

SECONDARY PARENT INFORMATION BOOKLET





SECONDARY TEACHERS

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Maths / Physical And Health Education

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Science / Design & Technology

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English

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Hass / Side

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Home Economics

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The Arts

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AUSLAN/ Digital Technologies



Camp Requirements

Throughout the year, students will have the opportunity to participate in various camps and excursions. To be eligible, students must meet the following criteria:

- **Attendance:** Maintain an attendance rate of at least 80%. Explained absences due to illness or other reasonable circumstances will not be counted against this percentage.
- **School Participation:** Attend all school sporting events and take part in the speech and writing competition. If a student chooses not to compete, they may assist staff or contribute to the event in another way.
- **Academic Responsibility:** Ensure all assignments and homework are completed and up to date.
- **Behaviour Expectations:** Student behaviour, including any suspensions, will be reviewed in consultation with the Deputy Principal and Principal.

These criteria are designed to encourage student engagement, responsibility, and positive school culture.

SECONDARY MATHS

MISS REBECCA ALTHAM

Mental Maths

Every class starts with mental maths, to re-focus the students on to maths after coming from another subject.
20 questions per day.

Pearson Mathematics

Pearson Mathematics allows us to teach digitally in the Teaching Hub to engage students with a range of videos, auto-correcting quizzes and worked examples.

Topics in the Student Books correspond to topics in the teaching Hub with clearly stated learning intentions and success criteria to clarify the learning expectations for students.

Every chapter opens with a Recall section to activate prior knowledge and ends with topics review to revisit student learning.

Homework

1 x Maths Homework page per week given out Monday, due Thursday. (In complete or not returned homework will result in Homework club in which is a recess or / and Lunch with teacher assistance to complete.

	YEAR 7	YEAR 8
TERM 1	Number properties Operations with decimals Fractions, decimals and percentages Operations with fractions	Number properties (exponents) Operations with integers, fractions and decimals Rational and irrational numbers Percentage increase and decrease

	Modelling with fractions, decimals and percentages	
TERM 2	Integers Understanding ratios Algebra (variables and substitution) Linear relationships, Making and reading linear graphs	Algebra (expand, simplify and factorise) Linear graphs Linear inequalities Perimeter, area and volume
TERM 3	Solving linear equations Area and volume, Visualising 3D Circles (features and circumference) Angles and transversals Ratios and measurement	Circles and sectors Time Rates Pythagoras theorem in 2 dimensions Ratios to solve problems
TERM 4	Triangles and quadrilaterals Translations, reflections and rotations Data and measures of central tendency Displaying and understanding data Probability (simulations and sample space)	Triangles and quadrilaterals (similarity and congruence) Visualising 3D Collecting and analysing data Probability (Venn diagrams and two-way tables)
TERM	YEAR 9	YEAR 10
TERM 1	Real numbers Exponents Algebra (binomials) Linear relationships and graphs	Approximation and real numbers Algebra (factorisation, expansion, exponents) Linear equations in realistic situations Linear inequalities
TERM 2	Quadratic relationships and graphs Area and volume Circles and cylinders Measurement and scientific notation	Exponential relations Algebra and modelling Surface area, volume Measurement and logarithmic scales
TERM 3	Percentage error in measurement Pythagoras and geometry Modelling situations with measurement and rates Trigonometry	Errors and precision in measurement Pythagoras, trigonometry, angles and bearings Modelling with plans, scale, ratio and proportion Geometry theorems and proofs
TERM 4	Ratios and proportion in space Analysing and interpreting statistics Displaying and comparing statistical data Probability (compound events, relative frequencies)	Networks Analysing and comparing data representations Two-variable statistics and data relationships Probability (conditional, dependent & independent)

SECONDARY PHYSICAL AND HEALTH EDUCATION

MISS REBECCA ALTHAM

Non negotiables

End of 3rd term the Yr 9/10 students will have the opportunity to attend DHS country week in Perth and the Yr 7/8s will have the opportunity to go to Sydney and Canberra.

To be eligible to attend

- The students **MUST** attend **ALL** school and sporting events (i.e. swimming carnival, cross country, athletics carnival, speech competition).
 - They must have a school attendance greater than 80%, and
- Get signed off from every teacher that they have completed all assigned homework, tests and assignments.

WEEK	PHYSICAL EDUCATION	HEALTH	OTHER
Term 1 Wk. - 1-4	Basketball @ Rec Centre (Dribbling, passing, ball movement, shooting)	Yr 7 – Sun smart Yr 8 – Culture Yr 9/10 – Drug / Alcohol Education	Swimming Lessons Yr 7 – T1 - W3 -4
Term 1 Wk. – 5-7	Baseball (Catching, Batting, Pitching, game play)	Yr 7 – Sun smart / First Aid Yr 8 – Culture Yr 9/10 – Drug / Alcohol Education	T1 – W5 Interhouse swimming carnival
Term 1 Wk. – 8-10	NRL – Rugby (Game play, throwing, catching)	Yr 7 – First Aid Yr 8 – First Aid Yr 9/10 – Drug / Alcohol Education	T1 – W8 Interschool Swimming Carnival @ LG
Term 2 Wk. – 1-3	Netball @ rec Centre (catching passing, footwork, game play, shooting defending)	Yr 7 – Road Safety Yr 8 – Drug Education Yr 9/10 – Functional Anatomy	Term 2 Katanning Netball Carnival
Term 2 Wk. – 4-6	Hockey and AFL (Kicking, marking, dribbling, stopping, shooting game play)	Yr 7 – Road Safety/ Alcohol / Tobacco / Drugs Yr 8 – Drug Education Yr 9/10 – Functional Anatomy	Term 2 Interschool Cross country
Term 2 Wk. – 7-10	Soccer (Kicking, dribbling, shooting, game play)	Yr 7 – Alcohol / Tobacco / Drugs Yr 8 – Drug Education Yr 9/10 – Functional Anatomy	Term 2 Interschool Cross Country @ Kojonup
Term 3 Wk. – 1-13	Athletics (High Jump, Long Jump, Triple Jump)	Yr 7 – Cyberbullying and Online Safety Yr 8 – Road Safety Yr 9/10 – First Aid	Term 3 House Athletics Carnival
Term 3 Wk. – 4-6	Athletics (Discus and Shot put)	Yr 7 – Cyberbullying and Online Safety Yr 8 – Road Safety Yr 9/10 – First Aid	Term 3 Interschool Athletics Carnival
Term 3 Wk. – 7-10	Athletics / Lacrosse (Team Games) (Catching, throwing, game play)	Yr 7 – Resilience / Mental Health Yr 8 – Heart Health and Nutrition Yr 9/10 – Relationships /sexuality/Discrimination	Term 3 Country Week in Perth
Term 4 Wk. – 1-3	Tennis / Golf (Hitting, serving, game play)	Yr 7 – Heart Health and Nutrition Yr 8 – Heart Health and Nutrition Yr 9/10 –	
Term 4 Wk. – 4-6	Lawn Bowls (Game Play)	Yr 7 – Heart Health and Nutrition Yr 8 – Resilience and Protective Behaviours Yr 9/10 – Keys for Life / Road Safety	
Term 4 Wk. – 7-10	Volleyball / Badminton (Hitting, serving, Game Play)	Yr 7 – Protective Behaviours Yr 8 – Resilience and Protective Behaviours Yr 9/10 – Keys for Life / Road Safety	

SECONDARY SCIENCE

MR SKIP SOMERVILLE

Jerramungup DHS aligns itself with the Western Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims

- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Year 7	Year 8	Year 9	Year 10
Intro to Classification	Cells History of the microscope	Multi-cellular organisms Requirements for life	Introduction
Classification Classification Keys	Plant cells Single celled Organisms Specialised cells Specialised plant cells	The Human body Body co-ordination – the nervous system	DNA
5 Kingdoms Classification Hierarchy Naming Organisms Invertebrates	Body Organisation Dividing cells Growing organs Organ donation Digestion	The Brain Taste Reflex The bionic Ear and Eye The endocrine system Controlling internal temperature Water balance	Genes and Chromosomes
Invertebrates Chordates	Intestines Breathing Respiration Data interpretation Circulatory system	Blood sugar Unit review Metabolism Respiration Mid unit assessment	Cell Division
Animal Kingdom Assignment	The Heart Heart transplants Heart Rate Unit review	Disease The immune system Vaccinations Viruses	Cell Division Revision
Kingdom Plantae Vascular Bundles	Mid unit test Bones Joints Muscular System	Childhood diseases Medieval medicine and diseases in history Sexual v Asexual reproduction Male Female Reproductive system	Test Inheritance Patterns
Revision Mid-Unit Assessment Food Chains Food Chains- Producers and Consumers	Muscle Fatigue Excretion Kidneys Kidney Disease	Puberty Pregnancy and Birth	Inheritance Patterns Mutation and Genetic Engineering Natural Selection
Food Webs Decomposers	Sexual v Asexual reproduction Sexual reproduction in flowers Asexual reproduction in Plants Female Male reproductive system	Pregnancy Birth Drugs Alcohol Pregnancy Revision	Natural Selection Evidence for Evolution

Imbalances on Ecosystem Imbalances on Ecosystem Human Impacts on Ecosystem Human Impacts on Ecosystem Revision End of unit test	Pregnancy Birth Drugs Alcohol Pregnancy Revision End of unit test	Pregnancy Birth Drugs Alcohol Pregnancy Revision Cont Pollution and changes in population Revision End of unit test	Biodiversity and Evolution Genetics of Evolution Revision End of unit test

SECONDARY HASS

MR MARC EVANS

Humanities and Social Sciences consists of four separate subjects;

Term 1: Civics and Citizenship

Term 2: History

Term 3: Economics and Business

Term 4: Geography.

Year 7	In Civics and Citizenship, they learn about Australia's political and legal systems, including the roles of government and the importance of active citizenship. Economics and Business introduces them to basic economic concepts, such as resource allocation and the role of markets. Geography covers the study of natural and human environments, focusing on spatial patterns and sustainability. History delves into ancient civilizations, helping students understand historical contexts and the development of societies. Finally, the integrated Social Sciences approach enhances critical thinking and research skills across these disciplines
Year 8	In Civics and Citizenship, they delve deeper into the workings of Australia's political system, exploring the roles and responsibilities of citizens. Economics and Business focuses on personal finance, consumer choices, and the basics of running a business. Geography covers the study of landscapes and landforms, with an emphasis on environmental management and sustainability. History examines the medieval and early modern periods, helping students understand the development of societies and cultures. The integrated Social Sciences approach continues to enhance critical thinking and research skills across these disciplines.
Year 9	In Civics and Citizenship, they explore the Australian political system, focusing on the roles of key players and the formation of government. Economics and Business introduces concepts like specialization and trade, examining the connections between consumers, businesses, and government in a global economy. Geography covers the production of food and fibre, the role of the biotic environment, and the interconnections between people and places. History investigates the making of the modern world from 1750 to 1918, including the impact of new ideas and

	technological developments. The integrated Social Sciences approach continues to enhance critical thinking and research skills across these disciplines.
Year 10	In Civics and Citizenship, they explore Australia's roles and responsibilities at a global level, including international legal obligations and the values that sustain a resilient democracy. Economics and Business introduces the concept of economic performance and living standards, examining how governments manage economic performance to improve living standards. Geography focuses on the management of environmental resources and the geography of human wellbeing, considering sustainability and change at various scales. History covers the modern world and Australia from 1918 to the present, emphasizing Australia's global context and key historical concepts like continuity and change. The integrated Social Sciences approach continues to enhance critical thinking and research skills across these disciplines.

Assessments

Students will have one take home assignment, one in-class test and homework periodically (when needed)

Connect

All necessary documents are available via his/her HASS class on Connect. Assignment outlines and due dates will also be posted to Connect in a timely manner. **IT IS THE RESPONSIBILITY OF STUDENTS TO CATCH UP ON ANY WORK THEY HAVE MISSED**

SECONDARY ENGLISH

MRS ERIN TAPSCOTT

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. Students learn how text structures and language features vary according to audience and purpose, and how techniques influence emotions and opinions and create meaning. Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. These texts may 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. Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry and types of media, online and digital texts for different audiences.

Connect

All necessary documents are available via his/her English class on Connect. Assignment outlines and due dates will also be posted to Connect in a timely manner.

Homework

Periodically students will have assignments and/or class tasks to complete at home. Weekly homework is distributed each Wednesday and is due the following Wednesday.

SECONDARY AUSLAN

MR THOMAS ZAHRA

Auslan (Australian Sign Language) is the primary language of the Australian Deaf and community, using hand signs, facial expressions, and body movements to communicate. It is a fully developed visual language with its own grammar and structure, distinct from English. The Languages curriculum focuses on developing students' communication skills in an additional language while fostering intercultural understanding. Students can study a range of languages, including Auslan, and engage in activities that build proficiency in speaking, listening, reading, and writing (or signing in the case of Auslan). The curriculum emphasises cultural awareness and the ability to interact in diverse linguistic contexts, preparing students for global citizenship and enhancing their cognitive and social skills.

SECONDARY DIGITAL TECHNOLOGIES

MR THOMAS ZAHRA

The Digital Technologies subject in high school focuses on developing students' understanding of computational thinking, problem-solving, and the use of digital systems. Students learn how to design, create, manage, and evaluate digital solutions using coding, algorithms, and data management techniques. The curriculum covers topics such as programming, cybersecurity, networks, and data representation, equipping students with the skills to navigate and contribute to the evolving digital world. Additionally, ethical considerations, digital citizenship, and the impact of technology on society are explored, ensuring students develop responsible and informed digital practices. Through practical and project-based learning, students apply their knowledge to real-world scenarios, fostering creativity, collaboration, and critical thinking.

SECONDARY HOME ECONOMICS

MRS KATIE TAPSCOTT

Secondary Home Economics focuses on developing lifelong skills in students. The Year 7 program is split into two components, Textiles in semester one and Food Specialisations in semester two. The Textiles program comprises of learning how to hand sew, sewing buttons and the use of a sewing machine to create products. During Food Specialisations the focus

is on Health and Safety in a food environment and healthy eating. Students will be asked to provide a container to each of their Home Economics lessons in semester two. The Year 8 – 10 students look at Food Specialisations for the entire year with each term focusing on a different topic to increase knowledge and skills regarding the nutritional value of foods, the sensory and physical properties of foods and the different preservation and cooking techniques of foods. Planning/Investigating, Designing, Producing and Evaluating are all important aspects of Home Economics and are taught and assessed accordingly.

Requirements:

- Students **must bring a container** to each lesson (Year 7 not until semester two).
- Students must wear enclosed shoes and have long hair tied back.

Assessment:

- Students complete 2 major assessments per term, each containing a theoretical aspect and a practical aspect.
- Bookwork is to be completed prior to or after each practical session. Theory is brief and as such is expected to be completed during class time.

SECONDARY ARTS

MS BILLIE FUQUA

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential.

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view. In making and staging drama, they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations.

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. During the Semester, classes will be using paints, inks, charcoal and other materials to create pieces including linoleum prints, canvas paintings and mosaics. We have a limited supply of aprons; it is highly recommended students bring in a large, oversized shirt to wear over their uniforms when we are using these messy resources.



Connect is now being implemented in our school. Connect is a learning, support and communications platform developed by the Department of Education WA for staff, students and parents in public schools. Check out the short video about how Connect can help students at <https://vimeo.com/232411237>

How will parents access Connect?

Each parent will be given their own secure login to Connect. Connect is totally free and, because it is provided by the Department of Education, very safe. As well as being able to log into Connect on any internet-connected device, you may also receive notices from Connect that will be sent to you as either an email or a notification on your phone. A free app called *Connect Now* can be downloaded from Google Play or the Apple App Store and will let you receive Connect notices as push notifications.

If you have multiple children, you only need one login.

When you log into Connect you will be able to see information specific to your own child/ren.

Examples of what information you can access in Connect:

- **Classroom learning activities**
- **Notifications from individual teachers**
- **Attendance records**
- **Work your children have completed or need to complete due to being absent**
- **Assessments and marks**

To access Connect you will receive an email with your login details in the near future. Please also see the school website under parents for further information.

We hope that you enjoy the Connect experience and see it as an exciting new way for you to stay in touch with your child's school journey.

For more information on Connect, please visit the school website:

www.jerramungupdhs.wa.edu.au