

2023



Year 8 Curriculum Information Handbook

RESPECT ASPIRE RESILIENCE

INDEPENDENT PUBLIC SCHOOL | STEM INNOVATION SCHOOL

Approved Specialist Program STEM

CHAMPION BAY
SENIOR HIGH SCHOOL



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Important key terms used in the Year 8 Curriculum Information Handbook are:

ATAR	Australian Tertiary Admission Rank
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
SCSA	School Curriculum and Standards Authority
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, the Arts and Mathematics
VET	Vocational and Education Training
WACE	Western Australian Certificate of Education

Finalised contributions and charges will be published in Term 4, 2022.

Introduction

It is with great pleasure that I present this information to 2022 Year 7 students as they continue their journey into Year 8 at Champion Bay Senior High School.

In Year 8, you will undertake compulsory courses in English, Health, Humanities and Social Sciences, Mathematics, Physical Education and Science from the Western Australian year-level syllabus. Students also do a Second Language, such as Indonesian, unless they are identified as requiring Literacy and Numeracy Enrichment.



Students continue in our **Science, Technology, Engineering and Mathematics (STEM) Specialist Approved Program – the Champions Innovation Academy.**

Champion Bay Senior High School also supports the Department of Education Gifted and Talented Education program online. Some students work across all of the Mathematics, English, Science and Humanities and Social Sciences (MESH) Learning Areas online. Other students work across two selected MESH Learning Areas.

You will also continue doing our comprehensive year-long programs in both Technologies and the Arts. If you are part of our specialist Instrumental Music School Services (IMSS) program, then you will undertake year-long specialist music, in conjunction with your instrumental lessons, Visual Arts and Technologies.

Champion Bay Senior High School **empowers students to choose positive pathways** and I hope you will make this your goal with your studies as you consolidate your understandings and strive to achieve your academic potential. As such, you should develop or consolidate a home study routine and timetable which allocates one hour each night (or five hours over the week) to complete specific work assigned by your teachers or review your notes to consolidate what you have learnt during the day at school. You should also be reading each night for thirty minutes for interest and pleasure.

Our RAR motto, '**Respect, Aspire, Resilience**' are at the core of all we do. Our *Good Standing Policy* requires that you maintain your attendance, behaviour, and complete all assessments in a timely manner and meet all deadlines.

Our school is a vibrant, welcoming place with many activities beyond the classroom environment to extend and challenge our students. We encourage all of our students to become involved and take the academic, sporting, cultural and artistic opportunities our school provides and be an involved respectful and resilient member of our learning team, house and school community. Our good standing policy enables all students to make positive decisions about their learning.

As you read through this handbook, if you require further information about the contents of the Year 8 Curriculum handbook or your enrolment status, please contact Champion Senior High School on 9965 8300 or championbay.shs@education.wa.edu.au.

Julie Campbell
Principal

Contributions and Charges for 2023

Government funding is provided to schools for the operating costs associated with the education of students. These costs include the salaries of teaching and support staff, student support services, school buildings, furniture and equipment, school maintenance, school security and operational costs. The information in this booklet is for the students of Champion Bay Senior High School in 2023.

Parents may be responsible for the cost of certain materials, services and facilities directly used or consumed by their students. This can include textbooks and the provision of text materials, specialist materials used in practical subjects (including Visual Arts, Media, Materials Technology and Food Technology), excursion costs, hire of specialist equipment and venues etc.

Parents are responsible for the provision of student's personal items, such as pens, pencils, paper, files, notebooks, calculators, etc. These **are** required to be 'topped' up during the year as the need arises.

Eligible parents are advised to apply for the Secondary Assistance Scheme or Abstudy before the end of Term One each year. See the Administration office for details.

CONTRIBUTIONS

A contribution is a voluntary payment requested from parents towards the cost of materials, services and facilities used by students in the educational program. Each secondary school in Western Australia can request a contribution of \$235 per student per year in Years 7 to 10. Parents are asked to pay the contribution towards the cost of providing an education program that meets the requirements of the Western Australian Curriculum. It may include the hire of textbooks and provision of text materials, course materials etc. **This contribution is voluntary; however, the government has stated that parents who can afford to do so are expected and encouraged to pay the contribution costs.**

EXTRA COST ELECTIVE CHARGES (Years 7 to 10)

Charges are applied to students who have elected to participate in electives which incur an extra cost, such as our approved specialist programs in STEM and instrumental music/specialist music. **High cost (HC) electives in Years 9 and 10 require a 50% deposit upon selection. If full payment is not received, students may be removed from the high cost elective to the low cost option provided.**

Optional extra cost items are provided via a range of activities and services, such as Country week, excursions, HASS Tour, etc. **Participation is subject to payment in full prior to the event.** Where students wish to participate, payment will be requested during the school year when events are confirmed, and costs are finalised. **There is a requirement to discuss any outstanding contributions and charges prior to making a deposit for any camps, tours and Country week.**

Parents/carers need to contact the school to negotiate a payment plan.

The contributions and charges listed in this handbook are anticipated charges based on 2022 and may be subject to change. The Board of Champion Bay Senior High School will determine final contributions and charges during Semester 2 2022. Parents will then be advised of actual course costs for 2023. The Contributions and Charges invoice for 2023 will be mailed to parents.

Our school has built up an excellent range of resources and students have been able to participate in a wide range of educational experiences. We hope that we will be able to continue to rely on the support of parents to provide these resources. Your support through payment of contributions and charges will help us ensure the continued provision of excellent facilities and services to your child. More detailed information regarding the payment of contributions and charges will be provided to all parents during

Term 4. In the meantime, if you have any queries regarding contributions and charges, please contact either the Manager of Corporate Services or the Principal.

General Information

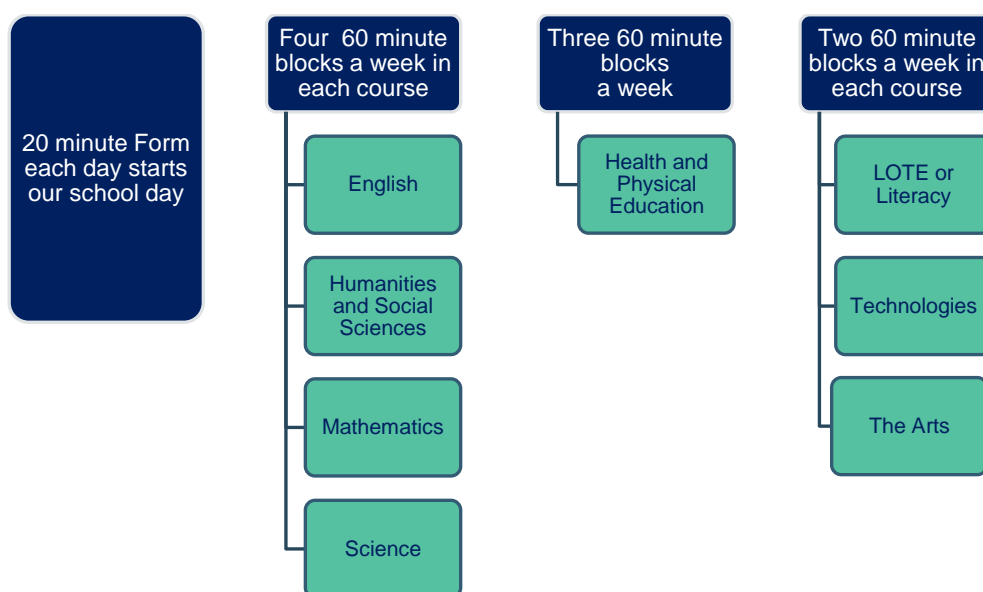


As a **Year 8** student, your child will complete a **common compulsory curriculum** in all learning areas based on the Western Australian curriculum year-level syllabus set by the School Curriculum and Standards Authority (SCSA).

They will continue doing 'taster' courses in the different **Arts** and **Technologies Learning Areas** contexts over the year based on the year-level syllabus. **Champions @ Music Extension** students, as part of the specialist IMSS program, will continue with specialist music as one of these electives.

Champion Bay Senior High School operates on a weekly timetable cycle. Students are provided with a copy of their timetable at the beginning of the year and are asked to copy this onto their ICT device and into their school diary. Classes run for five, sixty minute sessions per day, i.e. 25 sessions per week in accordance with Department of Education policy.

Each morning, students attend Form for twenty minutes where daily attendance is recorded and information is given about student teams, school activities and events, absences are explained, and uniform and iPad devices are checked.



Student Teams

Students in Years 7, 8 and 9 are organised into student teams with a team leader. This has a team focus and is designed to develop closer relationships between teachers, students and families/caregivers. It enables all stakeholders (school and home) to collaboratively respond to student needs by providing support and encouragement as well as assisting in problem solving as the need arises.

The student team is where they have their English, Humanities and Social Sciences and Mathematics classes with a team of specialist teachers in the student team building. Students access the laboratories for Science. Students are in mixed ability classes for all subjects and access specialist facilities for Physical Education, Technologies and the Arts. This is exclusive of the students who have been selected for a place in our **Champions Innovation Academy (Approved Specialist Program in STEM)**.

1:1 ICT Devices and Facilities

Each Year 8 student is provided with an iPad to use in all classes to access curriculum and research materials, to increase their skills in the use of technology and to achieve positive learning outcomes. Year 8 students receive training on iPad use at the start of the year. Sessions on cyber safety, digital citizenship, and appropriate uses of a range of technologies in everyday use occurs through the year.

They may also use iMacs in the Library, Cinema/Media Arts class, MacBook Pro or Windows laptops, or the desktop personal computers in the Technologies laboratory as part of their coursework. A range of other devices including cameras and STEM equipment is also used across classes when needed.

The Network Agreement and online applications outlines the need for **all ICT equipment to be used for work purposes only**.



STEAM at Champion Bay Senior High School

As a **STEM Innovation School**, we understand the importance of integrating both STEM and STEAM thinking into our educational programs at Champion Bay Senior High School.

We offer students the opportunity to be involved in a number of programs throughout the year including being part of our CoderDojo, Solar Car Challenge, First Lego League Robotics Teams and the University of Newcastle Science and Engineering Challenge.

Our Maker Space is open to students at recess, lunch and afterschool for students to work on personal projects and provides access to computers, stationary, robot components and small electronics.

During Science Week, we hold our annual STEAM fair, where students are invited to submit a science or technology project with opportunities to win some great prizes and trophies. The Champion Bay Senior High School STEAM Fair is run by the students of our Science Week Committee and includes live demonstrations and interactive displays, crafts, themed food and engineering challenges.

Throughout the year we also participate in competitions including the Australian Mathematics Competition and Big Science Competition, public events such as the StarParty (astronomy evening) and take on citizen science projects such as Curtin Universities Mildew Mania.

Keep an eye out for challenges and events over the year as we like to celebrate STEAM relevant days such as Pi Day, Approximation of Pi Day, Earth Day, DNA Day, and Tree Day.



Specialist Programs

Champions Innovation Academy (STEM Specialist Approved Program)

Champion Bay Senior High School welcomed our first group of students in Year 7 students into the only selective **Specialist Approved Program** in the Midwest Region in 2020. In 2023, students will continue in our **STEM Approved Specialist Program** – the **Champions Innovation Academy**.

An additional selective assessment, conditional on available spaces in the **Specialist Approved Program** the **Champions Innovation Academy**, may be held for incoming 2023 Year 8 students in Term 4 of 2022. Selection is based on a number of criteria.

- A selective assessment conducted at Champion Bay Senior High School. This is a general aptitude test and a Mathematics and Science assessment.
- Performance in system testing (National Assessment Program Literacy and Numeracy (NAPLAN)), school reports and participation in the Primary Extension and Academic Challenge (PEAC) program will be considered, along with extensive consultation with the current school.

Students from schools in the Geraldton region will be able to apply for this selective program.



Students in the **Champions Innovation Academy** (our **STEM Specialist Approved Program**) are provided with a differentiated curriculum which includes extension in Mathematics and Science, enrichment in English and Humanities and Social Sciences, and the study of Indonesian as a Second Language. They participate in STEM term-based inquiry learning projects, external competitions, school-based workshops and afterschool activities. Developing strong study skills and the key STEM competencies are an essential aspect of the program.

Champions @ Music Extension Program

Students continuing in the **Champions @ Music extension program**, our specialist IMSS program, in conjunction with their instrumental lessons, will:

- study extension specialist music each week in Years 8 to 10 being immersed in performance, composition, analysis and musicianship (theory and aural skills) in our new purpose-built facilities.
- receive weekly instrumental music lessons with teachers who are also industry musicians.
- have the opportunity in Years 11 and 12 to complete a Music endorsed program, PIMS, which has a strong performance focus.
- have the opportunity to join one of our ensembles including the Rock Bands, Vocal Ensemble, Concert Band and small group projects.
- be involved in regular performances in and outside of school and in the broader community.
- be invited on camps, excursions and access industry professionals on visiting incursions and excursions.

Follow the Dream

The **Follow the Dream: Partnerships for Success Program** is a voluntary program for high-achieving Aboriginal and Torres Strait Islander secondary school students to assist them in reaching their career potential.

It provides after-school and in-school tuition, individual mentoring support and case management to assist and support students to continue to achieve excellent outcomes at school, complete Year 12 and attain university entry with an Australian Tertiary Admission Rank (ATAR). The program can also include high-achieving and motivated students who are leaning towards undertaking a vocational education and training (VET) school pathway.

Follow the Dream aims to provide these students with a supportive learning environment, enabling them to complete school at their full potential and go on to university, traineeships or apprenticeships. The Follow the Dream program helps Aboriginal and Torres Strait Islander students set their sights on challenging options and take the necessary steps to achieve their goals.

Follow the Dream students have the opportunity to:

- access highly committed teaching staff who provide quality individual and small group tutoring.
- develop an Individual Pathway Plan that provides a realistic pathway to set and reach academic and career goals.
- be engaged through a supportive and well-equipped facility for after school study.
- further develop life skills (confidence, assertiveness, self-awareness, leadership) through specialised training courses.
- be guided in investigating career options and employability skills.
- have access to tertiary motivational programs.
- participate in leadership, cultural and career-based camps and excursions.

The **selection criteria** are based on the aims of the program:

- **academic** minimum requirements are C grades or better on the school report and/or NAPLAN results which are at or above the minimum standard. The student also needs to complete homework, study for assessments and willing to achieve academic potential.
- have a minimum **attendance** of 85%.
- show **exemplary behaviour** by displaying leadership amongst peers; being courteous, using manners and showing respect for both peers and all school staff.
- display a **positive attitude** towards achieving, seeking assistance, working to full potential, accepting responsibility for actions, persevering despite difficulties and have goals/aspirations for their future.
- have **family support** where there is a desire to increase the potential outcomes for their child, a willingness to attend meetings about their child, understanding of the commitment required with Follow the Dream and provide a place to study at home.

Application forms are available from Champion Bay Senior High School.

If you would like future information about Follow the Dream, please contact Helen Bell, Follow the Dream Coordinator at Champion Bay Senior High School on 9965 8300.



Clontarf Academy at Champion Bay Senior High School

The Clontarf Academy exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and, by doing so, equips them to participate meaningfully in society. It engages students through leadership, well-being and self-esteem building activities. As a result of the program, academy boys spend more meaningful time at school.



At Champion Bay Senior High School, all male Aboriginal students are invited to be a part of Clontarf. Students participate in activities during school time (such as lunchtime) and before school.

During Clontarf contact time the boys take part in a varied program aimed at achieving the Clontarf Foundation mission statement, which includes health checks for all boys. Students with good attendance and school participation are invited to join major carnivals around Western Australia.

Deadly Sista Girlz

The Deadly Sista Girlz program at Champion Bay Senior High School aims to empower and equip all Aboriginal and Torres Strait Islander female students to make informed decisions about their personal health and wellbeing. Students are given the opportunity to expand their thinking, develop their personal skills and become active members and leaders in the school and community.



The program is delivered by strong Aboriginal and Torres Strait Islander mentors who are positive role models. Students have the opportunity to be mentored in groups and one-on-one throughout the program during school time, before and after school and during recess and lunch. Mentors ensure that students are developing positive social interactions with their fellow sistagirls in a fun, caring and vibrant environment.

Deadly Sista Girlz focuses on:

- building self-esteem and confidence
- building pride in Aboriginal and Torres Strait Islander identity
- having practical cultural contribution in the community
- having positive social interactions
- building relationships based on mutual respect
- encouraging active self-development
- yarning about sexual and women's health, drug and alcohol abuse, road safety, healthy nutrition, financial literacy and healthy relationships.

Afterschool Interest Groups

A number of afterschool interest groups operate for all students enrolled at Champion Bay Senior High School, such as Homework, Art, and Dance.

Participation is by an *Expression of Interest Form* in Term One.



Course Pathways Beyond Year 8

After Year 8, what is next?



In **Year 9**, students will continue to undertake compulsory courses based on the year-level syllabus in English, Health, Humanities and Social Sciences, Mathematics, Physical Education and Science. They will also do Employment and Workplace Literacy for two lessons each week unless they are continuing their study of Indonesian: Second Language.

Students select four elective semester-based courses; at least one of these choices must be from each of 'The Arts' and Technologies. **Champions @ Music Extension** students, as part of the specialist IMSS program, will continue with specialist music as one of these electives.



In **Year 10**, students have compulsory curriculum in English, Health and Physical Education, Humanities and Social Sciences, Mathematics and Science based on the SCSA set year-level syllabus. Students complete Year 10 Examinations in English, Humanities and Social Sciences, Mathematics and Science.

In Technologies and the Arts, students will select four elective semester-based courses. **Champions @ Music Extension** students, as part of the specialist IMSS program, will continue with specialist music as one of these electives.

As Year 10 students, they will explore career opportunities in their Literacy and Numeracy for WACE and the Workplace course. They will also have course counselling for Years 11 and 12 course pathways.



Students in the **Champions Innovation Academy** (our **STEM Specialist Approved Program**) maintain their place in this Specialist Program into Year 9. They continue to be provided with a differentiated curriculum which includes extension in Mathematics and Science, enrichment in English and Humanities and Social Sciences, and the study of Indonesian as a Second Language.

In addition to the STEM term-based inquiry learning projects, external competitions, school-based workshops and afterschool activities, students will also be able to choose a STEM elective in Years 9 and 10 focusing on the key STEM competencies.

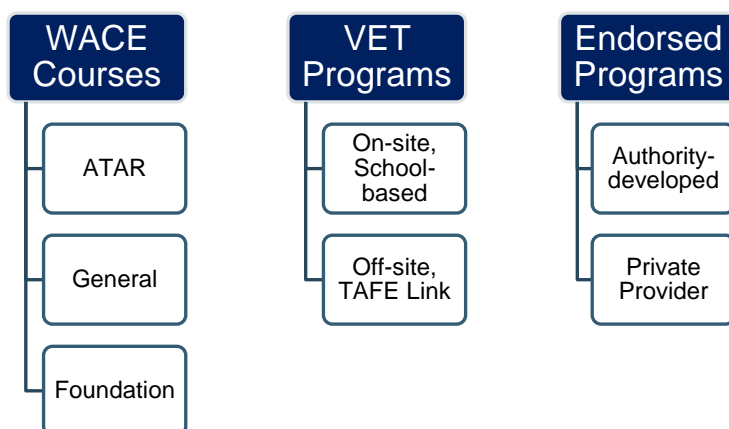
Students are expected to maintain the “**ABC**” of our Good Standing Policy in all three areas; **A**ttendance, **B**ehaviour and **C**oursework completion. Students must have:

- 90% and above adjusted **A**ttendance (with all absences explained and authorised).
- Maintain good **B**ehaviour by showing exemplary behaviour within the school environment and whilst representing the Champion Bay Senior High School community
- Complete all **C**oursework (tasks, assessments & assignments) on time, demonstrating a superior work ethic.

Participation in a minimum number of afterschool STEM activities each term will also be required.

What are the Course Pathways in Years 11 and 12?

Students can select from three types of Western Australian Certificate of Education (WACE) courses, VET programs and endorsed programs.



WACE courses

1. **ATAR courses** are designed for students who are typically aiming to enrol in a university course directly from school. These courses have an external examination set by SCSA, which students must sit. This contributes to the achievement of an ATAR which is calculated by the Tertiary Institutions Service Centre.
2. **General courses** are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. While these courses are not examined by SCSA, they each have an **externally set task (EST)** in Year 12 which is set by SCSA.
3. **Foundation courses** are designed for students who have **not** been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. They have an EST in Year 12 set by SCSA. Foundation courses focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills of importance for life and work. Only students who have **not demonstrated** the minimum standard of literacy and/or numeracy by the end of Year 10 can enrol in Foundation courses in Semester 1, Year 11.

A student enrolling in a Foundation course in Year 12, must complete a Certificate II (or higher) to achieve WACE and to make sure they are well prepared for the future.

VET programs

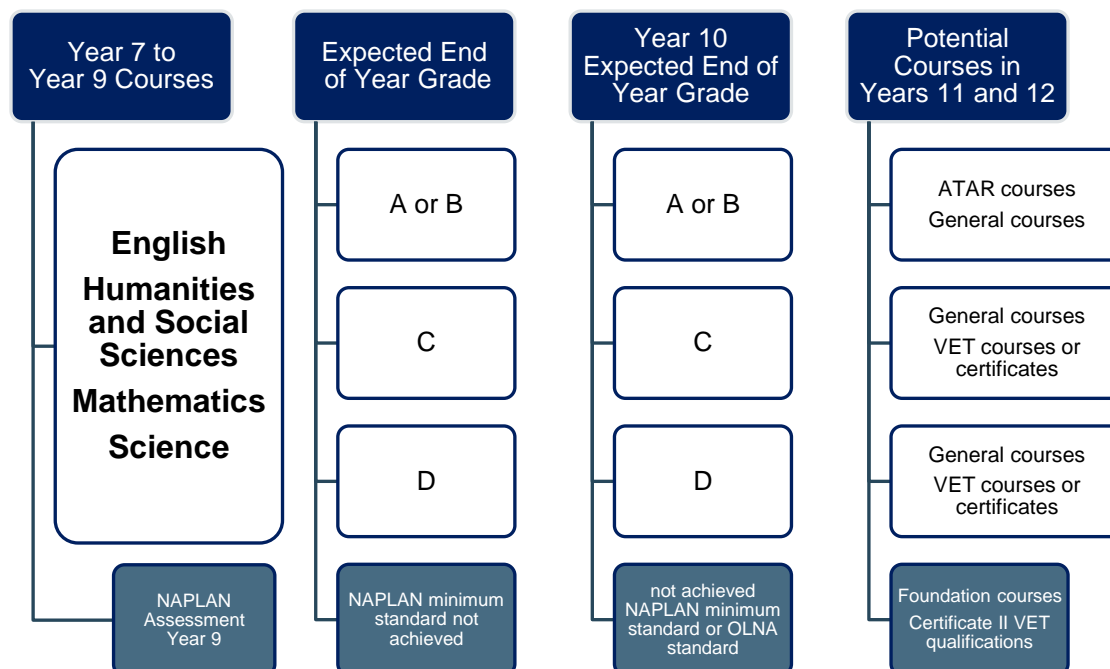
VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one option for meeting the requirements to achieve a WACE.

Endorsed programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

What Grades in Year 8 and Beyond are Needed?

To be prepared for ATAR courses in Year 11, students should be achieving an A or B grade by the end of Year 10, achieved Band 8 in their Year 9 NAPLAN assessments for literacy and numeracy, and achieved an examination score above 65% in the Year 10 examinations.



Why is Year 9 NAPLAN Important for Years 11 and 12?

Students are required to meet a minimum literacy and numeracy standard by the end of Year 12. This standard is equivalent to Level 3 of the *Australian Core Skills Framework* (<https://www.education.gov.au/australian-core-skills-framework>).

There are a number of ways for a student to demonstrate meeting a minimum literacy and numeracy standard by the end of Year 12.

1. By achieving **Band 8 or higher in Year 9 NAPLAN** for reading, writing and numeracy. Students who reach this standard in Year 9 are considered to have prequalified for that component.
2. Students who don't meet the minimum standard (Band 8 or higher) in NAPLAN in reading, writing or numeracy have not pre-qualified for that component and will do the Online Literacy and Numeracy Assessment (OLNA) assessment in Year 10 in Semester 1. If they do not meet the standard in Semester 1, then they sit the OLNA in Semester 2, Year 10, and, if required, Semester 1, Year 11. Students have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.
3. If a student has a disability or additional needs and chooses not to sit the assessment or has not demonstrated the standard through their performance in Year 9 NAPLAN, **they will not qualify for the WACE**. It is important that parents or carers discuss student options with staff at the school.

Year 8 Compulsory Courses

English

English is compulsory for all Year 8 students (four blocks a week).

Students will be assessed in the areas of:

- **Language:** involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.
- **Literature:** students learn to interpret, appreciate, evaluate and create literature texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.
- **Literacy:** students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.

At the end of each semester, each student will be awarded a grade from A to E.

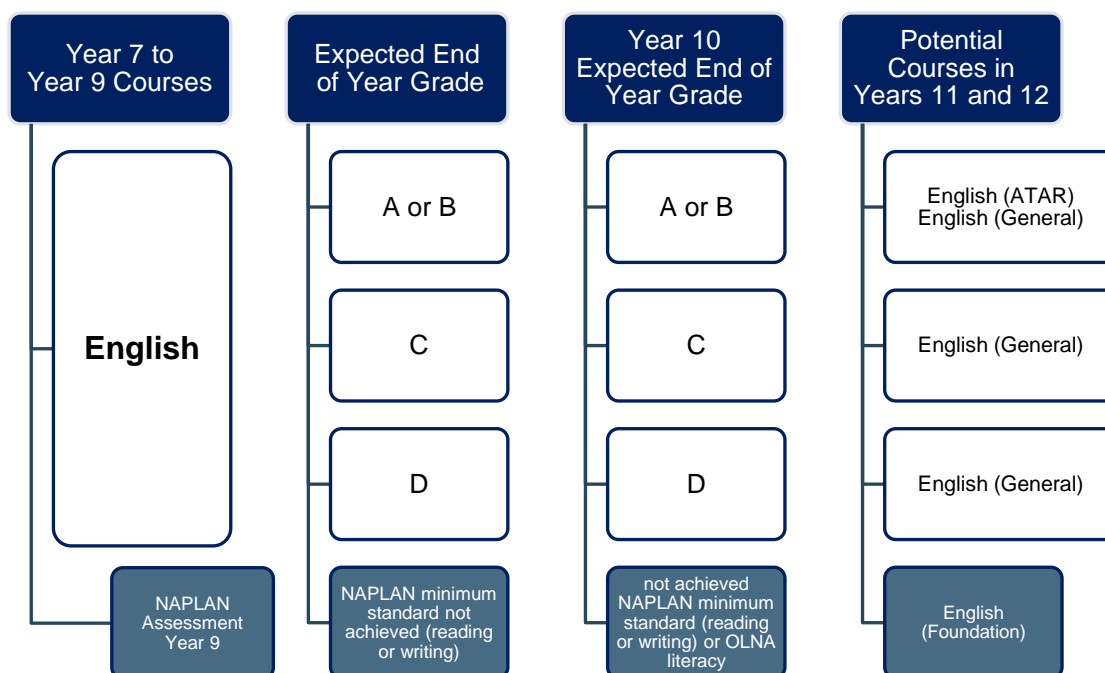
For students identified as needing to develop further literacy skills, a complementary Literacy Program operates through the Literacy area.

High-performing English students:

- may be nominated to sit the annual international UNSW English Competition.
- are encouraged to enter the local annual Randolph Stow Writing Competition.

English Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Health and Physical Education

Health and Physical Education is compulsory for all Year 8 students. Two blocks a week are dedicated to Physical Education and one block a week is spent in Health Education. In 2012, single sex classes for most Health and Physical Education classes were introduced. Where possible, this is timetabled for.

Physical Education activities have been divided into the following categories: challenge and adventure, games and sports, health related physical activities, rhythmic and expressive movement.

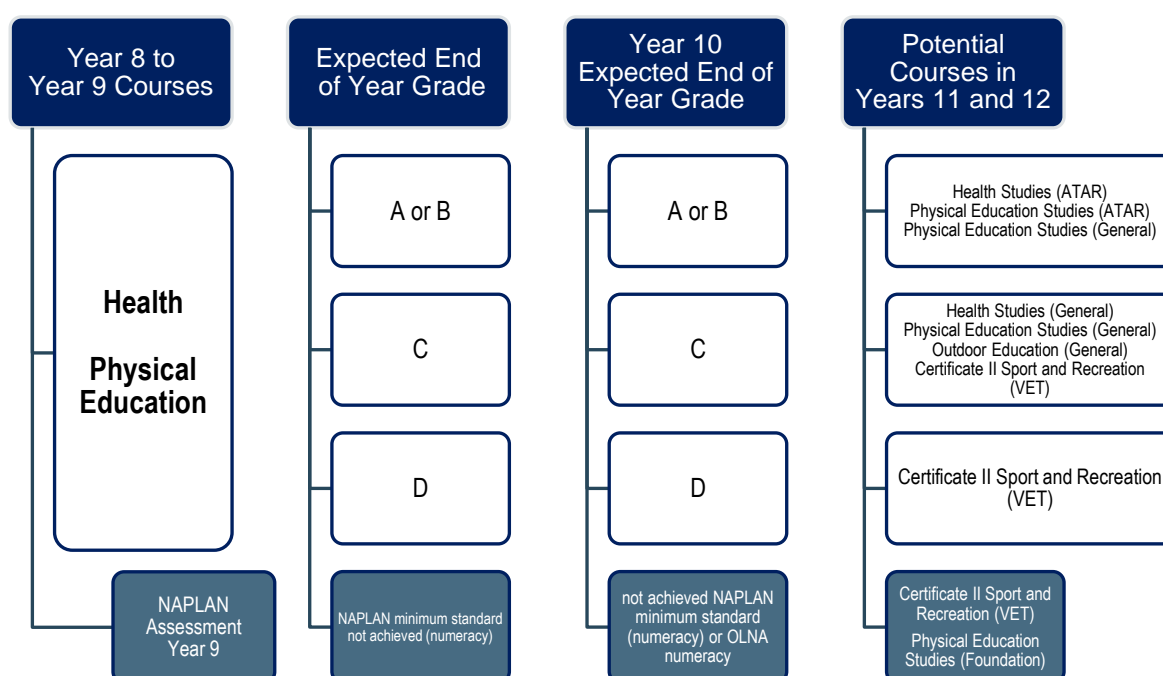
All students require a change of clothes when participating in Physical Education classes. No singlets or immodest clothing is permitted. A towel and hat are also highly recommended. Sunscreen is provided for students as the school endeavours to be as sun smart as possible. Parents are requested to provide roll on deodorant only as aerosol deodorant cans are not to be used at school.



Health Education covers alcohol and drugs, health benefits of physical activity, mental health and well-being, relationships and sexuality and safety. All students require paper and a folder to store their work in.

Health and Physical Education Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



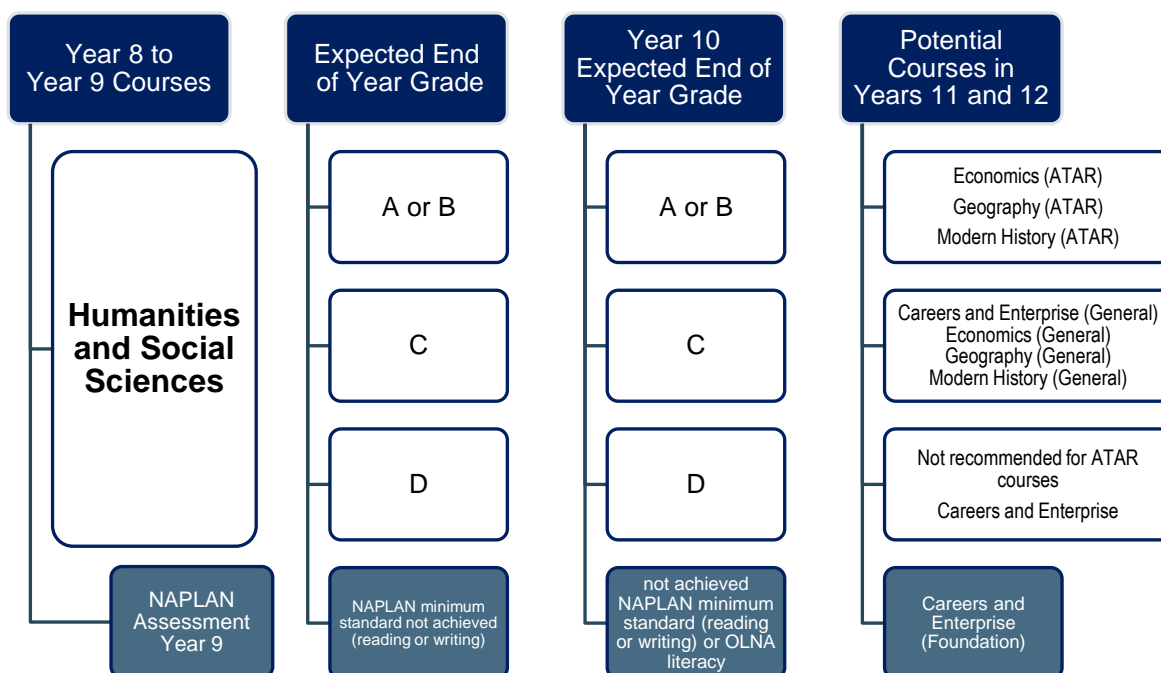
Humanities and Social Sciences

Humanities and Social Sciences covers the Civics and Citizenship, Economics and Business, Geography and History. 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.

- **Civics and Citizenship:** students continue to build on their understanding of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore different perspectives of Australian identity.
- **Economics and Business:** the concept of markets is introduced. Work and work futures are explored. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global issues where appropriate.
- **Geography:** the concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They 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.
- **History:** 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 the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750 particularly Medieval England and Black Death. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Humanities and Social Sciences Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Languages

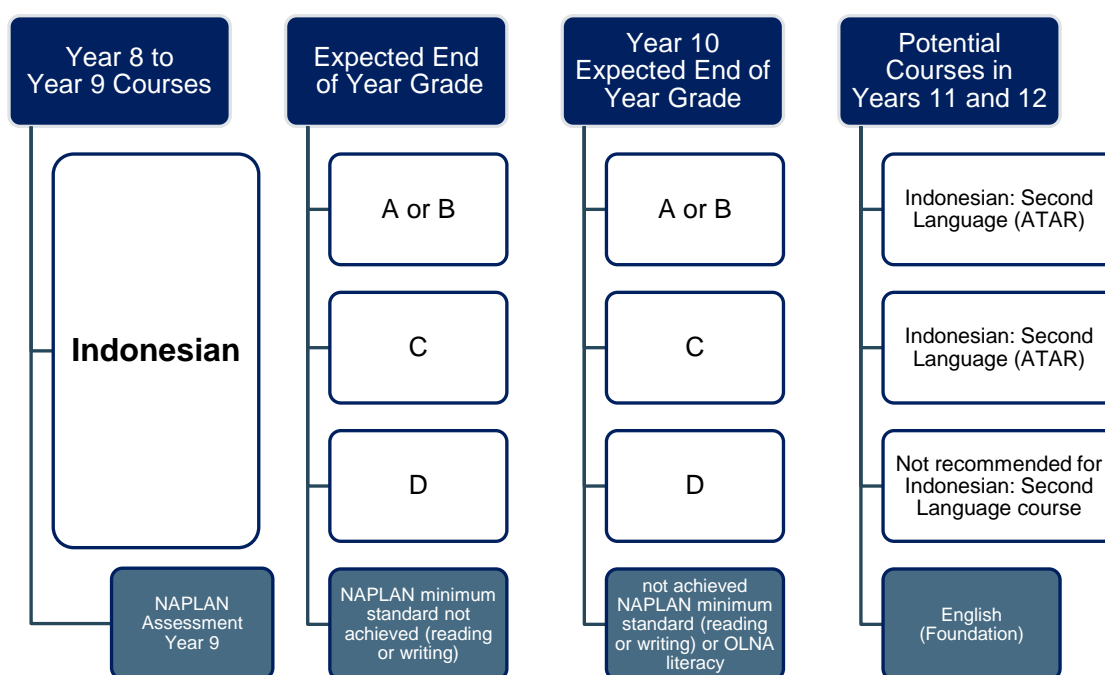
Champion Bay Senior High School is an **Indonesian** Hub School and offers an Indonesian: Second Language program. Champion Bay Senior High School is an **Indonesian** Hub School and offers an Indonesian: Second Language program. From next year, Year 8 students are required to study a second language unless they have been identified as requiring Literacy and Numeracy Enrichment.

Students selected for the **STEM Approved Specialist Program** will study Indonesian: Second Language until the end of Year 10.

The Indonesian: Second Language course focuses on oral and written **communication** skills and **understandings** of Indonesian language and culture to develop Indonesian literacy.

Languages Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school. (Note, senior school language courses have enrolment criteria set by SCSA.)



Literacy and Numeracy Enrichment

Students identified as requiring additional Literacy and Numeracy Enrichment are provided with the opportunity to enhance their reading, writing and numeracy skills.

Working with a specialist teacher, students are targeted at their level of ability in these areas rather than their current year level. Depending on student needs, this may involve:

- a phonics-based literacy program and/or a numeracy program using direct instruction,
- literacy and numeracy skill-building in a small group or as a whole class
- additional reading sessions focusing on fluency, vocabulary, and comprehension.

Student progress will be monitored and reviewed at regular intervals and at the end of each semester.

Mathematics

Mathematics is compulsory for all Year 8 students (four blocks a week). Students will be provided with opportunities to demonstrate their understanding of the Mathematics outcomes at a level appropriate with their mathematical development.

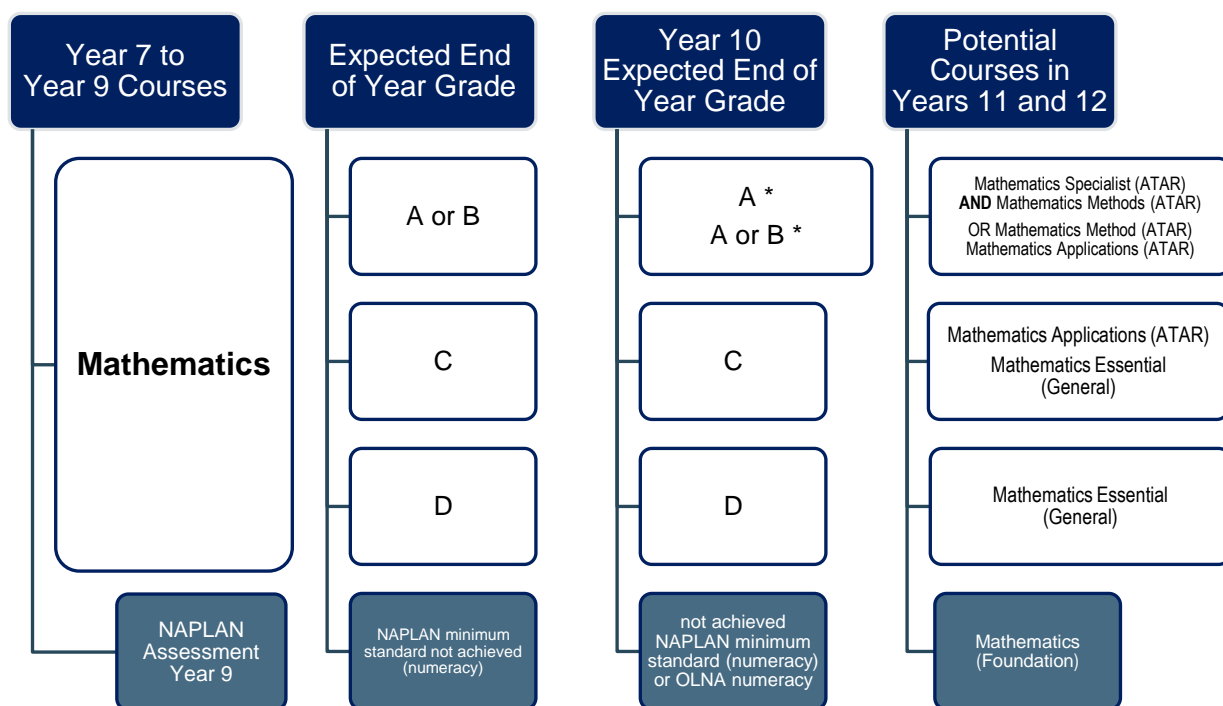
Number and Algebra: students use number and operations and the relationships between them efficiently and flexibly. They can also recognise and construct patterns, use algebraic symbols, diagrams and graphs to solve problems.

Statistics and Probability: students recognise, represent, summarise, interpret and analyse data and draw inferences. They develop critical evaluations of statistical information.

Measurement and Geometry: students develop their understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three dimensional objects in space. They make meaningful measurements of quantities, choosing appropriate metric units of measurement.

Mathematics Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



* Note – Year 10 Students are also required to successfully complete 10A content as a prerequisite for Mathematics Specialist and Mathematics Methods.

Science

Science is compulsory for all Year 8 students (four blocks a week). It focuses on science understandings and science inquiry skills, which are integrated into the teaching of the Science outcomes.

- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
- Planning and conducting to plan, measure and control variables, collaboratively and individually.
- Processing and analysing data and information to construct and use a range of representations to represent and analyse patterns or relationships; summarise data from investigations and secondary sources; and use scientific understanding to identify relationships and draw conclusions.
- Evaluating to reflect on the method used to investigate a question or solve a problem, including evaluating the quality of data collected and identifying improvements to the method.

Biological Sciences: cells are the basic units of living things and have specialised structures and functions. Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

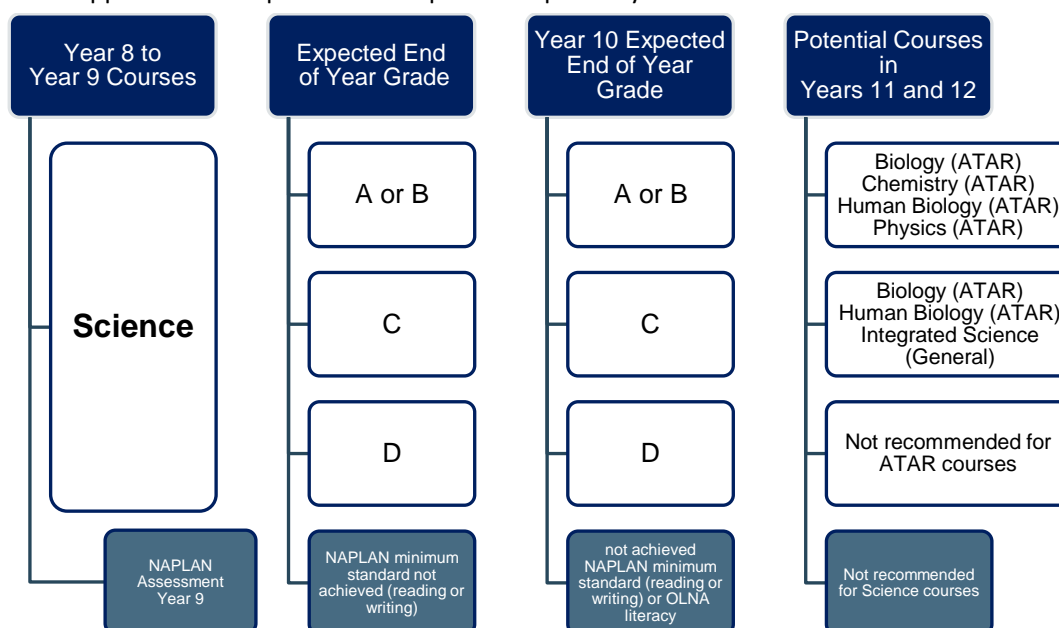
Chemical Sciences: the properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.

Physical Sciences: energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

Earth Sciences: sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

Science Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Technologies

Technologies involves the study of:

- **Digital Technologies**
- **Materials Technologies**
- **Food Specialisation.**

The Technologies outcomes are: Knowledge and Understandings, and Processes and Production Skills.

Students do all three **contexts** over the year. They will be taught to select, use and manipulate materials appropriately for achieving the solution to a problem they could face in the real world.

Digital Technologies

Using the ten key concepts of Digital technologies students will consolidate and expand on previously taught concepts in Digital Technologies. They will individually and collaboratively develop more solutions to the problems faced by technology users in the digital age that is physically, ethically and legally responsible.

Students will create, evaluate and manipulate data using current hardware and software technology. As they have the opportunity to express and explore more complex ideas through the use of data collection, representation and interpretation to communicate, transfer and manipulate data and information through the use of design and project management processes to model and events that may solve problems.

Materials Technologies

Students will have an opportunity to use a dedicated **workshop** environment to individually and collaboratively develop solutions to problems. With the use of design processes, problem solving and self-management skills they will gain the knowledge and understanding to effectively use specialised machinery, materials and tools safely and ethically to produce quality products.

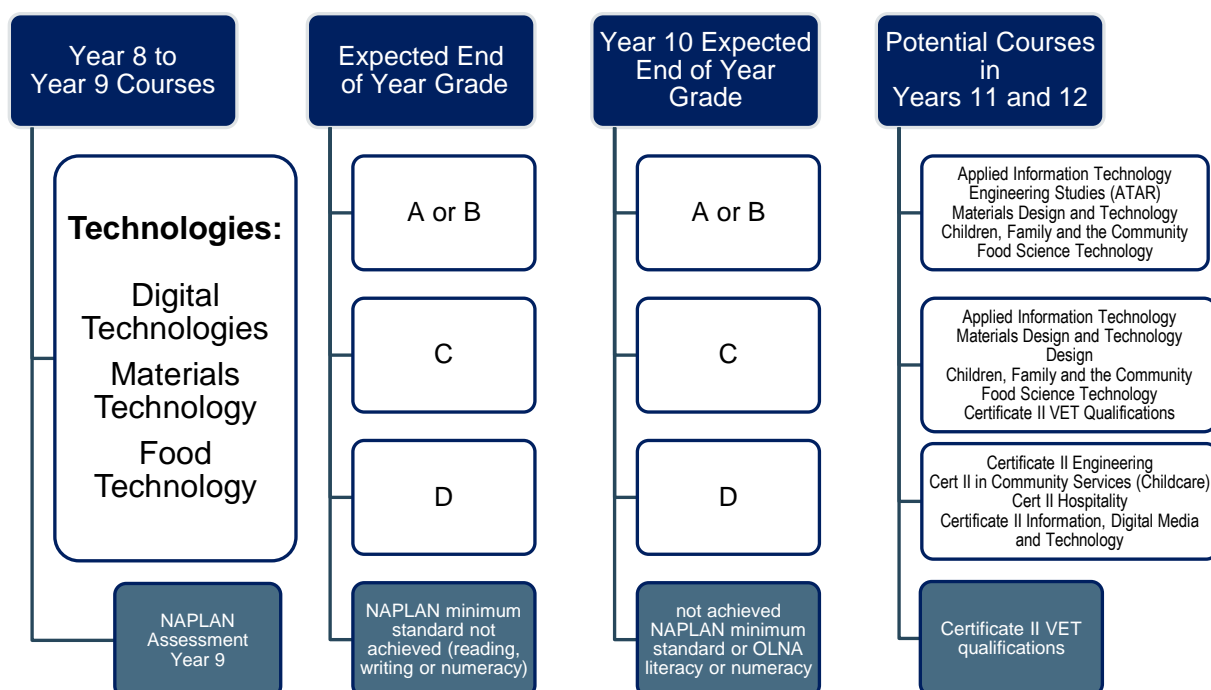
Food and Nutrition

Students will have the opportunity to use a dedicated **food preparation** area to individually and collaboratively develop solutions faced in the real world based around healthy eating. Emphasis will be on the hygienic and safe preparation of food products and nutrition to gain the necessary skills, knowledge and understanding to make informed decisions about the importance of a healthy balanced lifestyle appropriate for their age.



Technologies Pathway

These recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



The Arts

Specialist\Instrumental Music: Hire of a musical instrument \$110 per year if required

The Arts involves the study of:

- **Visual Arts**
- **Performance Arts — Drama, Music and Dance**

The Learning Area outcomes addressed in Year 8 are: Making and Responding.

Students will do Visual Arts and a 'taster' of Performance Arts (Drama, Music and Dance) over the year.

Instrumental students will do Specialist Music for the year (in both semesters) and Visual Arts.

Specialist Music

Students in the **Champions @ Music program**, as part of the IMSS selective program, currently doing vocals or learning an instrument (woodwind, brass, guitar, percussion) through the school do Specialist and Instrumental Music for the year. As a sought after program with limited spaces, students are expected to maintain a high level of commitment to the program until the end of Year 10.

In this specialist music class, students will advance their knowledge and understanding of musical theory, aural skills and music history. They will use software to compose and arrange interesting and original music for solo performance and small groups. During each semester, there will be many opportunities for students to build up their confidence and performance skills when performing in class or for a wider school audience.

Visual Arts

Students will develop an understanding of visual arts conventions with a focus on observational drawing and finding ways to improve art practice to a finished standard. They consider art elements; principles of design; visual conventions and terminology.

Drama

This is an opportunity for students to extend their dramatic skills such as role-play, improvisation, miming, script reading, play building and script writing. Students will learn essential skills such as stagecraft, voice projection, movement, character building, performance and history. They will also gain valuable skills in group work through theatre sports activities.

Tasks to be explored include structured improvisation, a radio play based on the Hero's Journey, script writing, reviewing a recorded scene and drama skill games.

General Music

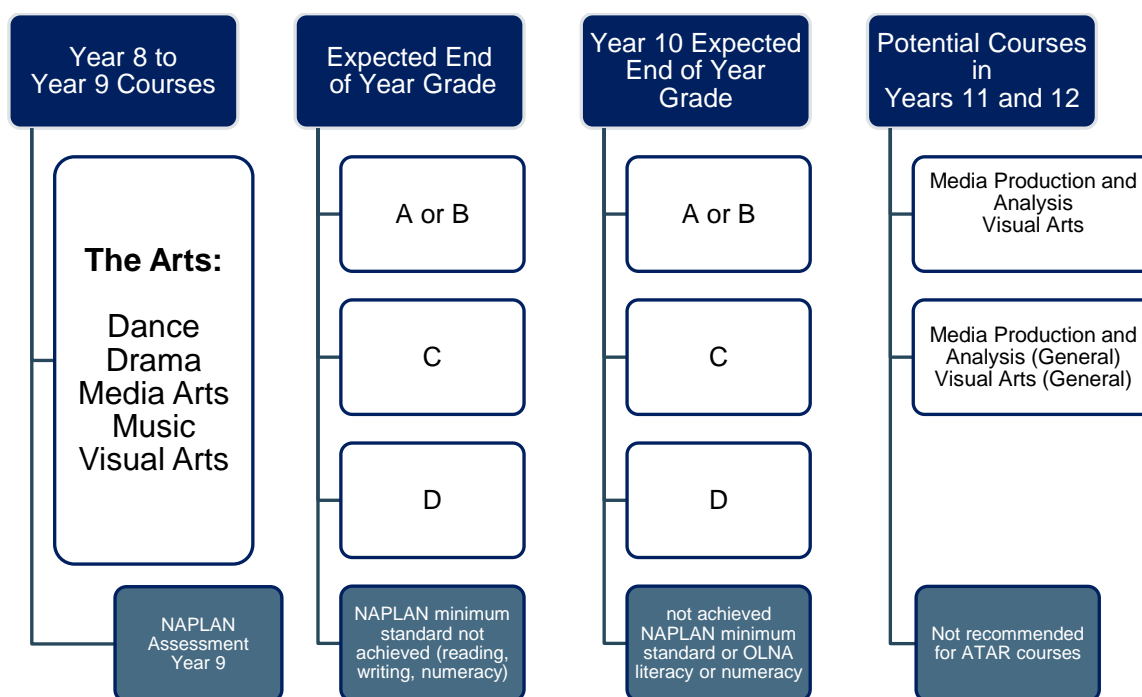
Students will learn how to read music notation and guitar tablature, use software to create original compositions and begin to develop basic skills on keyboard, guitar, vocals and drums. Students will have many opportunities for performance in music classes.

Dance

Students represent, question and celebrate human experience, using movement as the medium for communication. They develop their understanding of improvising and experimenting with the elements of dance and choreographic devices to create dance that communicates an idea.

The Arts Pathway

The following recommendations are provided as a guide for monitoring student grade attainment to be on track to maximise opportunities to pursue future preferred pathways in senior school.



Further information

SCSA has a range of resources available on their website <https://www.scsa.wa.edu.au/>.

1. **Social media:** SCSA has two Facebook pages.
 - <https://facebook.com/SCSAWA> is for students in Years 10, 11 and 12, their parents, teachers and community stakeholders. The aim of the page is to provide information to students working towards the WACE and a WASSA.
 - <https://facebook.com/SCSAWateachers> is for teachers and community stakeholders. The aim of the page is to provide information to teachers delivering the Western Australian curriculum from Kindergarten to Year 12. Reminders about key dates, as listed in the *Activities Schedule*, are published on this page.
2. **Parents and Community website:** SCSA's new parents and community website is designed to support parents and members of the community. It can be accessed on SCSA website at <https://www.scsa.wa.edu.au> via the Parents and Community tab. Parents and the community can access information about what children and young people should learn, how they are assessed, and the standards children and young people are expected to reach at each year level.
3. **K-10 Outline:** Western Australian Curriculum and Assessment Outline which is for all students from Kindergarten to Year 10 <https://k10outline.scsa.wa.edu.au/>.
4. **Disability adjustments:** <http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>.
5. **National Assessment Program Literacy and Numeracy (NAPLAN):** [k10outline - NAPLAN \(scsa.wa.edu.au\)](https://k10outline.scsa.wa.edu.au).
6. **Online Literacy and Numeracy Assessment (OLNA):** <http://senior-secondary.scsa.wa.edu.au/assessment/olna>.
7. **Courses – Year 11 and 12:** <https://senior-secondary.scsa.wa.edu.au>.
8. **Eligibility criteria for languages and EAL/D courses:** <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>.
9. **Vocational Education and Training (VET):** <http://senior-secondary.scsa.wa.edu.au/vet>.
10. **The Western Australian Certificate of Education (WACE):** <http://senior-secondary.scsa.wa.edu.au/the-wace>.

Information about other post school options can be viewed on the Champion Bay Senior High School Careers website <https://www.championbayseniorhighschoolcareers.com/>.



Useful Terms and Acronyms

ATAR	Australian Tertiary Admission Rank
EST	Externally set task
ICT	Information, Communication and Technologies
IMSS	Instrumental Music School Services
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
SCSA	School Curriculum and Standards Authority
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, the Arts and Mathematics
TAFE	Technical and Further Education
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement



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