new activities and participate without the pressure of traditional sport.

**Students must select either *Physical Education* or *Recreation for Life*. Students cannot enrol in both courses.**

### Areas of Study

### Assessment

Students will explore a range of recreational and lifestyle based activities that promote active living, including:

- fitness and wellbeing activities;
- golf and frisbee golf;
- pickleball and social sports;
- yoga and mobility;
- outdoor and walking activities;
- and cooperative and group activities.

Students will be assessed using a variety of methods across different contexts. Assessment may include participation, effort, personal improvement and engagement in activities. Students may also complete practical demonstrations, checklists, journals, and questioning tasks.

The focus is on participation, enjoyment and building confidence in a supportive environment.



SORRY

# HEALTH



## What Physical Education Courses Do We Offer at Safety Bay Senior High School?



**Outdoor Pursuits**

# H & P P F

## Outdoor Pursuits

🌐 Health and 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, mountain biking 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 will participate in a camp experience at **Dwellingup**, where they can apply their skills in an outdoor environment while working collaboratively with others.

Students are required to be at school by **7:20am for a 7:25am start each week** as part of this course. Students must also demonstrate a sufficient level of swimming competency through a swim test conducted in class, as water based activities are an essential component of the program.

## Areas of Study

This course allows students the opportunity to participate in a variety of adventurous challenges including:

- surfing/body boarding;
- climbing;
- mountain biking;
- hiking and camp skills;
- and camp cooking.

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 be involved with conservation projects and perform first aid within the natural environment. Students 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.

# HUMAN

## What Humanities and Social Sciences Courses Do We Offer at Safety Bay Senior High School?



### Monsters of History

# UNIT 1

## Monsters of History

 Humanities and Social Sciences

 \$25

### Why study this?

Are you ready to uncover the dark and twisted figures who shaped our world? Monsters of History is a challenging, engaging and thought-provoking elective that dives into history's most infamous leaders, criminals, and rebels. Explore the truth behind the legends, debate their impact, and decide – were they villains, heroes, or something in between? Through interactive activities, debates, and investigations, you'll sharpen your critical thinking and research skills while uncovering the shocking stories that history tried to hide. Choose Monsters of History and discover the past like never before!

### Areas of Study

- Myths and Legends - werewolves, vampires and more...
- Monsters of Wars - Adolf Hitler, Joseph Stalin and more...

### Assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices.

# THE A

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



**Beauty**



**Dance**



**Drama**



**Graphic Design**



**Media Arts**



**Photography**



**Special Music**



**Visual Arts**

# ADTS



# Beauty

 The Arts

 \$100

## Why study this?

Are you passionate about the world of beauty and makeup artistry? If so, this is the perfect course for you! Designed for those eager to explore the exciting and dynamic beauty industry, our course offers you the opportunity to learn essential skills and techniques used by professionals. Whether you dream of working in a bustling beauty salon, enhancing clients' looks with your creativity, or thriving in retail cosmetics stores, this course is your gateway to endless career opportunities.

## Areas of Study

This course introduces students to a variety of beauty treatments, including skincare, mini facials, manicures, pedicures, nail art, makeup application, and eyebrow and eyelash enhancements. Students will gain hands-on experience, progressing from basic skills to more advanced techniques like shellac application. As they develop their creativity and attention to detail, students will experience a boost in self-esteem and confidence, giving them a sense of accomplishment.

## Assessment

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

### Practical Assessments: 70%

- Product making
- Manicures and nail art techniques
- Pedicures
- Mini facials
- Makeup application
- Hair styling

### Theory Assessments: 30%

- Understanding of beauty treatments and their benefits
- Health and safety standards for beauty treatments

# ADTCS

## Dance

 The Arts  
 \$100

### Why study this?

Year 9 Dance is a non-competitive subject for students with little or no prior dance experience. This program focuses on building students' natural abilities while developing their skills and techniques in across a variety of dance genres.

Students will learn to create and interpret choreography, perform in front of a live audience, and reflect on their experiences in dance. The course encourages students to explore new movements, express themselves creatively, and build self-confidence, discipline and respect for 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

# 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 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 and choreograph movement, along with viewing and creating their own Shakespearean performances. Students will look at a range of texts from Australia and around the world, as well as the potential to participate in workshops with external theatre practitioners. Students may have the opportunity to attend live theatre performances and identify production values and elements.

## Areas of Study

- 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

### **Responding: 30%**

- Reflecting (verbal and written)
- Theatre review
- Research and context task

# ADTCS

## Graphic Design

 The Arts

 \$105

### Why study this?

Year 9 Graphic Design is a dynamic alternative to visual arts that gives students early access to real-world creative experiences. Through hands-on projects and design briefs, students learn to create purposeful, audience-focused work while building the skills and confidence needed for senior school and beyond.

### Areas of Study

This course introduces students to a variety of projects that will provide students the opportunity to express themselves creatively, using a range of art tools and techniques in a commercial and graphics orientation. Students will have to learn how to use industry-level design programs and resources, such as Adobe Illustrator and Procreate, as well as other creative practices such as illustration and painting.

### Assessment

#### **Practical: 75%**

Making components may include (but not limited to):

- Logo design
- Magazine/coffee book design
- Packaging design
- Character concepts
- Fashion Illustration
- Animation
- 3D rendering (digital)
- Design Journal/Portfolio

#### **Theory: 25%**

Responding components may include (but are not limited to):

- Visual Analysis (movie posters)
- Presentations and exhibitions
- Design rationales and annotations
- Creating a stock list for the client

# Media Arts

 The Arts

 \$75

## 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

# ADTCS

## 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 and creative photographs.

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

### Areas of Study

Students will develop a range of technical and digital skills that will prepare them for a range of careers that require the knowledge of Microsoft 365 and Adobe Suites.

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

Students will learn the following photographic techniques:

- elements and principles of design - line, contrast, colour etc.;
- shutter speed - freeze action or blur motion;
- aperture - small or large depth of field;
- and 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

 \$70

## 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

# Visual Arts

 The Arts  
 \$105

## Why study this?

Year 9 Visual Arts is designed to provide students with an opportunity to engage creatively and practically with a range of projects from both 2D and 3D. This course will develop students' skills in exploration, critical thinking, analysis, and practical techniques to create unique outcomes.

## Areas of Study

Students will develop their practical and responding ability through different outcomes from illustration, painting, and sculpture.

## 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)

# TECHNO

## What Technologies Courses Do We Offer at Safety Bay Senior High School?



**Childcare**



**Engineering**



**Food for You**



**Information, Digital Media  
and Technology**



**Metal Technology**



**Textiles**



**Wood Technology**

# COLLEGE FILES



## Childcare

 Technologies  
 \$100

### Why study this?

The Year 9 Childcare course focuses on further developing understanding and skills in interpersonal thinking and human development. Students will explore a range of physical skills through games, growth and motor exercises, and develop an understanding of health and nutrition for developing bodies. They will be expected to work alone and in teams. Students will also develop mini lessons to share with younger year groups to test their developmental knowledge.

### Areas of Study

### Assessment

Students will learn to:

- Analyse problems
- Design, implement and evaluate a range of interpersonal solutions

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.

They will create physical projects designed for children, and investigate safety and first aid.

# TECHNOLOGIES

## 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 principals demonstrated through their understanding and application of 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. Major projects include designing and building a fully operational mini ROV (remotely operated vehicle) and a hydraulic arm.

### 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.

## Food for You

 Technologies

 \$140

### 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 learned 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.

# TECHNOLOGIES

## Information, Digital Media and Technology

 Technologies

 \$100

### Why study this?

The Year 9 Information, Digital Media and Technology course focuses on further developing understandings and skills in computational thinking. Students will explore a range of data collection methods, learn to apply algorithmic design skills and use both hardware and software to create digital products such as games, interactive applications, and smart devices by working individually and in teams. Students will also develop phone apps that connect to the real world (IoT/Internet of Things).

### Areas of Study

### Assessment

Student will:

- learn to analyse problems and 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;
- learn to work individually, collaboratively and interactively sharing online environments, with respect to the ownership of information;
- and consolidate their algorithmic design skills to incorporate testing of prototypes in virtual and real time environments.

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 that 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.

# TECHNOLOGIES

## Textiles

 Technologies

 \$100

### Why study this?

The Year 9 Textiles course develops students' understanding of a range of design and fashion techniques. If you have an interest in clothing and fashion design or other practical textile skills such as repairing and altering clothes, then you will love Textiles!

### Areas of Study

- Fashion
- Sustainability
- Garment and item plan design
- Fundamentals of a sewing machine
- Types and uses of fabric
- Construction of items from patterns
- Safety and methods of various sewing tools and embellishments

### Assessment

The major assessments are sewing machine tests, sewing machine use and maintenance, and accuracy of item construction – a bag or shirt, beanie or hat, and a pencil case.

# TECHNO

## 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.

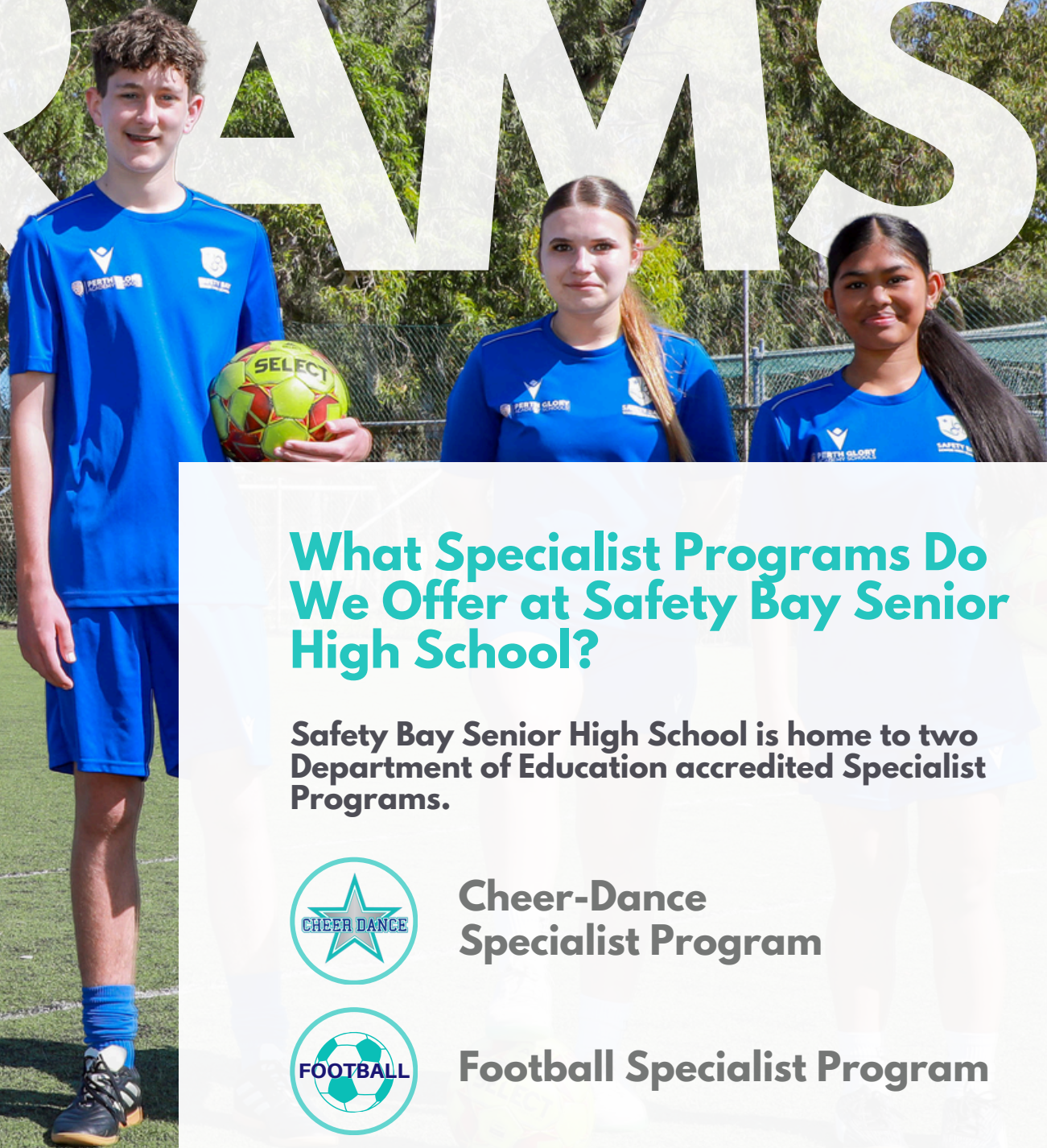
# OLOGIES



# SPECIAL PROJECT



# SPECIALIST PROGRAMS



## 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**



**Football Specialist Program**

# SPECIALIA

## Cheer-Dance Specialist Program

🌐 Health and 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 high-quality integrated cheerleading and dance training since 2012, making it one of the leading programs in the state.

Students gain entry into this nationally recognised program through competitive selection trials. To secure a place, students must demonstrate exceptional cheerleading, dance, or gymnastics skills; along with maintaining a 90% attendance rate and displaying an excellent attitude, behaviour and effort across all classes.

The Cheer-Dance Specialist Program is a four-year course, running from Years 7 to 10, with the opportunity for students to continue their dance studies into Senior School. The class structure includes two periods of cheerleading and two periods of dance, covering a range of styles such as Poms, Lyrical, Jazz, Hip-Hop, Contemporary and Musical Theatre.

This program fosters discipline, creativity, and performance excellence, preparing students for future opportunities in cheer, dance and the performing arts.

### 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.

# ALIST

## Football Specialist Program

🌐 Health and Physical Education/Technologies

💰 \$400 non-refundable plus uniform

### Why study this?

Students gain entry into Safety Bay Senior High School's nationally recognised Football Specialist 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 Football Specialist 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 four Football sessions per week, in the phases of Skill Acquisition, Game Training and Performance.

### Areas of Study

- Technical development of the four core skills - [v], striking the ball, running with the ball and first 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.

# Selection Information

## Term 2

- Distribution of Course Guides
- Year 8 Subject Preferences - collected in class

## Term 3

- Parent/Teacher Night
- Year 8 Subject Selection Online (SSO) - completed in class
- Subject Selection Report sent home

## Charges

**All subject charges** for Year 9 courses are compulsory and should be paid by the end of Term 1 2027. For subjects with a cost of \$100 or more we request a 50% deposit to be paid by Monday 26 October 2026.

**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**

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**Phone**

08 9528 9200

**Email**

[safetybay.shseeducation.wa.edu.au](mailto:safetybay.shseeducation.wa.edu.au)

**Administration Hours**

(during school term)

7.30am - 4.00pm

Monday, Tuesday, Wednesday, Friday

7.30am-3.30pm

Thursday



**SAFETY BAY**  
SENIOR HIGH SCHOOL

*imagine believe achieve*