Curriculum Booklet Year 7 & 8

2026

MARGARET RIVER SENIOR HIGH SCHOOL

Shine Forth

Welcome to our school

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

Margaret River Senior High School empowers every student to reach their achievement potential by fostering respect, responsibility, and resilience, nurturing the whole person, and contributing to a vibrant, engaged wider community.

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

Margaret River Senior High School believes that the Year 7 and 8 students should study a program that enables them to achieve a balanced education. A taster program is timetabled across Years 7 and 8 that exposes students to Languages, Arts and Technologies options they can choose in Years 9 and 10. Students who were in the instrumental music program in primary school may continue with instrumental music for two (2) lessons per week, with band practice conducted after school outside normal classroom hours. Music students undertake a modified program in the Arts area.

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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, Health and Physical Education.

Any queries about Year 7/8 at Margaret River Senior High School may be directed to the following staff members:

POSITION	CONTACT	PHONE
Year 7 & 8 Leader	Mrs Wendy Coffey	9757 0713
Education Support Coordinator	Ms Lee Pike	9757 0793
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	Mr Jonathan Ripley	9757 0721
The Arts	Ms Coralyn Lake	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 for each semester. This will ensure students experience a wide range of content. For music students, music must be selected as an elective in both Semester 1 & 2.

ARTS	TECHNOLOGIES	LANGUAGES
Visual Arts	Digital Technology	**Asian Languages**
Performing Arts	Home Economics	Chinese
Dance	**Design and Technology**	Indonesian
Drama	Design & Make	**European Languages**
		French
		German
		Italian
		Spanish

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 Charges & Contributions statement will be posted home on or before 1 December . Current year course costs can be view on our website (margaretriversshs.wa.edu.au) using this link below:

View Charges & Contributions Booklet

Payment of all Charges & Contributions is requested by the end of Term 1. 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.

FULL PAYMENT OF CHARGES MUST BE MADE BY
The Final Day of Term 1

English

English

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 7 and 8, 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 7 and 8, 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

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

LANGUAGES

Margaret River SHS offers an outstanding Year 7 and 8 Languages program, giving students the opportunity to study Asian Languages (one semester each Indonesian and Chinese) or one of two European Languages; French or Spanish. Each course develops skills in listening, speaking, reading, and writing, following the Year 7–10 SCSA curriculum. Students explore engaging topics such as personal introductions, number facts, family and describing people, food and culture, school life, home and daily routines, leisure and celebrations, and travel and directions. Learning is supported by interactive tools like Education Perfect, Stile, and Quizlet, along with creative projects and cultural activities. All Languages teachers are native speakers, providing authentic learning experiences. Competitions such as the EP World Championship and Side-by-Side speaking contest foster participation and excellence. Students build foundational grammar, elementary vocabulary, and confidence in communicating in a second language, along with a deeper appreciation of global cultures. By the end of Year 8, students work towards achieving Level A1.1 of the Common European Framework of Reference for Languages (CEFR).

For HASS course charges see the Charges & Contributions Booklet

Mathematics

Mathematics

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 7 and 8 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:

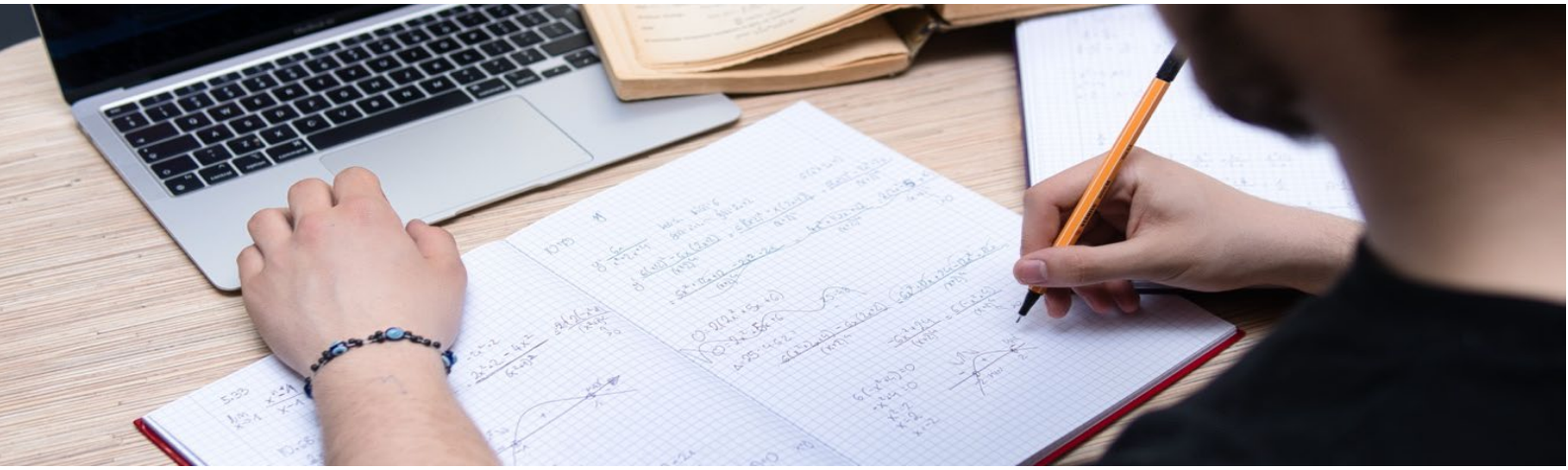
1. Completion of work started in class.
2. Fortnightly assigned tasks for each program of difficulty.
3. Weekly Mathspace tasks (online Maths platform).

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.



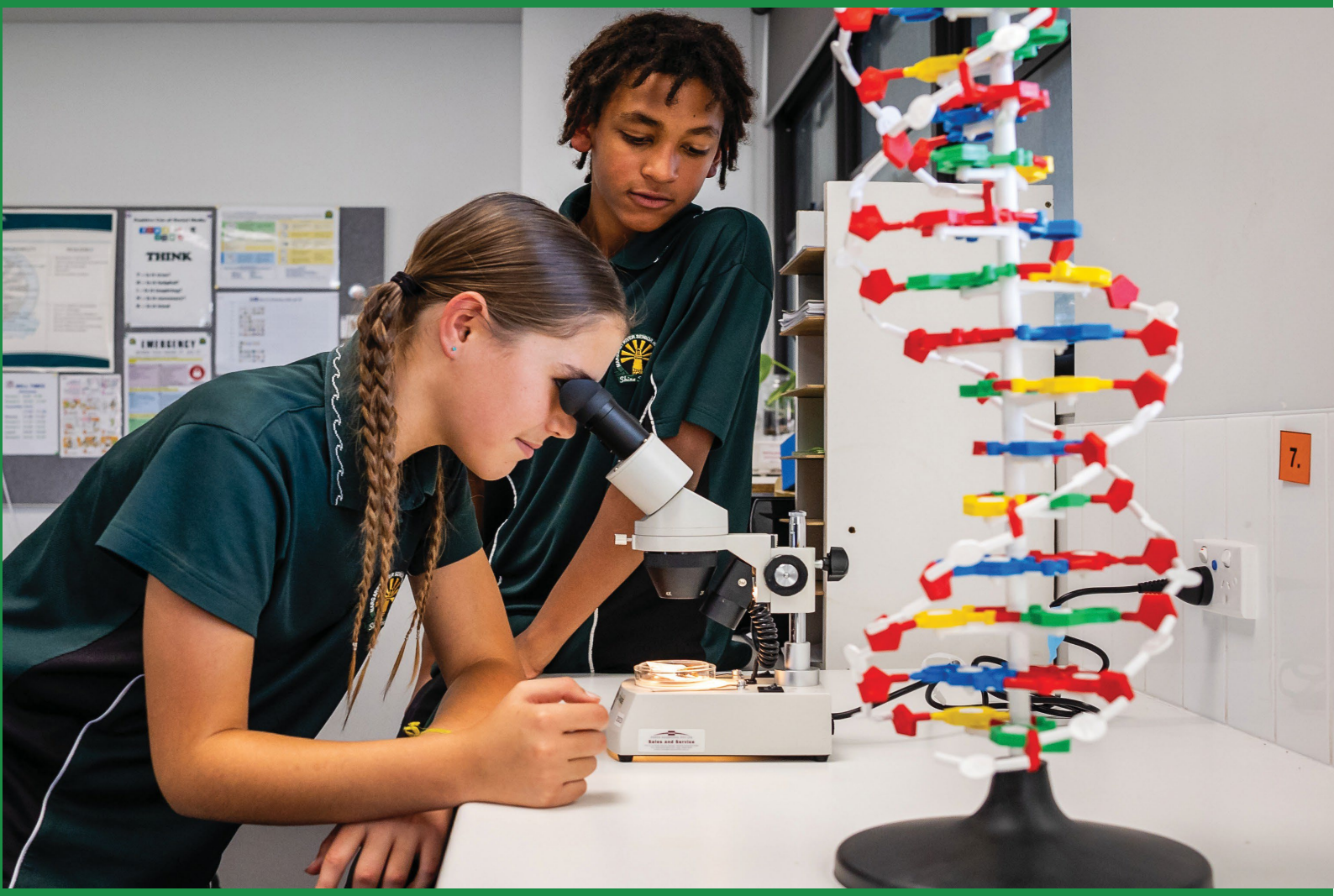
Mathematics Studies in Upper School

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.	A grade

For Mathematics course charges see the Charges & Contributions Booklet

Science



Science

In the Science Learning area, students learn to plan, safely conduct using appropriate equipment and analyse valid investigations via the “scientific method”. We also cover essential scientific knowledge broken into the following areas:

BIOLOGICAL SCIENCES

Covering classification of living things, food chains and food webs, cell structure and function and systems in living organisms (eg respiratory and circulatory systems).

CHEMICAL SCIENCES

Covering the states of matter, separation techniques, structure of atoms, the periodic table and chemical changes.

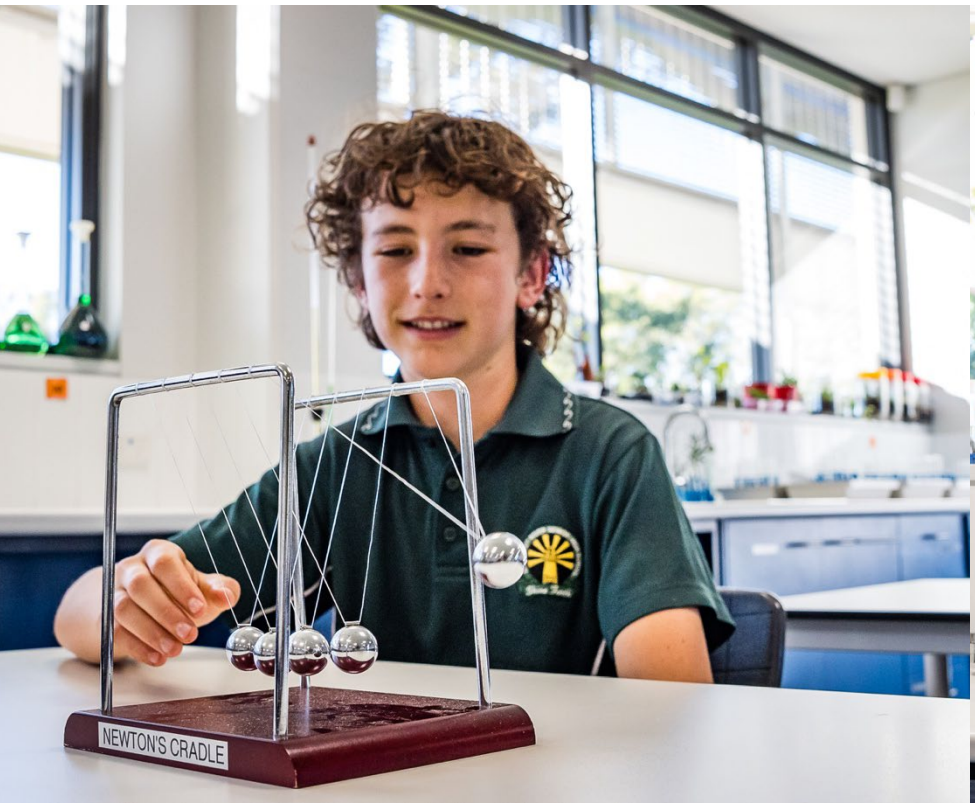
EARTH AND SPACE SCIENCES

Covering celestial objects (eg moons, planets, comets and asteroids), tides and seasons, plate tectonics, types and formation of rocks, minerals and mineral identification.

PHYSICAL SCIENCES

Covering types and effects of forces, simple machines and how they provide force and speed advantages, energy types and transformations and how heat is transferred.

For Science course charges see the Charges & Contributions Booklet



Health & Physical Education

Health & Physical Education

HEALTH EDUCATION

In Year 7 and 8, 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
- Tee ball
- 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.

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

Scheduled Elective Rotations

In Years 7 and 8, students will participate in a 20 week scheduled elective rotation. This structure allows students to experience a variety of subjects across the Technologies and The Arts learning areas. The goal is to provide students with a broad introduction to the types of skills, content, and learning styles involved in each elective. By the time they reach Year 9, students will be better informed and more confident in selecting the elective courses that align with their interests and strengths.

TECHNOLOGY ROTATIONS

Students in Years 7 and 8 participate in a rotational program across a range of Technology subjects. This allows students to experience different learning areas, build practical skills, and make informed choices when selecting electives in Year 9 and beyond.

Design and Technology: Design and Make

In this hybrid course, students learn by doing and combining theory with hands-on workshop projects that integrate engineering principles and practical skills using a variety of materials. Students explore the mechanics of how things work and investigate material properties such as wood, metal and plastics through active making multiple projects. They define problems, design and plan solutions, construct products, and evaluate their work. The course provides experience across different Design and Technologies contexts, helping students build practical skills while exploring pathways for future study and careers.

Digital Technology

This course introduces students to the world of digital literacy, computing and design. Students explore fundamental concepts in coding, digital systems and creative digital solutions. Activities may include simple programming, game or app development, and data handling, laying he foundation for further study in information technology and digital design.

Home Economics

In this rotation, students develop valuable life skills through practical activities in the areas of food preparation, nutrition, textiles, and household management. Students are introduced to safe kitchen practices, simple meal planning, and basic sewing or fabric-based projects. The course encourages independence, responsibility, and creativity in everyday living skills.

For Technologies course charges see the Charges & Contributions Booklet

Visual & Performing Arts

Visual & Performing Arts

The Arts Learning Area at our school provides students with opportunities to explore and express their creativity through both Visual Arts and Performing Arts. These subjects support the development of practical skills, confidence, collaboration, and creative thinking—skills that are valuable across all areas of learning and future pathways.

VISUAL AND PERFOMING ARTS ROTATION

Visual Arts

Students engage in a variety of creative processes across areas such as ceramics, textiles, printmaking, drawing, painting, and digital art. Whether students are pursuing a passion for art or exploring new interests, they will develop technical skills and artistic techniques in a supportive and stimulating environment. Visual Arts can be continued into upper school for those wishing to deepen their study.

PERFORMING ARTS

Dance

Dance is open to students of all ability levels and focuses on developing both technical and choreographic skills. Delivered in a safe and inclusive setting, Dance also fosters important life skills such as resilience, teamwork, problem-solving, and safe movement practices.

Dance genres that may be studied include:

- Contemporary
- Jazz
- Hip Hop and Breaking
-

Drama

Drama provides students with the opportunity to build confidence and communication skills through performance and production. Students engage in the core elements of creation, performance, and reflection, often presenting their work to audiences of peers and family members. The program encourages creativity, collaboration, and critical thinking, laying the groundwork for further study or personal growth.

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