

# DONNYBROOK DISTRICT HIGH SCHOOL

# 8



**YEAR 8  
COURSE INFORMATION  
2025**



# INDIVIDUAL PATHWAY PLANNING

As part of our 2023-2027 Business Plan "Your Child, Our Focus" and our Mindful Education (ME) Plan 2023-2027, Donnybrook District High School has a focus on setting our students up for success in their future pathways and life beyond Year 10 by ensuring we engage students to be active members in their education and within the school community.

It is important that students have a voice in the decision making regarding their education. To promote student voice within our school, the leadership team at Donnybrook District High School create a timetable involving elective subjects that students are interested in. Information gathered through student surveys, Mindful Education lessons and informal conversations drive the elective subjects that we have on offer each year. As we endeavour to prepare our students for life beyond Donnybrook District High School, it is important that we engage students, parents and carers to support conversations regarding their values, interests and goals. These conversations form part of the course selection process.

Students in Years 7 and 8 are exposed to a variety of option subjects to assist them making educated elective selections in Year 9 and 10. Throughout Years 7 and 8, students spend one semester completing each options course. These courses aim to develop the foundation skills needed for students to continue with their selected subjects throughout Years 9 and 10.

The option subjects, as outlined within the Course Information booklet, are examples of the subjects that students can select once they are in Years 9 and 10. As a school, we are strengthening our relationship with the School of Distance and Isolated Education (SIDE) to enhance the subjects that Donnybrook District High School can offer our students. With the assistance of parents, carers and leadership staff, students can choose subjects that are meaningful to them and provide a foundation to develop the skills needed to attain their future goals. If there are subjects that are not available on the selection form, such as languages, leadership staff will work with students, parents and carers to develop a timetable, potentially involving SIDE, that is suited to each individual student.

In addition to elective classes, Year 8 students are enrolled to complete Study Skills, Critical and Creative Thinking and STEM to develop the student's future pathways.

There are a variety of initiatives that will continue to be developed throughout 2025 and beyond. These include:

- A partnership with AdventureWorks to provide students the opportunity to attend camps and workshops to develop their social and emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making. The camps and workshops also support the students to develop a sense of purpose and voice in determining the person they want to be.
- Further development of Mindful Education lessons to consolidate the knowledge and strategies that students are developing through their work with AdventureWorks. Mindful Education also provides opportunities for students and staff to build more robust relationships and for staff to develop a clear idea about the student's future pathways and goals.
- Individual profiles will be compiled in consultation with students, parents, carers and using the information gained during parent interviews and student services meetings. These profiles will be utilised by staff to ensure that learning is relevant to the student's interests, future pathways and goals. These individual profiles will also be used by leadership staff when conducting conversations with students regarding pathway planning and the selection of elective subjects.
- Feedback on subject choices and pathway development will be sought from parents and students to ensure our course offerings meet the needs of our student cohorts.

# YEAR 8 COURSE INFORMATION

The Western Australian Curriculum, which is inclusive of what is prescribed in the Australian Curriculum, sets out the knowledge, understandings, skills, values and attitudes students are expected to acquire by the completion of Year 8. The School Curriculum and Standards Authority (SCSA) issue time allocation guidelines for all subjects in the Western Australian Curriculum. In a full school year, students complete subjects from the following learning areas:

English

Mathematics

Science - STEM

Humanities and Social Sciences (HaSS) - Agriculture, Critical Creative Thinking

Health and Physical Education (HPE) - Health, Physical Education

The Arts - Visual Art, Digital Media, Digital Technologies

Technologies - Home Economics, Woodwork, Metalwork

A typical timetable structure in Year 8 consists of four periods of English, Maths, Science and HaSS, two periods of Physical Education (timetabled as one double period) and one period of Health Education. Students also have a Study Skills period which supports their reading, literacy development and research skills and a Mindful Education period to support their Social and Emotional Learning, and supplement the AdventureWorks program. In addition to this, students have an opportunity to complete additional subjects known as options, which cover The Arts and Technologies. We endeavour to provide a pathway for students to develop their skills in their chosen option subject. Students will experience a range of option classes throughout Year 7 and 8 to help them choose specialist subjects in Year 9 and 10.

Assessments and assignment work are an important part of the curriculum for all subject areas. Year 8 students will receive an assessment schedule at the start of each semester. Parents will be able to access this via Connect or by contacting the classroom teacher.

As we are trying to assist students to become autonomous learners, we encourage the use of a diary to help students take responsibility for their learning and assignment work. It is a good idea to provide a student diary to assist in their study skills and mindful education. Students may receive homework to help them establish an effective study routine early in their high school career. This will be an important part of the preparation for developing good study habits.

## *Form*

Students attend Form class each morning to provide additional pastoral care. During this time, students get important notes and messages about what is happening on the day or week ahead. They also receive Positive Behaviour Support at this time, as we explicitly teach the expected behaviours of our school.

## *Extension Class*

In 2025, selected Year 8 students will be part of a combined class of Year 7 and Year 8 students identified as having the capacity to achieve at a high level in their core subject areas. These students will be provided with intense support, from subject specialists, to assist them to achieve their pathway goals. They will join their other cohort members for options classes. This class will be particularly suited to ATAR bound students. Suitability for the course will be determined by the Associate Principal, based on previous results, NAPLAN data, work ethic and teacher recommendations.



# COMPULSORY SUBJECTS

## ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Through the study of English, individuals learn to analyse, understand, communicate with and build relationships with others and the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps learners become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Students in Year 8 focus on consolidating their written and spoken communication skills by applying the conventions of language correctly. They begin to develop their understanding of the construction of texts, which can be written, spoken or multimodal, and in print or visual forms. They continue to develop positive attitudes to regular reading of a variety of texts, as part of a structured English and Library program.

English is organised into three interrelated strands and their sub strands which focus on developing students' knowledge, understanding and skills in the language modes of listening, reading, viewing, speaking and writing:

Language: knowing about the construction of the English language.

Literature: understanding, appreciating, responding to, analysing and creating literature.

Literacy: expanding the repertoire of English usage.

Students will also develop skills in Digital Literacy, enabling them to critique, evaluate and create content using digital media texts. Through this study, they will become more proficient at evaluating websites, understanding the complexities of digital media and learning how to think critically about information on the internet. They will also discover how to avoid plagiarism and master the art of creating bibliographies and referencing work.

## MATHEMATICS

In the Mathematics learning area, students learn the essential mathematical skills and knowledge whilst developing the numerical capabilities needed in their personal, work and civic life. Importantly, they are provided with the fundamentals on which mathematical specialties and professional applications of mathematics are built. Students in Year 8 will be given the opportunity to work in groups within programs developed to meet their academic needs. All students study the Mathematics content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will explore and develop their understanding of the content using the proficiency strands: Understanding; Fluency; Problem-Solving; and Reasoning.

## SCIENCE

In Year 8, students will study Biology in the context of life under the microscope and look at a comparison between the cellular structures of a variety of different organisms. In Chemistry, students will study the properties of matter and the differences between elements, compounds and mixtures. In Physics, they will use the context of renewable energy, investigating the different forms of and efficiency of energy. Earth and Space will be taught with the theme of the rock cycle, studying the formation of rocks while studying geological time and resources.

## HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Science (HaSS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. All students study the four subjects of: Civics and Citizenship, Economics, Geography and History throughout the year. Through research, analysis and questioning of evidence, students will develop a strong foundation of skills that will ensure success in the future. In Year 8, students will develop an understanding of Australia's Parliamentary and Legal Systems and how these are tied to the British Westminster System, the Division of Powers and Constitution are also explored. Through investigation of History, students will become familiar with the ancient worlds and, in particular, the expansion of the Roman Empire. Their studies of Geography link liveability and the importance of water as a sustainable resource. Time will also be spent developing students understanding of the fundamental concepts of Economics, including supply and demand and the power of the consumer. Students will demonstrate this understanding in written arguments and through the creation of projects.



## HEALTH AND PHYSICAL EDUCATION

At Donnybrook District High School, the Health and Physical Education Learning Area aims to provide students with learning experiences that lead to a lifelong, healthy and productive lifestyle. Students are given opportunities to develop skills and abilities through the many contexts in which this learning area offers. Our programs are designed to be engaging with a developmental focus on pastoral care, teamwork, cooperative learning, leadership attributes and building important relationship skills for the future.

All students participate in courses of Health and Physical Education. The program allows students to develop essential knowledge, attitudes, values, and skills required for life. Students are engaged in both physical and classroom activities that allow them to enhance their well-being, now, and in the future. The ability to communicate and cooperate with other students in practical situations and health classes will also be monitored and developed throughout the course of the year.

### *Physical Education*

Physical Education and sport play an important part in the development of all Donnybrook District High School students. Many life skills such as team work, cooperation with others and the ability to strive for success against difficulties are valuable lessons that students learn from an involvement in sport. The school encourages students to strive for excellence and to set high goals and standards for themselves while at the same time acknowledging the efforts of those around them. Above all, we encourage participation to the best of each person's ability, regardless of the level at which they perform.

This course gives students the opportunity to experience a range of different sports: Aquatics, Athletics, Netball, Football, Badminton, Cricket and Basketball, whilst developing core skills such as throwing, catching, kicking, hitting and dribbling. Students are also introduced to offensive and defensive sporting strategies and will themselves set fitness goals to maximise their participation levels.

### *Health Education*

Students are engaged in lessons to develop important life skills concerning their physical and mental health, which are also designed to prepare them for their later adolescent years. Topics include growth and relationship issues, building resiliency, coping with pressure and influence, fitness and exercise (including fitness testing), drug education and other community lifestyle issues. Emphasis is placed on assertive decision making with students taking ownership of their lifestyle decisions in regards to the importance of making a healthy lifestyle choices.

## WELL ROUNDED ATHLETE PROGRAM (WRAP)

In 2024 the Well Rounded Athlete Program was launched at Donnybrook District High School. WRAP is a specialised program designed to develop leadership skills, self- management skills and teamwork, all of which contribute to making a well rounded athlete. Participants apply for their position within the course through a reflection against the CASEL framework and the WRAP rubric of expectations. This program is designed to challenge the students personally while developing their all-round skills.

## CRITICAL CREATIVE THINKING

Today's employers recognise that future employees must be capable of responding to the challenges of the 21st Century, using creative, innovative and adaptable thinking. These skills, known as soft skills, are developed through the use of critical and creative thinking strategies that seek solutions to complex problems. The school has dedicated two periods a week to helping our students develop these skills in a safe and collaborative learning space. The goal is to develop learners who are motivated to see a problem through to an innovative and logical solution. This is a skill that will create a resilient learner.

Students develop critical and creative thinking capabilities as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school. This learning is embedded within our HaSS curriculum and assists students in developing solutions to social and emotional issues.

Productive, purposeful and intentional thinking is at the centre of effective learning. By applying a sequence of solutions-focused skills, students develop an increasingly sophisticated understanding of the processes used whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

## STUDY SKILLS

At Donnybrook District High School, we are constantly striving to improve students knowledge and success, providing every opportunity to improve your child's journey. Using whole school data collected and analysed by staff, a program of work is developed to meet the needs of each student using our data processing software, Elastik. This provides online practice for students working on their area of need in literacy and numeracy. Study Skills provides students with the opportunity to build and develop literacy and numeracy skills, learning and assessment strategies, with a focus on Instructional Strategies, and access extra teacher support for assessments. During these lessons, students also have access to the library to encourage students to become life-long lovers of reading. As a point of need arises, students may also access additional guided study lessons.

In Year 8, students participate in comprehension and reading programs, to further develop and consolidate these skills. Students have the opportunity to develop their creative writing skills and NAPLAN preparation is a key focus throughout the year.

## MINDFUL EDUCATION

Unique to Donnybrook District High School, our Mindful Education program aims to develop the student's self-awareness, self management, responsible decision making, social awareness and relationship skills. Mindful Education sessions integrate AdventureWorks programming to further develop the skills that students acquire during camps and in school workshops. In Year 8, students focus on Building Strong Connections through their AdventureWorks program and Mindful Education lessons. This program continues to build upon the skills and behaviours that demonstrate good social and emotional capabilities and lifelong friendships. Teachers and students together navigate the social and emotional needs of students reinforcing the relationship between staff and students.



# OPTION SUBJECTS

In 2025, teaching staff will complete cross curriculum planning, teaching and assessing. This will mean that knowledge students gain in MESH subjects will be put into practical action during option classes. English and Mathematics teaching skills and knowledge will be included in the teaching and learning programs during option classes. This strategy will reinforce theoretical learning in practical way.

## TECHNOLOGIES

The Western Australian Curriculum: Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies

In Year 8, students have opportunities to learn about technologies in society including: Engineering principles and systems; Food and fibre production and Food specialisations and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

### *Digital Technologies*

Year 8 students will focus on further developing understanding and skills in computational thinking, such as decomposing problems. Students will have opportunities to plan and manage individual and team projects. When communicating and collaborating online, students will develop an understanding of different social contexts and develop a strong understanding of Department of Education software through Connect and Microsoft software suite.

### *Design and Technologies: Woodwork and Metalwork*

This is an introduction course to working in an industrial environment. The students start with understanding safe working practices; there is an emphasis on consolidating hand skills, knowledge of tools, machinery and safe operating practices. As the students' knowledge and skills develop, they are introduced to working from a design brief to develop their problem solving abilities and become resilient, independent learners. The Design and Technology Centre offers learning in Woodwork, Metalwork, Design and Technical Drawing.

### *Design and Technologies: Food and Textiles*

Students will develop their food production skills by completing a semester of practical and theoretical work involving a variety of food topics. In this course, emphasis is placed on both working as an individual and working within small groups to produce a range of foods. Year 8 students will investigate the effect of social, economic and environmental demands on sustainable production systems and the properties of food to create healthy eating solutions. The semester unit will incorporate art and design, craft, computer and sewing machine skills.

### *Design and Technologies: Agriculture*

Students will learn about the Agricultural industry. Food and fibre production will be a focus, and students will consider the ways, characteristics and properties of technologies that can be combined to design and produce sustainable solutions. Students also learn the role of animals in agriculture and experience practical care of animals through our Cows Create Careers program.

## STEM

We offer students a STEM option, which in Year 8, which will provide a semester of academic extension through a combined focus on Science, Technology, Engineering and Mathematics. This aspect of the course educates through problem- solving in the real world, not through textbooks, and subjects will cross into one another and importantly into everyday life. Students will delve into an array of Engineering Challenges and Solar STEM.

## THE ARTS

### *Visual Arts*

Students will develop their knowledge of the Elements and Principles of Art to produce a variety of 2D and 3D artworks, ranging from drawing, painting, printmaking and clay. Students will be required to demonstrate design work and draft ideas in a Visual Diary and learn more about discussing and responding to the Arts.

### *Media*

In Year 8, students will be given opportunities to plan, refine and present drama and dance performances to peers, by safely using processes, techniques and conventions of The Arts. Performing Arts will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles.





**IMPORTANT NOTE: PLEASE READ CAREFULLY**

The Year 8 timetable will be constructed to provide as many opportunities for students as possible, however adjustments may need to be made throughout the year.



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