

# Curriculum Booklet Year 9

2026



# Welcome to our school

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Margaret River Senior High School is a vibrant school that aims to maximise the full potential of all our students. The school is regularly placed in the “top performing Schools” awards that recognises schools in Western Australia with exceptional student achievement, in both tertiary and non-tertiary pathways of study.

A major strength of the school is its strong links and partnerships with parents and the local community. Parents play a key role in planning for the future and participate in all aspects of school life. The strong sense of community and quality of relationships makes Margaret River Senior High School an exceptional School.

## OUR VISION

To offer a personalised education, catering for individual student needs through specialised programs and creation of individual pathways. To nurture, encourage and challenge our students to be active and responsible contributors to our community. We believe that building the leaders of tomorrow is an important focus at Margaret River Senior High School. To enable students to achieve success through a clear focus on Learning and Teaching both within the classroom and building teacher capacity. To create a future focus on innovative 21st Century learning with purpose-built facilities to encompass STEM across all curricula.



## LOWER SCHOOL TIME ALLOCATION

There are certain subjects within the Learning Areas which are considered essential for all students in Years 7-10. The minimum number of periods of these subjects which must be taken in each lower school year is:

- 4 hours per week in English, Mathematics, Humanities and Social Sciences and Science (16 hours)
- 3 hours in Health and Physical Education
- 6 hours spread across Languages, Arts and Technologies

These four core subjects—**Mathematics, English, Science, and Humanities**—are commonly referred to as **MESH** subjects, forming the foundation of a well-rounded education and supporting students' success across all learning areas.

## YEAR 7/8 STUDIES

At Margaret River Senior High School, Year 7 and 8 students study a program designed to provide a balanced and broad education. Over these two years, students participated in a taster program that introduced them to a range of Languages, Arts, and Technologies subjects, helping them make informed choices for Years 9 and 10. Students who had been part of the instrumental music program in primary school were able to continue with instrumental lessons for two periods each week, with additional band practice held after school. Music students followed a modified curriculum in the Arts and Technologies areas to accommodate their music commitments.

## YEAR 9 STUDIES

In Year 9, students usually choose three elective subjects each semester from the Arts, Health and Physical Education, and Technologies learning areas. Over the year, you'll need to include at least one subject from both the Arts and Technologies – this can be in either Semester 1 or 2. Health Education and General Physical Education are core subjects for all Year 9 students.

Your elective subjects are a great opportunity to follow your interests or try something new. As you make your choices, think about the subjects you might like to study over Years 9 and 10, and even into Years 11 and 12. Some senior courses have recommended or required subjects in Year 10, so it's worth planning ahead.

Please note that elective classes need to have enough students to run. While we'll do our best to give you your top preferences, you might not get your first or second choice every time. Our timetabling team will make sure you get a good mix of your highest priorities across the year.

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# Introduction

## PARENT INVOLVEMENT

Parent involvement plays a vital role in helping students make informed and balanced subject selections. We strongly encourage parents to sit down with their child and review the elective options together, considering both interests and future goals. This support helps ensure students choose a well-rounded program that suits their strengths and aspirations. It's also important for parents to be aware that elective costs can vary depending on the subjects selected. Your guidance and engagement are key to helping your child make confident and informed decisions about their learning journey.

## TIMETABLE AND COURSE SELECTION

Margaret River Senior High School will operate a two semester timetable.

- A semester will be approximately 20 weeks of study.
- Elective courses will run for a semester and will be scheduled for two periods over the week (2 x 64 minutes).
- Students will be allocated courses in English, Mathematics, Humanities and Social Sciences, Science and Health.

Any queries about Year 9 at Margaret River Senior High School may be directed to the following staff members:

POSITION	CONTACT	PHONE
Year 9 Leader	Mrs Wendy Coffey	9757 0713
Learning Support Coordinator	Mrs Carolyn Ralph	9757 0785
Student Services Manager Yr 7, 8 & 9	Ms Natalie Muir	9757 0740
Student Services Manager Yr 10, 11 & 12	Mr Michael Wheeler	9757 0750
Deputy Principal – Lower School	Ms Mandy Carey	9757 0710
Manager Corporate Services	Ms Cristina Oliveira	9757 0704

Questions relevant to a specific Learning Area may be directed to the following Heads of Learning Area:

POSITION	CONTACT	PHONE
English	Ms Tysoe Richmond	9757 0714
Science	Mr Liam Smith	9757 0763
Mathematics	Mr Alex Bayley	9757 0746
Humanities and Social Sciences and Languages	Mr David Johnson	9757 0770
Health and Physical Education	Mr Shane Joyce	9757 0758
Technologies	Ms Kylie Marsh	9757 0721
The Arts	Mrs Sara Willmott	9757 0753
Vocational and Education Training	Ms Michelle Miller	9757 0777

## SUBJECT SELECTION

Secondary School Curriculum is divided into eight Learning Areas and each student will study across all eight of these areas:

- Humanities and Social Sciences
- Mathematics
- English
- Health and Physical Education
- Science
- Technologies
- Visual and Performing Arts
- Languages

Subject teachers will provide advice to students regarding appropriate courses of study.

Students are required to choose ONE elective from both the ARTS & TECHNOLOGIES Learning Areas. This will ensure students experience a wide range of content. The third elective is student choice and can be selected from any of the three Learning Areas above. For music students, Music must be selected as an elective in both Semester 1 & 2.

ARTS	TECHNOLOGIES	LANGUAGES
Visual Arts	Creative Technology	French/German
Art/Craft	Agriculture	Chinese (Mandarin)/ Indonesian
Ceramics	Food	Spanish/Italian
Photography	Engineering Fundamentals	
Performing Arts	Woodwork	
Dance	Food in the Fast Lane	
Drama	Food for Fun and Health	
Music (Sem 1 & 2)	Caring for Children	
	Introduction to Fashion Design	



# Charges & Contributions

## VOLUNTARY CONTRIBUTIONS & COMPULSORY CHARGES

Voluntary Contributions and Compulsory Charges are used by our school to provide textbooks, materials, special equipment and consumable items for student use.

The Charges & Contributions booklet details all course costs, extra cost options and voluntary approved requests. We recommend you use it as a guide when doing your course selection.

The prices indicated are accurate at the time of printing. The 2026 Charges & Contributions information will be posted home on or before 1 December 2025. Current year course costs can be view on our website ([margaretrivershs.wa.edu.au](http://margaretrivershs.wa.edu.au)) using this link below:

[View Charges & Contributions Booklet](#)

Payment of all Charges & Contributions is requested by Friday 10 April 2026. Families who cannot meet the full cost at the commencement of the year can arrange payment by instalments. Should you wish to discuss payment options please contact the Manager Corporate Services on 9757 0704 at the commencement of the school year.

### Electives

Parents permitting students to select electives other than low-cost electives (\*\*) need to ensure Voluntary Contributions and Compulsory Charges are paid in full by Friday 10 April 2026. Low-cost electives are marked with an asterisk (\*) in this booklet.

#### LOW COST ELECTIVES 2026

Art/Craft	9AVC1&2	\$10.00
Agriculture	9TAG1&2	\$10.00
Creative Technology	9TCT1&2	\$10.00
Physical Recreation	9PPR1&2	\$10.00

In Year 9, students are requested to purchase the personal book and stationery requirements as per the Resource and Booklist. This will be posted home with the Voluntary Contributions and Compulsory Charges information.



**FULL PAYMENT OF CHARGES MUST BE MADE BY  
FRIDAY 10 APRIL 2026**

# English





# English

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The English Department offers the Western Australian Curriculum based on these principles:

- All students can achieve significant learning outcomes, so long as the conditions necessary for their success are met. Therefore, we offer the same curriculum to, and have the same expectations of, all students.
- Students learn in different ways and over variable time spans. Therefore, we accommodate a range of learning styles and needs.
- Students' English learning is determined by:
  - a) the knowledge and skills we would like students to have at the end of their educational experience.
  - b) the extent to which the knowledge and skills can be clearly articulated and effectively monitored.

## Curriculum

The English curriculum is built around the 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, writing and creating.

In Year 9, students use spoken, written or visual communication to interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students develop a broader understanding of the contexts of their lives and the world in which they live. Our programs encourage students to develop an open and questioning view with learning experiences that enable students to draw on increasingly diverse sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

In Year 9, students learn how authors and creators adapt and experiment with text structures and language features. They learn how texts represent people and places and how techniques contribute to style, mood and tone. Students develop their understanding of how texts relate to context, purpose and audience. They listen to, read, view, analyse, interpret, evaluate, create and perform a wide range of spoken, written and multimodal texts. These texts include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. They understand how the features of texts may be used as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Literary texts are drawn from a range of genres, involving complex, challenging plot sequences and/or hybrid structures that serving multiple purposes, and explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. Informative texts represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. These texts represent a variety of perspectives.

In addition, the outcomes follow a continuum of learning from Year 7 to Year 10, focusing particularly on the development of skills and knowledge required for success in Upper School. NAPLAN exercises in grammar, reading comprehension and narrative structure taught in Year 7, 8 and Year 9, while complementing students' outcomes in language and literacy, are also designed to assist students' preparations for NAPLAN testing.



## Classroom Organisation

We believe in the benefits of flexibility and variety, within the overall context of a student-centred approach to teaching and learning. Thus, we use a range of organisational strategies including structured group work, pairs work and independent work, depending on the type of learning activity and the needs of the students at specific times.

## Monitoring, Assessment & Reporting

Monitoring and Assessment is an ongoing process between student and teacher. Teachers monitor student's journal work and activities, providing feedback to students. Students use this feedback to reflect and set goals for improvement.

Strategies to achieve these goals are put in place to support further improvement in Summative Assessments. Students use their journals to document their reflection on feedback.

Students complete two common assessment tasks per semester and English teachers moderate this work systematically. Common rubrics and further moderation processes for other assessments means that we regularly cross-mark to ensure fairness and consistency.

For English course charges see the [Charges & Contributions Booklet](#)

# Humanities & Social Sciences



# Humanities & Social Sciences

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The Year 9 West Australian Humanities and Social Sciences Curriculum consists of Economics and Business, Geography, History and Civics and Citizenship.

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.

Students will study four discrete courses, one in each term. A separate grade will be awarded for each course.

## GEOGRAPHY

### **Biomes and food security and Geographies of interconnections**

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 inquire 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. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

## ECONOMICS & BUSINESS

### **Australia's mixed market economy and Work and financial decision-making**

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. They examine the connections between households and businesses, and the financial, government and overseas sectors through the flow of goods, services and resources in a global economy. Students develop an understanding of the risks and rewards involved in investing money and explore ways to practise financial management.

## HISTORY

### **Australian history (1750-1914) and Investigating World War I**

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of Australia's colonial history and World War I. They consider how the experiences of people and groups reflected the attitudes of these time periods, and the significance of both colonisation and World War I.

## CIVICS & CITIZENSHIP (POLITICS & LAW)

### **Shaping voter decisions and Australian court system**

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of political parties and independent representatives, and the way citizens' decisions are shaped during an election campaign. Students investigate how Australia's court system works in support of a democratic and just society.

## LANGUAGES

### Chinese (Mandarin)/Indonesian

9LCM1 & 9LCM2

The Year 9 Chinese/Indonesian course builds on the foundational skills acquired in Year 8, offering students the opportunity to engage with the linguistic and cultural diversity of the world. This includes participation in online conferences with sister schools, broadening students' global perspectives.

Through language learning, students expand their personal, social, cultural, and career opportunities in an increasingly interconnected world. Proficiency in additional languages also serves as a valuable national resource, enhancing Australia's engagement with the global community.

By studying languages, students develop intercultural awareness and a deeper understanding of the role of language and culture in communication. This fosters greater appreciation of diversity and global citizenship while encouraging self-reflection on their heritage, values, culture, and identity.

Cultural topics covered include food and cooking, with opportunities for excursions both locally and in metropolitan areas, as well as international trips.

### German/French: From Paris to Berlin

09LGF1 & 09LGF2

Students wishing to deepen and extend their understanding and competence in German and/or French Languages are invited to select this combined Languages elective. The students will revise and learn German and French through a series of movies and TV programs. They will participate in the EP Languages World Championship, use online resources to learn German and/or French and participate in food and cultural study activities. Students will receive personalised instruction and develop independent

### Spanish/Italian

09LSI1 & 09LSI2

Students wishing to deepen and extend their understanding and competence in Spanish and/or Italian Languages are invited to select this combined Languages elective. The students will participate in the EP Languages World Championship, use online

resources to learn Spanish and/or Italian and participate in food and cultural study activities. You will receive personalised instruction and develop independent study skills. The course focusses on reinforcing Languages structures learnt in Years 7 and 8 and develops competence in talking about significant events in the lives of young people in Southern Europe and in Australia.

For HASS course charges see the [Charges & Contributions Booklet](#)

# Mathematics



# Mathematics

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The Mathematics Department is developing courses that allow students to achieve the outcomes expressed in the Australian Curriculum for Mathematics.

These courses cover outcomes from the strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The overall sequence of our courses is designed to prepare students for upper school studies in Mathematics, Science and Social Science subjects. Our lower school provides for a seamless transition into upper school Courses of Study in Mathematics.

Students in Year 9 are placed in a program (within a mixed ability class) based on the following:

1. The student's mathematical ability, demonstrated throughout the previous year.
2. Success in their course.
3. The requirement of further studies in Mathematics.

In general, a student will stay in the same course throughout Years 9 and 10. If a student is achieving great success in their course and wishes to go to a higher level, this will happen. Students need to be aware that it does become more difficult to move to a higher level as they progress through Years 9 and 10.

**"A Program"** is the most difficult level, with students progressing at a faster rate so that they will reach the outcomes needed for success in the Mathematical Methods course in upper school.

**"B Program"** caters for students with sound basic skills in Mathematics, with the course providing access to some complex content. This course is targeted in Mathematics, with the course providing access to some complex content. This course is targeted to students that will go on to study Mathematics Applications in upper school.

**"C Program"** is designed to reach the outcomes needed for success in the General course in upper school.

## Assessment

To determine the level of achievement of each student, several forms of assessment will be used.

**Tests:** These may be done at the end of each module of work and at the end of each semester.

**Independent Learning Assessments:** Two tasks will be attempted each semester. These tasks involve students gaining an understanding of a concept through independent study.

**Homework Mark:** This mark will be made up from observations of student's exercise books, completion of set homework and online Mathspace tasks.

**Mental:** Weekly quiz in which students cannot use a calculator.

## Homework Policy

Homework in Mathematics consists of the following:

1. Completion of work started in class.
2. Fortnightly assigned tasks for each program of difficulty.
3. Weekly Mathspace tasks (online Maths platform).

Research has shown that it is important for students to review the work that they have covered each day. For the student who reviews the work the same night as they did the work, their recall is improved. If they review the work a second time, a few days later, their recall is dramatically improved and is sustained.

In the case of Mathematics, this review is easily done by encouraging students to complete assigned tasks at home. By completing tasks, they will have to review, or remember, the lesson that took place during the day and apply this knowledge. Parents are encouraged to check the work that their children are doing and to ensure that work that was not completed in class is completed at home.

## Calculators

It is essential that all students have a calculator. Certain aspects of the course rely on students being able to interpret and experiment with problems, without the diversion of spending large amounts of time doing long, tedious calculations. The ability to do mental calculations is assessed separately to the ability to understand and interpret problems.



## Mathematics Studies in Upper School

The following recommendations indicate possible endpoints and background for students wishing to proceed to upper school courses.

### IN ORDER TO PREPARE FOR

### STUDENTS SHOULD ACHIEVE

**Mathematics Essential** which may be part of a course of general upper school studies. Can be used to obtain exemptions in some TAFE courses.

high D grade or a C grade

**Mathematics Applications** which may be part of a course leading to tertiary entrance or a requirement for group training apprenticeships.

high B grade

**Mathematics Methods** which may be part of a course leading to tertiary entrance for courses requiring Mathematics and Physical Science subjects or Economics.

A grade

**Mathematics Specialist** which can only be done if doing Mathematics Methods.

high A grade

For Mathematics course charges see the [Charges & Contributions Booklet](#)



# Science



# Science

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

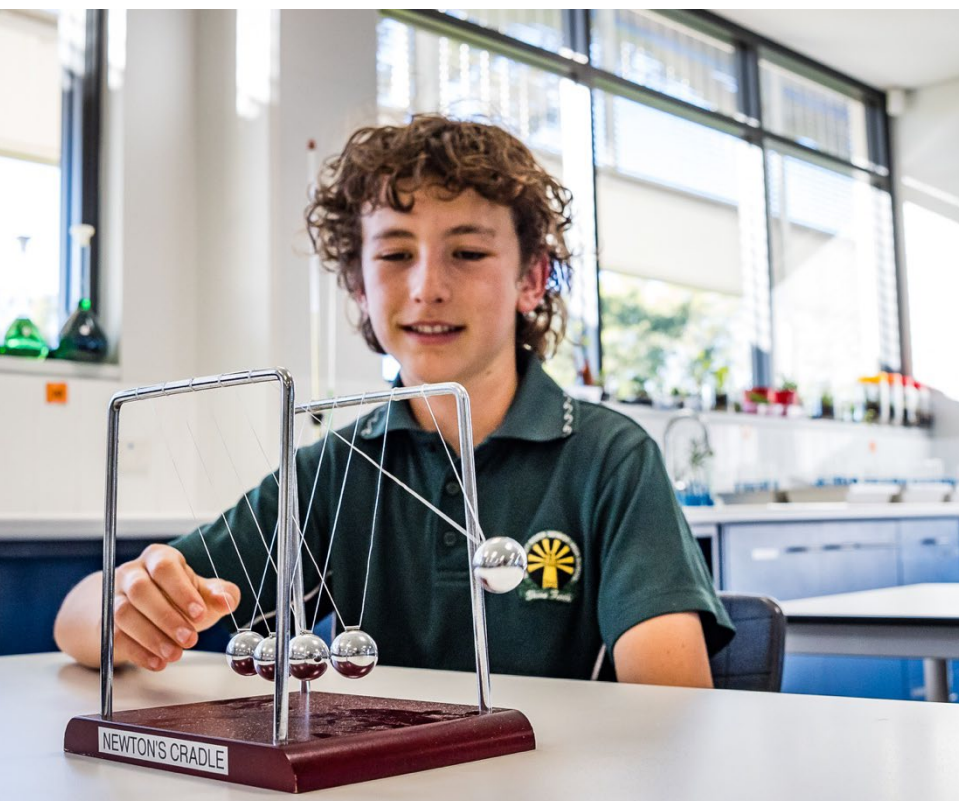
Students will complete a year-long course of four periods per week, which covers the Australian Curriculum requirements for Year 9 in Science. Some specifics are:

## SCIENCE INQUIRY SKILLS

Students investigate how to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions; and to evaluate their plans, procedures and findings.

## EARTH & SPACE SCIENCES

Students understand how the physical environment on Earth, and its position in the universe, impact the way we live. Specifics include Earth processes such as Plate Tectonics, Earthquakes and Volcanoes.





## PHYSICAL SCIENCES

Students understand the scientific concept of energy and explain that energy is vital to our existence and to our quality of life. Specifics include Forces, Electricity and Heat.

## BIOLOGICAL SCIENCES

Students understand their own biology and that of other things and recognise the interdependence of life. Specifics include Ecosystems, Ecology and Human Body Systems.

## CHEMICAL SCIENCES

Students understand that the structure of materials determines their properties and that the processing of raw materials results in new materials with different properties and uses. Topics covered include Atomic Structure, Radiation, and Chemical Reactions.

## STEM

Students will also undertake STEM (Science, Technology, Engineering and Mathematics) projects where they will have to design and build solutions to problems using STEM skills.

For Science course charges see the [Charges & Contributions Booklet](#)

# Health & Physical Education



# Health & Physical Education

## HEALTH EDUCATION

In Year 9, the content provides students with the opportunity to 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. With a focus on relationship skills that promote positive interactions and manage conflict. Students will undertake Health Education one hour per week for a total of 40 weeks. Topics studied are:

- Mental Health
- Relationships & Sexuality
- Alcohol and Other Drugs
- Health Benefits of Physical Activity
- Safety

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

The Western Australian Curriculum Strand assessed in Health Education is Personal, Social & Community Health which includes:

- Being Healthy Safe and Active
- Communicating and Interacting for Health and Well
- Being
- Contributing to Healthy and Active Communities



## PHYSICAL EDUCATION

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership, communication and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.



Sports are selected from a range of skill-based activities involving kicking, striking, throwing/catching, offensive and defensive strategies. Sports can include:

- Athletics
- Netball
- Soccer
- Softball
- Australian Football
- Touch Football
- Basketball
- Volleyball

The Western Australian Curriculum Strand assessed in Physical Education is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

Students who are unable to participate in any Physical Education Courses due to injury or illness will be required to provide a note from their Parent/Guardian containing the following information:

- Name of the student
- Reason and duration of exemption
- Date
- Parent/Guardian signature
- Parents daytime contact number

Students will be encouraged to participate in alternative roles such as umpiring, scoring and equipment responsibilities. If a student is unable to participate for more than two consecutive weeks a medical certificate will be required from a medical practitioner to exempt the student from Physical Activity assessments during this period of illness or injury.

## OUTDOOR EDUCATION

### Roping (Elective)

9POE1 & 9POE2

This course is designed for students who enjoy challenging outdoor activities. Students will develop the skills to actively engage in a range of outdoor pursuits that will culminate in activity-related excursions for student who have met minimum requirements in class activities.

This course will teach students to become proficient in the use of climbing ropes in a variety of contexts. Students will actively participate in roping systems and use, belaying, prusikking, abseiling and climbing related knots. They will also learn basic first aid and participate in some high ropes activities in natural surroundings.

The Western Australian Curriculum Strand assessed in Outdoor Education is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement



## PHYSICAL RECREATION

### (Elective)

9PPR1 & 9PPR2

These courses are designed to maximise student participation and enjoyment in a variety of contexts. Students will learn a range of alternative activities taught outside of the general Physical Education domain. This course is a general recreation unit that will teach students the rules and etiquette in a variety of sports. Sports in this program may include, but are not limited to:

- Badminton
- Gaelic
- Spikeball
- Frisbee Golf
- Dodgeball
- Mini Tennis

The Western Australian Curriculum Strand assessed in Physical Recreation is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

## SPECIALISED AUSTRALIAN FOOTBALL

### (Elective)

9PSF1

Students will develop advanced performance skills in Australian Football through their involvement in a variety of drill-centred training sessions that will culminate in genuine game-based competitive scenarios. Students will be required to participate in all aspects of the course including fitness and conditioning, skill development including kicking, handballing, marking, bouncing and tackling, game performance incorporating both offensive and defensive strategies and tactics and umpiring roles. Both boys and girls are encouraged to select the course.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

The Western Australian Curriculum Strand assessed in Physical Education is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

## SPECIALISED BASKETBALL

### (Elective)

9PSB2

Students will develop advanced performance skills in Basketball through their involvement in a variety of activity-centred training sessions that will culminate in genuine game-sense scenarios. Students will be required to participate in all aspects of the course including fitness and conditioning, skill development including footwork, passing, court and spatial awareness. Game performances involve attack and defensive strategies and the development of rule understanding.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. Skills learnt in this unit may assist in participation at interschool sporting events against other specialist schools, country week participation and community sport involvement.

The Western Australian Curriculum Strand assessed in Specialised Netball is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement





## SURF ACADEMY

The Margaret River Senior High School Surf Academy is a Talented and Gifted program and is endorsed by the Education Department as a specialised sport program. The Surf Academy is not a learn to surf program and has been designed to help competitive surfers maximise their performance.

Students in the Surf Academy participate in a range of activities including:

- Practical Surfing Sessions with High Performance
- Coaches
- Video Analysis and Review
- Surf Awareness and Surf Skill Development
- Fitness Sessions
- Involvement with the Margaret River Pro
- Theory Sessions on Nutrition, Training, Analysis,
- Judging and Sport Psychology

The Surf Academy conduct activities every week as well as other excursions and competitions. Participating students must be independent learners who actively seek out work they miss from the teachers of those missed classes. Students who fall behind in class work or who are not demonstrating the attitude expected of them in their classes will be withdrawn from the Surf Academy.

To be eligible to join the Surf Academy, student's must:

- Complete an application form
- Be a member of a Board riders club
- Be actively competing in Board riders or State round competitions

For Health and Physical Education course charges see the [Charges & Contributions Booklet](#)

# Technologies



# Technologies

## AGRICULTURE

9TAG1 & 9TAG2

Students studying this course will be involved in the day-to-day running of the school farm. Their theory focus will be as follows:

**Semester 1** – Farm Enterprises, The Farm Environment, Sheep, Animal Anatomy

**Semester 2** – Alpaca's, Dairy Cattle, Aquaculture, Goats

Our 20 hectare farm has the following enterprises:

50 Corriedale sheep

- 13 Angus cattle
- 3 Alpacas
- 100 Hyline Brown chickens running as a certified egg production business
- Aquaponics with 200 silver perch
- Hydroponics
- Vegetable garden and espaliered orchard
- 2.5 hectare vineyard with Cabernet Sauvignon, Semillon and Sauvignon Blanc grape varieties

Students are involved in all facets of the above farming practices with a strong focus on sustainability and permaculture.



## CREATIVE TECHNOLOGY

### Engineering 1 – More than a gamer

9TCT1

This course gives you the opportunity to design and produce computer games. In this course you will learn how to plan, design, build and monetise your computer games. When creating games, you will use a range of programming languages and engines to cater for different levels of ability. The course will focus on using Scratch, Godot (a Python based engine) and the GameMaker Language.

It will give you the opportunity to build on your programming and graphic design skills. Within this course there is a strong focus on design through the creation of sprites and levels. Project management will also feature in the course, and you will need to create proposals and milestones for the completion of your game. The skills that you develop in this course will assist you in upper school computing and business courses.

### Software Engineering 2 – Hacking Done Right plus Lego Robotics

9TCT2

As our world becomes increasingly dependent on technology and the Internet, a host of companies such as Sony are coming to the realisation that protecting themselves from the growing threat of cyber-attacks is essential to a company's success. Cyber Security is a growing field, and the first part of this course aims to equip you with the latest skills and tools that will allow you to identify vulnerabilities and come up with policies and software programs that will protect you from this ever-evolving threat.

This course will involve skills-based practical activities and Cyber Security exercises. Throughout the course you will examine the fundamental principles of how information is stored and communicated via a computer network. You will also investigate the potential vulnerabilities in networks and how attackers exploit them.

During the second part of this course, you will learn about the history of robotics and AI and design and create a unique and inventive robot using Spike Prime Lego. The skills that you develop in this course will assist you in upper school computing and business courses.

## JEWELLERY

9TJW2

This Jewellery course introduces students to the skills, metals, processes and designs associated with jewellery making. Examples of projects that may be completed are:

- Brass, copper and silver rings and bracelets
- Enamelled brooches and pendants
- Cuttlefish and lost wax casting
- Designing of your own jewellery



## GENERAL WORKSHOP AND CONSTRUCTION

Semester 1 – 9TWG1 and Semester 2 9TWG2

This course will introduce and expand upon previous wood and metal-based knowledge and skills from Year 7 & 8. The focus is on tasks of a more trade-related nature whereby students design and make metal & timber projects to take home. Students can expect to complete several practical and theoretical based projects that are aimed to introduce and extend their skills in metalwork, timber construction and basic building tasks.

In Semester 1 students can expect to develop an understanding of safe work practices through an induction process. Welding skills, basic engineering, timber (carpentry) construction, and a variety of minor building and construction related skills. Students will be expected to work independently and collaboratively on their building projects. Semester 2 is designed to further prepare students who have a real interest in a trade's pathway or want to further develop their practical skills.

The unit will expand on skills learnt in Semester 1 and introduce students to more advanced carpentry, metal working techniques, concreting, brickwork and paving. Students will again work independently building their own projects from timber and metal, as well as, collaboratively on group building tasks.

Both the Semester 1 and Semester 2 courses provide pathways to the Year 10 General workshop courses, then Year 11&12 Building and Construction, Certificate II Engineering. Semester 1 and Semester 2 are different courses. Students may elect to enrol in both semester courses or enrol in the first or second semester course.

## ENGINEERING FUNDAMENTALS

9TEN1 & 9TEN2

In this course, students will expand on their previous years “Design Thinking”.

At the core of “Engineering Fundamentals”, is the intention to improve or create new products by analysing and understanding how users interact with products and investigating the conditions in which they operate. Learning opportunities will occur through a “hands on approach” that will involve asking questions and challenging assumptions. Once students have questioned and investigated the conditions of a problem, the solution-generation process will help produce ideas that reflect the genuine constraints and facets of that particular problem.

“Engineering Fundamentals” will offer students a way of digging deeper and utilise a wide variety of suitable materials such as metals, timbers, plastics and more modern composites. It helps focus research, prototyping, and testing products and services to find new ways of improving the product, service or design.

Projects may include water rockets, bedside lamps, boat hull designs, geared electric vehicles and an MP3 mono amplifier.

## WOODWORK

### Woodwork 1

9TWW1

This course allows students to develop their knowledge, hand skills, design skills and use of technology. Students have the opportunity to develop problem- solving techniques and demonstrate their creativity in completion of their design tasks. A child’s wooden toy would be a typical project. In addition, an introduction to bowl turning on the lathe is covered.

Note: Students may need to supply unusual or large quantities of materials themselves and pay for extra materials as required.

### Woodwork 2

9TWW2

This course deals with the re-enforcement of design and problem-solving skills with the use of appropriate technology. A number of design projects are covered.

Typical projects would be a kitchen roll dispenser or a purpose-built storage unit for games CD, DVD etc. Students will also have the opportunity to further develop their turning skills on the lathe through a vase type vessel. Students may need to supply or purchase extra materials for oversized projects.

For Technologies course charges see the [Charges & Contributions Booklet](#)

# Home Economics



# Home Economics

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## FOOD IN THE FAST LANE

9THE1

**Focus:** Students investigate the changing nature of our food habits and some of the reasons why this is occurring in Australia and across the world. They will explore the influence convenience and fast foods have on our health; food and nutrition labelling; ethical and sustainable food production and the impact of purchasing local foods. They will prepare home-made versions of a range of these foods and will have the opportunity to design their own recipes.

Examples of foods prepared:

- Oven baked wedges
- Home-made wraps
- Home-made chicken nuggets
- Home-made pastries, kebabs, hamburgers and breads
- Muffins
- Naan bread and dhal
- Gnocchi

## FOOD FOR FUN & HEALTH

9THE2

**Focus:** This course investigates the importance of food to your health and fitness. Students will investigate a range of health and nutritional information that is available to them and will apply it in practical and design situations. Interesting and nutritional foods based on the Australian Guide to Healthy Eating and the Australian Dietary Guidelines will be explored and prepared, showing that nutritious foods can be healthy, tasty and enjoyable.

Examples of foods prepared:

- Cereals, breads, rice, pasta and noodles
- Meals based on staple foods including meat, poultry, fruits and vegetables, dairy and eggs
- Healthy desserts, snacks and baked goods

## CARING FOR CHILDREN

9TCC1

This course focusses on learning about child development from conception through pregnancy, birth and the first years of life, through a series of practical activities. Students will develop skills to help them to care for the needs of babies and toddlers. This role may be as babysitters, parents of the future or with a view to employment. Students will become aware of the part they, and other family members, play in the care of babies and toddlers from birth. Students will make an item for a new baby or toddler. Students will also make meals suitable for pregnancy and create a “fun” toddler meal. Students may also have the opportunity to parent a “virtual baby” and will visit a childcare centre.





## INTRODUCTION TO FASHION DESIGN

9TIF2

In this practical, gender inclusive course students will build on the skills acquired in Year 7 and 8 and revisit how to use a sewing machine to build upon their practical and creative abilities in textiles. Students will be introduced to basic processes used in fashion design, and construction of clothing and craft items that are both functional and decorative. We aim to give the students the opportunity to gain lifelong skills and processes to produce items that they can use and wear. Students will be encouraged to use and express creativity in all their projects. More in-depth knowledge is focussed on properties and care of fibres and fabrics, using patterns and sewing materials, sustainability principles and the design process. Please note that students may need to provide some fabrics and patterns, if they wish to vary projects.

Knowledge:

- Safety in the sewing room
- Correct use of sewing equipment and notions
- Fabric composition, construction and care
- Design process principles

Skills:

- Extending hand stitching techniques and decorations/embellishments
- Sewing machine use – safe use, using a range of stitches and construction techniques
- Designing and constructing a variety of craft and clothing items
- Using the design process to plan, construct and evaluate
- Construction of items/clothing using recycled or upcycled materials
- Creativity in design is encouraged in all projects

### Pathways for Students

Students who complete this course can follow the pathway to study the Year 10 Course – Fashion Design and Clothing Construction.

Materials, Design and Technology – Textiles (General) is planned to be offered for Year 11/12.

For Home Economics course charges see the [Charges & Contributions Booklet](#)

# Visual & Performing Arts



# Visual & Performing Arts

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The Arts Learning Area includes:

## Visual Arts

- Art/Craft
- Ceramics and Jewellery
- Photography

## Performing Arts

- Dance
- Drama
- Music

All students will do a course of study in the Arts based on a minimum of 2 periods of contact time per week. Students may choose additional courses in the Arts depending on their interests and future career aspirations.

## ART/CRAFT

9AVC1 & 9AVC2

Students may explore the areas of ceramics, textiles and printmaking, drawing, painting and digital art. They may wish to develop their skills for further study in upper school or it may just be their favourite part of the day. Students will learn new skills and interesting techniques.

Studying Art and Craft improves performance and develops skills that are useful in other subject areas. This course may be done with any combination of other Performing Arts or Visual Arts subjects.

Selecting this course will help students interested in careers enhanced by having an artistic background such as: hairdresser, jeweller, animator, interior decorator, make-up artist, photographer, potter, set/stage designer, beauty therapist or draftsman.

Studying art improves performance and develops skills that are useful in other subject areas.

Students learn valuable skills in preparation for Certificate II Visual Arts & Contemporary Craft in Year 11 and 12.

**The content of this course is different each semester so students who enjoy visual art can choose Art/Craft in both semesters of Year 9.**

## CERAMICS & JEWELLERY

9ACJ1 & 9ACJ2

This course involves an interesting combination of projects in the fields of ceramics and jewellery.

Learn to make a variety of wearable pieces including chain maille, wire work and ceramic jewellery. This course introduces students to the skills, processes and design skills associated with craft jewellery and ceramics. They will also design and develop ceramic pieces such as a jewellery box.

Students learn valuable skills in preparation for Certificate II Visual Arts & Contemporary Craft in Year 11 and 12.

**The content of this course is different each semester so students who enjoy ceramics/jewellery can choose to complete both the Semester One and Semester Two course.**

## PHOTOGRAPHY

### Photography 1

9ADP1

This course introduces students to the history, principles, techniques and materials used in photography. Students are guided through a number of activities to develop skills in camera operations, composition and digital imaging. Opportunity is provided for students to display their work in a variety of settings throughout the course.

This course is an excellent foundation for any student with an interest in photography.

### Photography 2

9APD2

This course builds upon the fundamental skills developed in Semester 1, allowing students to extend their knowledge of materials and techniques in Photography. Topics and themes are used to explore more complex photographic principles, with greater emphasis placed on creative design. Students are given the opportunity to participate in photographic competitions and are encouraged to exhibit at least one photographic piece for the AMR Show.

This course is recommended for those students considering future photographic studies.

## DANCE

9ADA1 & 9ADA2

Year 9 Dance encourages students of all ability levels to advance their dance technique and choreographic skills in a safe and supportive environment. Through Dance, students will develop transferable life skills such as safe movement practices, skills for analysing information, resilience, teamwork and problem-solving skills.

All gender identities are encouraged to participate in this elective.

Through the Year 9 Dance course, students build their technical dance skills in various styles. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. They begin to analyse how the elements of dance and design concepts contribute to the meaning of dance works and study the evolution of a dance genre. Students are given opportunities to choreograph using the elements of dance, choreographic devices and structures for choreographic intent

Dance genres that may be studied include:

- Contemporary
- Jazz
- Hip Hop and breaking

Please note: Students passionate about dance are encouraged to select Year 9 Dance for both semesters to ensure that essential Upper School content is covered.

## DRAMA

9ADR1 & 9ADR2

Year 9 Drama offers students an opportunity to develop their performance and production skills and knowledge by presenting Drama to an outside audience of family members and/or school students. Students achieve outcomes through the key activities of creation, performance and reflection.

Students will study the elements of drama and will work on both devised and scripted drama productions to create fully polished performance work using lighting, sound and costume to enhance audience impact. When opportunities arise, students will be invited to see plays performed in our school and the broader community.

Students who study Drama develop interpersonal and organisational skills that can be transferred to a range of careers and situations. The Drama course builds confidence, empathy, understanding about human experience and a sense of identity and belonging.

Students who might be interested in studying either Drama GENERAL or Drama ATAR in Upper School, are encouraged to enrol in Year 9 Drama in both semesters to ensure that essential upper school content is covered.

Different content is covered (and a different production is performed) in each semester of Drama. Drama enthusiasts are encouraged to enrol in Drama for BOTH Semester 1 and Semester 2.

## MUSIC SPECIALIST

9AMS1 & 9AMS2

Note: Year 8 Music Specialist is a prerequisite for this Year 9 course. If you have not completed Year 8 Music Specialist a teacher meeting is required prior to enrolment.

Year 9 Music Specialist encourages creativity, passion and enthusiasm as students work towards performance opportunities. It is selected as an elective for both semesters and consists of two classes per week: theory and practical.

**Theory lessons:** In these classes students will learn music notation, aural and compositional skills, as well as being introduced to several different music technologies. A variety of music genres and music history will be explored. Students will respond to different styles considering the elements of music.

**Practical lessons:** In these classes students rehearse as a whole class band or in small groups. Students will compose, arrange, and perform at different events throughout the year such as Arts Festivals, Big Band Picnic and other performance opportunities.

Instrumental students will be required to attend one instrumental lesson and one ensemble rehearsal each week.



Please note:

- Year 9 Music is a prerequisite for Year 10 Music.
- Students who are interested in music but are not planning to continue their studies in Upper School are still welcome to study Music in Year 9.
- The confidence, resilience, responsibility and the skills developed in Music are invaluable to students as they learn to stage quality work with their peers.
- Students who do wish to study classroom Music are invited to participate in the ensembles. Please see music staff if this option interests you.

Students may choose from the following instruments:

- Bass Guitar
- Flute
- Percussion
- Trumpet
- Clarinet
- French Horn
- Saxophone
- Voice
- Euphonium
- Classical Guitar
- Trombone

Students will choose from the following ensembles:

- Guitar Ensemble- guitar and bass students
- Concert Band- woodwind, brass and percussion students
- Choir- voice students

For Visual and Performing Arts course charges see the [Charges & Contributions Booklet](#)



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