2027 CURRICULUM HANDBOOK YEAR 9

2026 EDITION

V25052026

THE YEAR 9 CURRICULUM

Welcome to Year 9!

In 2026 you will continue your studies in each of the eight Learning Areas:

English / EALD
Health and Physical Education (HPE)
Humanities and Social Sciences (HASS)
Languages
Mathematics
Science
Technologies
The Arts

There are also cross-curriculum areas, which are an important part of the Year 9 curriculum. They include Critical and Creative Thinking, Personal and Social Capability, Literacy and Numeracy and ICT Capability. Our school has embedded these into its broader 'Learner Capabilities' priority, aimed at developing knowledge and transferable skills to equip young people for life and work, both at and beyond school, and empowering them to become responsive global citizens.

You have a choice of electives in the following Learning Areas:

The Arts – you will have the opportunity to choose from a range of elective subjects in the Arts learning area. Music students will study Music as their Performance subject and may choose their Visual subject.

Technologies – you will have the opportunity to choose from a range of elective subjects in Digital Technologies and Design and Technologies.

Other Areas – there are also other elective subjects on offer from HPE and HASS.

You should read the following descriptions carefully before completing the subject selection process. Due to timetabling constraints, not all electives may be available. You will therefore be required to rank electives in order of preference.

OVERVIEW: ELECTIVE SUBJECTS

Students may select up to two elective subjects (2 hours each) from The Arts and/or Technologies (or other Learning Areas).

* Music students will continue to study Music.

THE ARTS	TECHNOLOGIES
Dance	Digital Imaging and Animation
Drama – Stage	Digital Technologies
Media Arts Popular Culture	Drawing and Design
Music*	Electronics and Robotics
Photography Creative Design	Fashion & Fabrics
Visual Arts	Food Technology
	Practical Engineering
	Wood / Metal Technology

OTHER
Finance Management (Humanities & Social Sciences)
Outdoor Education (Health & Physical Education)
Volleyball (Health & Physical Education)
Bushrangers Western Australia (after-hours program)

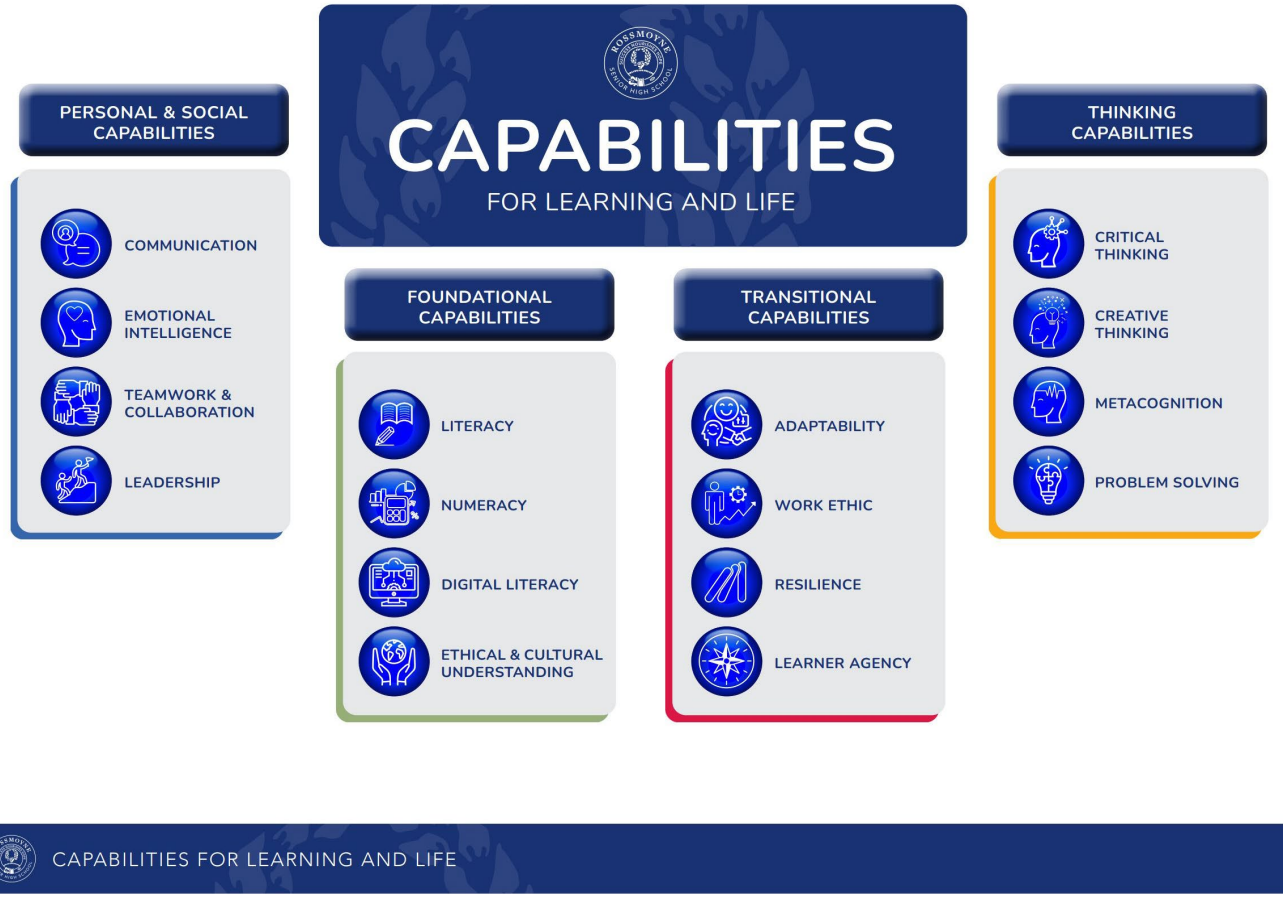
Additional information

- Extension/Enrichment subjects are offered to very able students.
- Students wishing to select Volleyball must have permission from the HPE Head of Learning Area or Volleyball Program Coordinator.
- Students wishing to select Outdoor Education must have permission from the HPE Head of Learning Area or Outdoor Education Coordinator.
- Students are expected to continue with the language taken in Year 7 and 8: Chinese Background or Non-Background, French, German or Japanese. Students and parents need to be aware that the French, German and Japanese subjects offered at Rossmoyne Senior High School are designed for Second Language Learners only. Students who have French, German or Japanese heritage or who have lived in a country where these languages are spoken or who have had significant tuition held beyond the normal classroom hours, will generally not be eligible to enrol in Second Language Courses in Years 11 and 12 where strict eligibility rules are applied by the Curriculum and Standards Authority. Chinese is offered at Background and Non-Background levels from Years 7-9. Strict eligibility rules are applied when directing students to their most appropriate subject.

CROSS-CURRICULAR LEARNER CAPABILITIES

A priority of the school's 2026-2030 Business Plan, our curriculum offerings will embed Personal and Social, Foundational, Transitional and Thinking Capabilities so that students develop the knowledge and transferable skills to equip them for life and work, both at and beyond school; and empower them to become responsive global citizens.

The Year 9 curriculum will explicitly and consistently provide opportunities for students to develop their ability to apply a range of capabilities confidently, effectively and appropriately in complex and changing circumstances.



COMPULSORY SUBJECTS

NOTE: All subjects are offered on the understanding that subjects need to have a viable number of students to run. Similarly, some subjects may be oversubscribed (there are more students wanting to do the subject than available places). Some subjects are very popular, and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed.

ENGLISH

HUMANITIES AND SOCIAL SCIENCES

MATHEMATICS

SCIENCE

LANGUAGES **(Choose the language you studied in Year 8)**

HEALTH AND PHYSICAL EDUCATION

ENGLISH

LEARNING AREA: **ENGLISH**

SUBJECT OVERVIEW

In Year 9 English, students will be exposed to a range of more complex texts including digital, hybrid and multimodal creations, as we continue to expand their creative and critical thinking.

The Australian Curriculum is organised into three interrelated strands which focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Together they support students' growing understanding and use of Standard Australian English. The three main strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

This is the program, but your teacher will provide you with more detailed subject content on detailed briefs for texts you study according to different needs of different classes. This will depend on your class profile. Some classes will spend more time than others consolidating Year 8 and 9 work, while other classes will engage with more difficult concepts earlier. Doing well in Assessment tasks and tests is important, but it is just as important for you to complete the classwork and homework set by your teacher.

Students will respond to a range of fiction and non-fiction texts through writing and speaking. They will practise narrative and persuasive writing; will study Television, News and Current Affairs, film marketing, a novel and biographical texts.

ENGLISH AS AN ADDITIONAL LANGUAGE

LEARNING AREA: ENGLISH

SUBJECT OVERVIEW

The EAL/D subjects are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. EAL/D also develops academic English skills to prepare students for tertiary study. Through responding to and composing a range of written, spoken and visual texts and through the close study of a variety of genres, EAL/D students develop and refine their speaking, listening, reading and writing skills to become confident and effective communicators.

HUMANITIES AND SOCIAL SCIENCES

LEARNING AREA: **HUMANITIES AND SOCIAL SCIENCES**

SUBJECT OVERVIEW

The Humanities and Social Sciences Learning Area provides opportunities for students to acquire the knowledge, skills and values to become active citizens in a rapidly changing world. Using the knowledge and skills they have been developing in earlier year's students will discover the long reaching impacts of World War I, for people and for the environment.

Using their questioning and reasoning skills, students will learn about the Australian democratic process and the factors that shape Australia's system of government. We will discover how Australia's economy fits into the global economy and the influences and impacts on these. We then finally look at how food is distributed around the world and discuss how all global citizens can have easier access to food.

Civics & Citizenship
- Shaping Voter Decisions
- Australian Court System

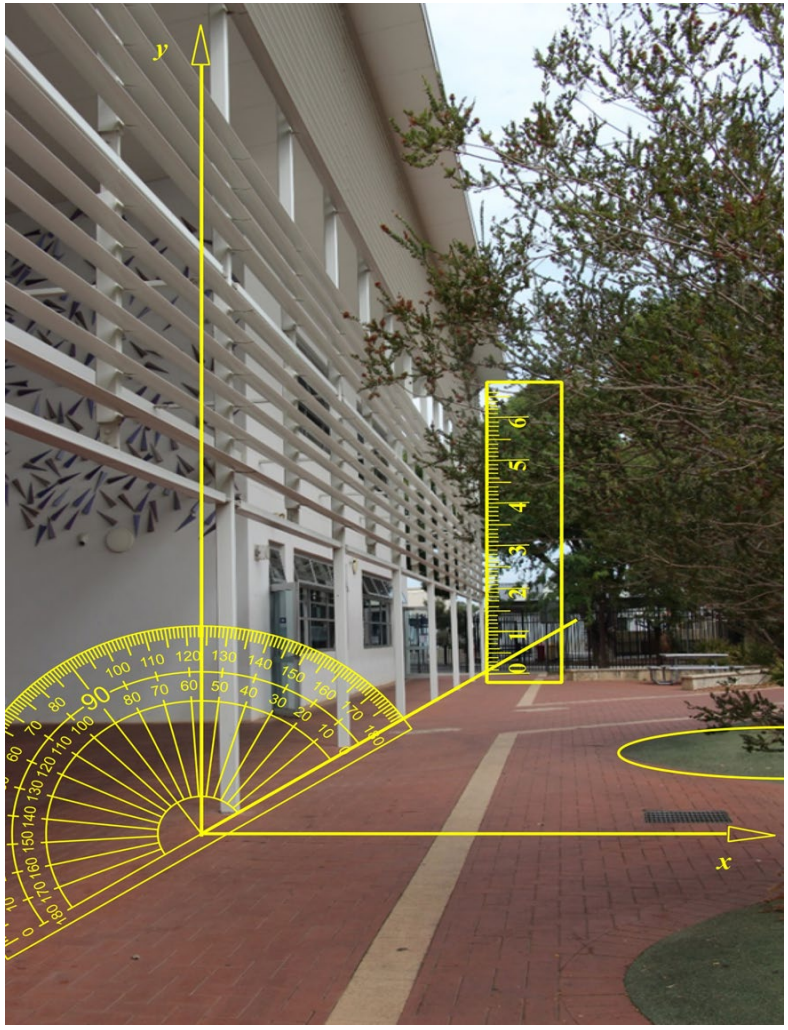
Economics & Business
- Australia in the Global Economy
- Opportunities, Risks & Rewards

Geography
- Biomes & Food Security
- Geographics of Interconnections

History
- Australian History (1750-1914)
- World War I

MATHEMATICS

LEARNING AREA: MATHEMATICS



SUBJECT OVERVIEW

Mathematics provides opportunities for students to engage with concrete materials, extending to abstract thinking in a range of approaches to learning. These approaches reinforce the significance of working mathematically with the content and lead to an increased understanding of the complexity of the natural environment, society and technology. The Mathematics curriculum is organised into three strands:

Number and Algebra

- Understanding number
- Calculating with number
- Algebraic techniques
- Linear and non-linear equations and inequalities
- Linear and non-linear patterns and relationships
- Financial mathematics
- Modelling with number and algebra

Measurement and Geometry

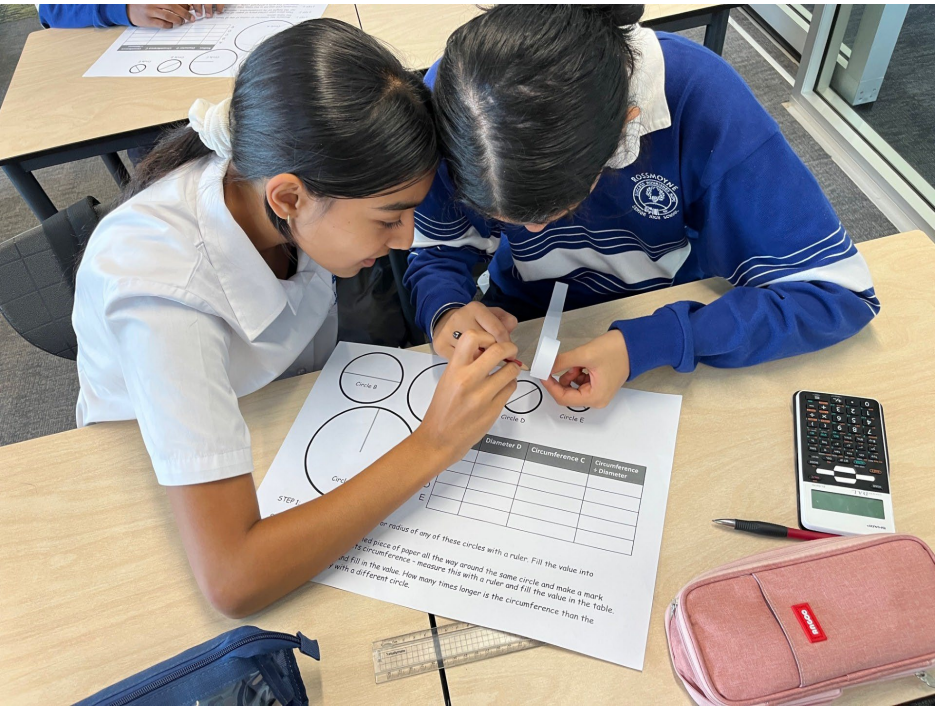
- Two-dimensional space and structures
- Three-dimensional space and structures
- Non-spatial measurement
- Modelling with measurement and geometry

Probability and Statistics

- Probability and statistics
- Modelling with probability and statistics

MATHEMATICS

LEARNING AREA: MATHEMATICS



SUBJECT OVERVIEW

Students explore and investigate to understand, calculate flexibly and efficiently, and model with real numbers, writing solutions in exact or approximated form. They engage with financial mathematics by calculating simple interest and exploring ways in which people earn money. Students explain and determine perimeter and area of composite figures. Through construction, drawing and geometric reasoning, students establish conditions for congruent triangles, explore properties of similar figures and develop the trigonometric ratios. Students connect probability and statistics by collecting data from experiments and simulations related to two-stage chance experiments, both with and without replacement. They analyse comparative graphs in context using statistical language and critically analyse statistical processes and claims made in the media that relate to data sampling.

In Year 9, students undertake one of four curriculum pathways (Extension, Accelerated, Mainstream, Focus) based on their performance in Year 8. Movements between pathways can occur after Semester 1 reports but are dependent on student results and existing class sizes. The Extension and Accelerated pathways explore beyond the scope of the Mainstream curriculum and are tailored to students who demonstrate above standard capabilities in mathematical thinking, reasoning and communication. It is expected that these students will ultimately study Mathematics Specialist and Mathematics Methods, respectively, in Years 11 and 12.

The Focus Mathematics pathway is tailored to the needs of students who have difficulty accessing their year-level Mathematics curriculum. The class in limited to approximately 17 students to allow a lower student: teacher ratio, facilitating a greater degree of teacher support and individual assistance. It is designed to fill the gaps in students' mathematical fluency and understanding with a view to developing sound functional numeracy and ultimately achieving OLNA.

SCIENCE

LEARNING AREA: SCIENCE

SUBJECT OVERVIEW

In year 9 students learn to:

- Describe how plant and animal adaptations enable survival, and they respond to external temperature changes.
- Describe the impact of abiotic and biotic factors on population size and species diversity.
- Describe the structure of atoms and explain the arrangement of elements in the periodic table.
- Write chemical formulae to represent simple compounds and word equations for chemical reactions.
- Describe how interactions within and between Earth's spheres affect the carbon cycle, water cycle and global climate.
- Describe wave and particle models of energy transfer for light and sound.

SCIENCE

LEARNING AREA: **SCIENCE**

SUBJECT OVERVIEW

Students in year 9 build upon skills developed in year 8 to:

- Plan and conduct reproducible investigations to test or identify relationships and models.
- Follow risk assessments when conducting investigations.
- Select and use equipment to generate and record replicable data.
- Select and construct appropriate representations to organise, process and summarise data and information.
- Analyse data and information to describe patterns, relationships and anomalies.
- Describe sources of error in methods and suggest ways to improve the quality of their data.
- Draw conclusions that identify patterns or relationships evident in their data.
- Construct arguments based on analysis of a variety of evidence to support conclusions and support or dispute claims.
- Use content, language and text features to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.
- Identify how advances in science, technologies and engineering are interconnected and describe how scientific responses are developed and can impact society.

LANGUAGES

LEARNING AREA: **LANGUAGES**

OVERVIEW

Students are expected to continue with the language taken in Year 8: Chinese, French, German or Japanese.

Students and parents need to be aware that the French, German and Japanese subjects offered at Rossmoyne Senior High School are designed for Second Language Learners only.

Students who have French, German or Japanese heritage or who have lived in a country where these languages are spoken or who have had significant tuition held beyond the normal classroom hours, will generally not be eligible to enrol in Second Language Courses in Years 11 and 12 where strict eligibility rules are applied by the School Curriculum and Standards Authority. Hence, we recommend students choose a language other than the one in which they have an advantage. We offer Chinese Background Language and Chinese Second Language for Year 7-10, Chinese First Language, Background Language, and Second Language for Year 11 - 12.

Strict eligibility rules are applied when directing students to their most appropriate subject.

GIFTED AND TALENTED (GT) PROGRAM

GT students undertake an accelerated program completing the Year 9 course and most of the Year 10 work by the end of the year. Acceleration provides GT students with the opportunity to read, write and speak your chosen language at a much faster pace than if you were in mainstream classes. Those of you who consistently demonstrate very high achievement may be approved to complete the Year 12 language course in Year 11 including sitting the ATAR exam.

CO-CURRICULAR PROGRAM

Co-curricular activities are held either during school-time or out-of-school hours. These include film excursions, special performances, language competitions and restaurant outings. In addition there will be opportunities for students to host visiting students from overseas and to participate in exchanges or in in-country travel once all restrictions have been lifted. These hosting and travelling experiences are a highlight of our languages program. There will be opportunities for students to participate in external examinations and competitions that have prizes attached. Entry into these examinations and competitions is highly regarded when applying for Languages scholarships such as the Sangora Scholarship.

CHINESE BACKGROUND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 9 Chinese Background Language! 九年级欢迎你学汉语

The Year 9 Chinese Background Language course builds on and further develops the students' knowledge through engagement with the Chinese-speaking communities, and through the study of contemporary texts, topics and issues. Relevant and engaging tasks, develop literacy in the Chinese language as well as extend literacy development in English. The course also allows students the opportunity to strengthen their personal connections to the Chinese language and culture.

Learning Chinese supports the school's Capabilities in a variety of ways. Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through learning how to communicate with limited language knowledge and through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also important skills developed in the Language learning classroom as students increasingly work together to develop their language competency.

CHINESE SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 9 Chinese Second Language! 九年级中文班欢迎你

Year 9 Language students are increasingly confident in using Chinese in the classroom. This course builds on the foundations established in Years 7 and 8 and provides opportunities for meaningful and relevant Chinese communication and understanding. Learning contexts in Year 9 include "Holidays", "Special events" and "Travel", which engage students in Chinese language and Chinese cultural practices.

Each term, students completes a rich assessment task, which encourages the authentic and meaningful use of Chinese as well as creative thinking and reflection. In addition, from Years 9 to 12, students of Chinese Second Language can attend "Chinese Bridge", a world-wide competition. Winners of the competition receive a scholarship to study at their choice of one of China's famous universities. Year 9 students are encouraged to reflect on the Chinese skills and knowledge they have learnt over the past two years.

Learning Chinese supports the school's Capabilities in a variety of ways. Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also developed in the Language learning classroom as students work together to develop their language competency.

FRENCH SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 9 French Second Language! Soyez les Bienvenus!

Year 9 Language students are increasingly confident in using French in the classroom. This course builds on the foundations established in Years 7 and 8 and provides opportunities for meaningful and relevant French communication and understanding. Learning contexts in Year 9 include "Going on holidays", "Making arrangements" and "Festivals and Celebrations", which engage students in not only French language but also French cultural practices.

Each term, students complete one rich assessment task, which encourages the authentic and meaningful use of (Language) as well as creative thinking and reflection. In Year 9, students are encouraged to reflect on their French learning journey and the skills and knowledge they have accumulated over the past two years.

Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also developed in the Language learning classroom as students work together to develop their language competency.

GERMAN SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 9 German! Herzlich Willkommen bei Deutsch!

Year 9 German Second Language builds on the foundations of Years 7 and 8 and provides opportunities for meaningful and relevant German communication and understanding. Learning contexts include "Going on holidays" and "Festivals and Celebrations", engaging students in German language and German cultural practices. As part of our school's partnership with the Goethe Institute, students engage in a real-world learning task called Unternehmen Deutsch (Enterprise German), allowing to students to form relationships with German companies.

Each term, students complete one rich assessment task, which encourages the authentic and meaningful use of (Language) as well as creative thinking and reflection. In Year 9, students are encouraged to reflect on their German learning journey and the skills and knowledge they have accumulated over the past two years.

Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through discussions, understanding cultural awareness increases student's Ethical and Cultural Understanding and Emotional Intelligence. These learning objectives align directly with Rossmoyne's commitment to the capabilities framework

JAPANESE SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to the Year 9 Japanese Second Language Program! ようこそ!

Learning contexts in Year 9 include "Making arrangements"," How was it?" and "Holidays", which engage students in not only Japanese language but also Japanese cultural practices.

Each term, students continue to complete one rich assessment task, which encourages the authentic and meaningful use of (Language) as well as creative thinking and reflection.

Learning Japanese in Year 9 continues to support the school's Capabilities for Learning and Life in a variety of ways. Literacy naturally continues to be supported through the learning of an additional language. Students also need to demonstrate Adaptability and Resilience through the challenges faced when learning how to communicate. Deepening cultural understanding develops students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also important skills developed in the Language learning classroom as students continue to collaborate in developing their language competency.

HEALTH

LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

SUBJECT OVERVIEW

In Health Education, our aim is to empower students to become competent and confident lifelong participants of healthy and active lifestyles.

Students are exposed to a range of contexts to expand their knowledge, understanding and skills which also allows them to build upon their capabilities, enabling them to learn effectively and creates opportunities to flourish and succeed to become confident and competent lifelong learners. In Health Education we focus on a number of capabilities such as; resilience, critical thinking, communication and work ethic. These capabilities intertwine with our syllabus sub strands of; Personal identity and change, Staying safe, Healthy and active communities, Interacting with others.

In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informal decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge and skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions and manage conflict.

PHYSICAL EDUCATION

LEARNING AREA: **HEALTH AND PHYSICAL EDUCATION**

SUBJECT OVERVIEW

In Physical Education, our aim is to empower students to become competent and confident lifelong participants of healthy and active lifestyles.

Students are exposed to a number of sports to expand their knowledge, understanding and skills which also allows them to build upon their capabilities, enabling them to learn effectively and creates opportunities to flourish and succeed to become confident and competent lifelong learners. In Physical Education we focus on a number of capabilities such as; communication, learner agency, teamwork and collaboration, leadership and work ethic. These capabilities intertwine with our syllabus sub strands of; Movement skills, Understanding movement and Interpersonal skills.

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

ELECTIVE SUBJECTS

NOTE: All subjects are offered on the understanding that subjects need to have a viable number of students to run. Similarly, some subjects may be oversubscribed (there are more students wanting to do the subject than available places). Some subjects are very popular and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed.
* Notional charges do not include extracurricular activities.

THE ARTS

TECHNOLOGIES

HEALTH AND PHYSICAL EDUCATION

HUMANITIES AND SOCIAL SCIENCES

LEARNING AREA
THE ARTS

DANCE (ELECTIVE)

LEARNING AREA: THE ARTS

SUBJECT OVERVIEW

Dance is a fun and highly engaging artform. Dance can be used to express feelings, develop ideas and to challenge our creative thinking. This subject provides students the opportunity to develop technical and choreographic skills in Contemporary, Hip-Hop and Jazz dance whilst building self-confidence, expressive skills, coordination, strength and flexibility. As a class, students will learn dance pieces to be performed for a live audience at the mid-year showcase entitled 'Unified', which will also encourage skills of teamwork, collaboration, theatre etiquette and performance.

In the latter part of the year, students will develop skills in creating original movement through improvisation and will work in groups to choreograph and perform their own dances for 'Genesis', the Middle Year's Choreography showcase. Students will also dive into research topics to further educate themselves on the evolution of dance styles and genres as well as begin to write for dance using critical analysis skills and reflective practices to comment on their own and other's works.

NOTIONAL SUBJECT CHARGE

$78.00*

DRAMA – STAGE (ELECTIVE)

LEARNING AREA: THE ARTS

SUBJECT OVERVIEW

Drama Stage for Year 9 students ignites spontaneity and imagination and continues to develop the skills of theatre and acting. Students study the beginnings of drama and dramatic forms whilst extending their skills in voice, movement, improvisation and characterisation. Students will be involved in an in-class production where they will learn the steps to take a play from script through to production. Students will progress their performance skills and have opportunity to present their work in class and to the wider school community.

This is an active, multi-disciplinary subject for all students interested in acting and performing.

NOTIONAL SUBJECT CHARGE

$50.00*

MEDIA – POPULAR CULTURE (ELECTIVE)

LEARNING AREA: THE ARTS

SUBJECT OVERVIEW

In Year 9 Media students develop their production skills and expand both their critical thinking skills and storytelling abilities. This elective focuses on the fundamental Film & TV codes and conventions that underpin the representations we see all around us. The Year 9 Media course examines the success of streaming services and the rise of new media. One highlight is the Teen Drama Production where students work in their production groups to create a recap sequence suitable for streaming services. Throughout the year students will become familiar with Digital SLR cameras and industry standard editing to improve their ICT skills. Media productions utilise a variety of locations around the school, including our green screen studio. Student work is celebrated through the annual MADDD Arts Festival where the best media productions may be screened to a public audience.

NOTIONAL SUBJECT CHARGE

$75.00*

MUSIC (ELECTIVE)

LEARNING AREA: THE ARTS

SUBJECT OVERVIEW

All students in this subject will have completed Year 8 Class & Instrumental Music. Students learning an instrument privately (including voice) may enrol in Class and Instrumental Music. They may continue private tuition. The subject continues the development of musicianship skills in conjunction with Instrumental and Ensemble Music. In this subject students will engage in:

- music perception and music theory at a higher level
- the study of major works of music literature
- creative tasks such as performance, improvisation and composition.

The instrumental section of the subject continues the development of the student's musical skills through both instrumental tuition and practical music-making.

Students will continue to study:

- technical exercises, studies and a wide range of repertoire for their instrument
- appropriate and varied repertoire in one or more ensembles.

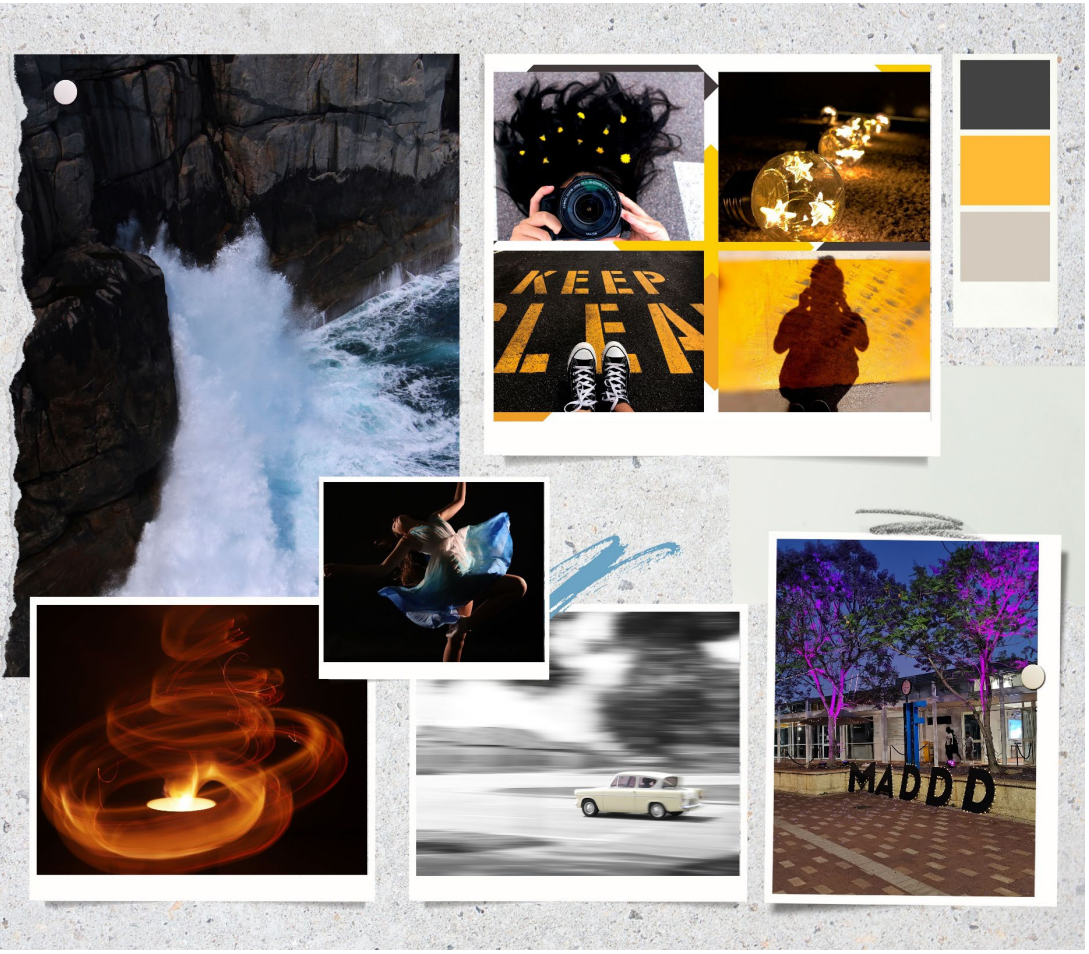
Students will participate in a range of performances, festivals and concerts.

NOTIONAL SUBJECT CHARGE

$85.00*

PHOTOGRAPHY – CREATIVE DESIGN (ELECTIVE)

LEARNING AREA: THE ARTS



SUBJECT OVERVIEW

In Year 9 Photography, students develop creative skills in digital photography and editing. They begin to explore some of the manual pillars of Photography, like Shutter Speed and Aperture, as they develop a wide range of skills and techniques associated with effectively capturing creative images. Students learn to manipulate their photographs using industry standard software, and work towards exhibiting their best work in MADDD Festival at the end of the year.

Photography – Creative Design is the perfect course for students interested in Photography, Graphic Design and other digital creative endeavours. Students learn exciting digital imaging skills and artistic effects whilst they build a creative and unique portfolio of work. The fundamental knowledge of in camera-craft, design process and the elements and principles of art will be paramount as a background for future development in this creative course.

NOTIONAL SUBJECT CHARGE

$110.00*

VISUAL ARTS (ELECTIVE)

LEARNING AREA: **THE ARTS**

SUBJECT OVERVIEW

This is a creative and practical subject where students create artwork and display their creations in various exhibitions. Art projects focus on painting and sculpture, and the resulting art works are displayed and admired as representations of the idea. Students in this subject undertake skill building components on a specific theme and follow a design development process suitable to the studio area they are working in.

Creating and making the artwork takes up most of the subject time. However, there is also an analysis or research component to the subject that is designed to inform students about art history and conventions related to the work they are creating.

NOTIONAL SUBJECT CHARGE

$70.00*

LEARNING AREA
TECHNOLOGIES

DIGITAL IMAGING AND ANIMATION (ELECTIVE)

LEARNING AREA: TECHNOLOGIES

SUBJECT OVERVIEW

Year 9 Design and Technologies subject is a practical, hands-on course focused on digital animation and visual communication, designed for students interested in animation, motion graphics, and digital media production. Students explore the principles of animation and design through storyboarding, character development, timing, sequencing, and visual storytelling. They learn to communicate ideas effectively using both traditional planning methods and digital tools, developing skills in creating engaging animated content for a defined audience and purpose in line with the Western Australian Curriculum (SCSA) Design and Technologies requirements.

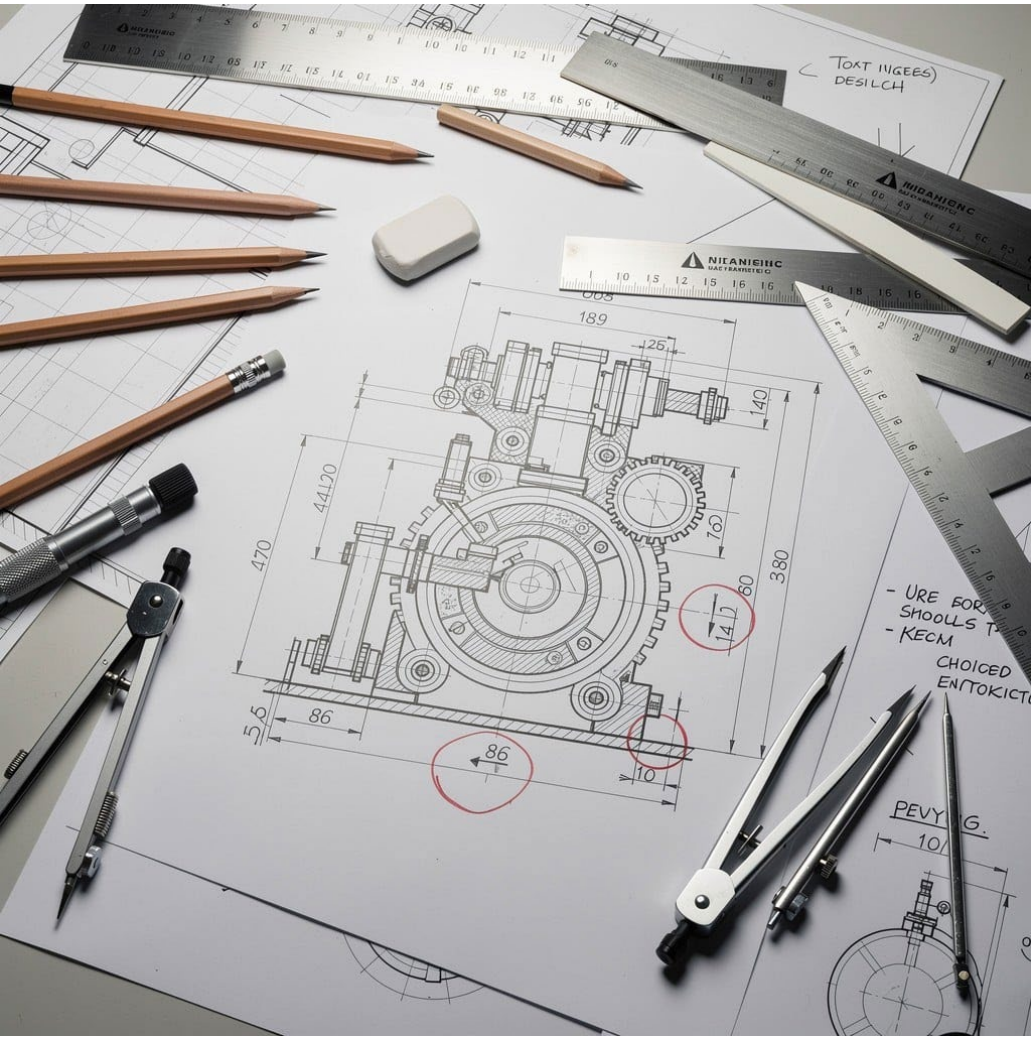
Students use industry-standard software to design and produce digital animations, including stop-motion tools and animation software (such as Adobe Animate or equivalent), as well as Adobe Photoshop and Illustrator for asset creation, image editing, and vector graphics. Dreamweaver or similar platforms may be used where animations are embedded into web-based presentations or interactive media. Through this process, students investigate design needs, generate and refine animation concepts, and produce finished digital products while considering design principles such as timing, aesthetics, function, and audience engagement. Assessment aligns with Year 9 achievement standards, requiring students to plan, produce, and evaluate digital animation projects while managing digital systems safely and effectively.

NOTIONAL SUBJECT CHARGE

$45.00*

DRAWING AND DESIGN (ELECTIVE)

LEARNING AREA: TECHNOLOGIES



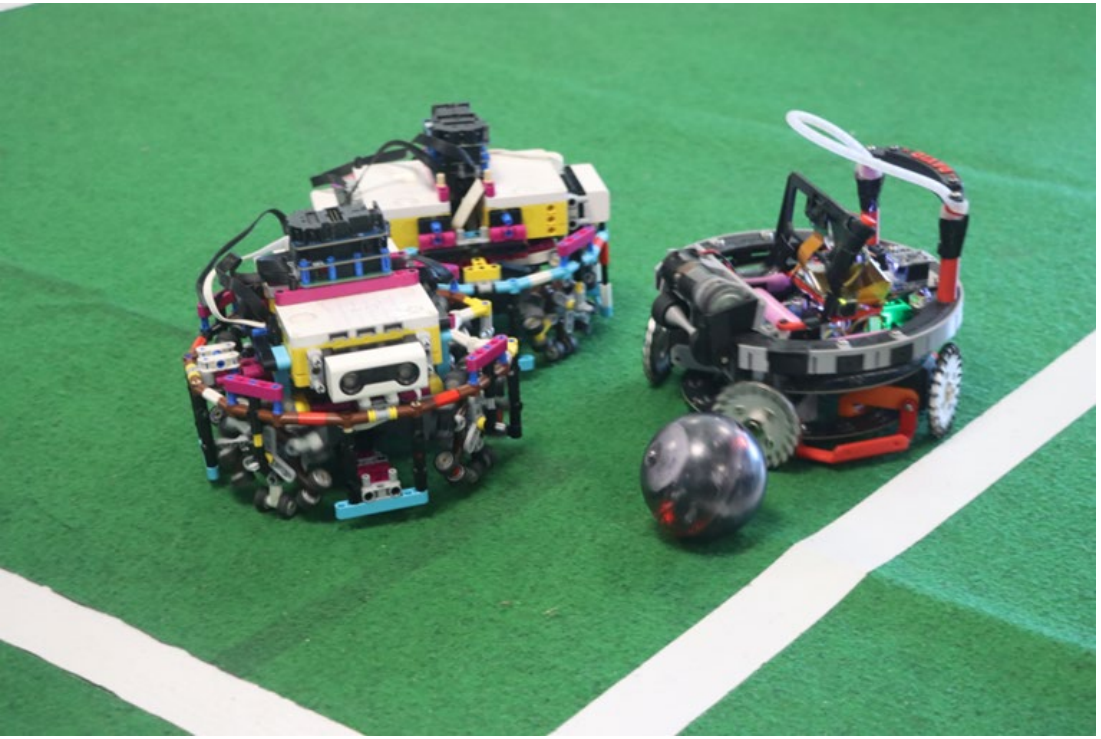
SUBJECT OVERVIEW

This Year 9 Design and Technologies course focuses on technical drawing and digital design within a graphic, web, and animation context. It is a practical, hands-on subject designed for students interested in visual communication and design-based technologies. Students develop skills in freehand and technical drawing, including isometric and orthographic sketches, annotation, scale, and layout conventions, to communicate design ideas clearly and accurately. They also apply design thinking processes to investigate needs, define design problems, and generate creative solutions. In doing so, students engage with the Western Australian Curriculum (SCSA) Design and Technologies strand by developing increasingly sophisticated graphical representation skills and using design processes to communicate ideas and solutions effectively.
Students also use industry-standard digital tools to produce and refine design outcomes, including Adobe Illustrator and Photoshop for vector and raster graphics, Dreamweaver for web design, and stop-motion or animation software for multimedia presentations. Through these tools, students create logos, posters, web layouts, and animation sequences while considering design principles such as aesthetics, function, safety, cost, and audience. Assessment tasks reflect the Year 9 achievement standards, requiring students to investigate and define design challenges, generate and develop annotated design concepts, produce finished digital or physical products, and evaluate their outcomes against set criteria. Students are expected to work independently and collaboratively while managing resources, time, and digital systems safely and effectively, consistent with SCSA expectations for Year 9 Design and Technologies.

NOTIONAL SUBJECT CHARGE
$40.00*

ELECTRONICS AND ROBOTICS (ELECTIVE)

LEARNING AREA: **TECHNOLOGIES**



SUBJECT OVERVIEW

This Year 9 Electronics and Robotics course is a practical, hands-on subject designed for students to develop skills in systems thinking, engineering design, programming, and electronic control systems. The course aligns with the Western Australian Curriculum: Technologies – Design and Technologies, with a focus on creating solutions through the design process, where students investigate problems, generate ideas, produce working prototypes, and evaluate outcomes. Students engage with both foundational theory and applied practice, developing an understanding of electronic components, control systems, and programming logic while applying design thinking to real-world engineering challenges.

Working collaboratively in teams, students design, build, and program robotic systems to respond to set challenges and open-ended design briefs. Through structured skill-building activities and project-based learning, students progressively develop competencies in coding, sensor integration, mechanical design, and system troubleshooting. These skills are applied in engaging contexts such as robotic competitions, including sumo-style robot challenges, where students test and refine their designs for performance and reliability. In line with Year 9 achievement standards, students are expected to manage resources, apply safe work practices, communicate design ideas using appropriate technical representations, and evaluate their solutions against defined criteria including function, efficiency, and effectiveness. Click on the URL below or scan the QR code to check out robots in action!

NOTIONAL SUBJECT CHARGE

$60.00*

DIGITAL TECHNOLOGIES (ELECTIVE)

LEARNING AREA: TECHNOLOGIES

SUBJECT OVERVIEW

Year 9 Digital Technologies course is a practical, future-focused subject designed to develop students' skills in computational thinking, programming, and digital systems. Aligned with the Western Australian Curriculum: Technologies – Digital Technologies, students investigate problems and design solutions through the use of algorithms, data representation, and digital systems. They develop an understanding of how information is processed, stored, and communicated, while applying design thinking to create solutions using a range of digital tools and programming environments.

Students engage in hands-on projects involving coding, game or app development, data management, and interactive digital solutions. They design, implement, and test algorithms using appropriate programming languages, while learning to debug and refine their work through iterative development. In line with Year 9 achievement standards, students are expected to define problems, design and implement digital solutions, manage data securely, and evaluate their outcomes against user needs and design criteria. The course encourages creativity, logical reasoning, and problem-solving skills that are essential for success in a digital world.

NOTIONAL SUBJECT CHARGE
$30.00*

FASHION AND FABRICS (ELECTIVE)

LEARNING AREA: TECHNOLOGIES

SUBJECT OVERVIEW

Year 9 Fashion and Fabrics course is a practical, hands-on textiles subject designed to develop students' skills in sewing, construction techniques, and textile design. Aligned with the Western Australian Curriculum: Technologies – Design and Technologies, students engage in the design process by investigating needs, generating ideas, producing textile products, and evaluating their outcomes. The course introduces students to both traditional and digital approaches to fashion design, supporting the development of technical skills in fabric selection, pattern interpretation, garment construction, and safe use of textiles equipment.

As students' skills progress, they work with commercial patterns and digital design tools to create increasingly complex textile products such as bags, hoodies, and pyjamas. Students apply design thinking to develop functional and aesthetically considered solutions, while also exploring sustainability and ethical considerations within the fashion industry. A project-based component encourages students to design for a real-world need, such as creating textile items for people in need or community-based contexts. In line with Year 9 achievement standards, students are expected to plan, produce, and evaluate their textile designs, demonstrating safe work practices, technical competence, and the ability to communicate design ideas effectively.

NOTIONAL SUBJECT CHARGE

$165.00*

FOOD TECHNOLOGY (ELECTIVE)

LEARNING AREA: TECHNOLOGIES

SUBJECT OVERVIEW

Year 9 Food Technology course is a practical, hands-on subject designed to develop students' life skills in food preparation, nutrition, and safe kitchen practices. Aligned with the Western Australian Curriculum: Technologies – Design and Technologies, students apply the design process by investigating food needs, considering nutritional requirements, and developing solutions through planning, producing, and evaluating a range of food products. The course builds student understanding of safe and hygienic work practices in the kitchen, while also developing problem-solving, creativity, and decision-making skills through the preparation of a variety of recipes. Students explore key focus areas including convenience foods, healthy fast food options, sustainable cooking practices, and nutrition.

Through practical cooking tasks, they develop confidence and independence in the kitchen while working both individually and collaboratively. Students are encouraged to make informed choices about ingredients, food preparation techniques, and sustainability considerations. In line with Year 9 achievement standards, students are expected to plan and produce food solutions safely, evaluate their outcomes against set criteria such as nutrition, taste, presentation, and sustainability, and communicate their design decisions effectively.

NOTIONAL SUBJECT CHARGE

$135.00*

PRACTICAL ENGINEERING (ELECTIVE)

LEARNING AREA: TECHNOLOGIES

SUBJECT OVERVIEW

Practical Engineering is a hands-on, design-focused subject that develops students' ability to generate and apply solutions to a range of engineering-based problems. Students build on teacher-provided models to improve, modify, and extend existing designs, developing their understanding of engineering principles through practical experimentation and iterative design. The course incorporates both theoretical concepts and applied learning, with students engaging in the construction and testing of a wide variety of projects including electronic circuit boards, electric and solar-powered vehicles, hovercrafts, automated systems, soccer robots, and battery-powered walking mechanisms.

Students also have the opportunity to engage in competitive and project-based engineering challenges that require collaboration, creativity, and problem-solving. This includes designing, manufacturing, and racing CO_2 dragster vehicles, as well as working in small teams to develop innovative solutions for initiatives such as the Infinite Energy Solar Car Challenge at UWA. Throughout the course, students apply the design process to investigate problems, generate and refine ideas, produce functional prototypes, and evaluate performance against specific criteria. In line with Year 9 Technologies expectations, students develop technical skills, apply safe workshop practices, and communicate engineering ideas using appropriate graphical and digital representations.

NOTIONAL SUBJECT CHARGE

$90.00*

WOOD TECHNOLOGY (ELECTIVE)

LEARNING AREA: TECHNOLOGIES

SUBJECT OVERVIEW

Year 9 Design and Technologies course in a wood context is a practical, hands-on subject focused on developing students' skills in timber construction, design thinking, and workshop-based production. Aligned with the Western Australian Curriculum: Technologies – Design and Technologies, students engage in the full design process by investigating needs, generating design ideas, producing timber-based solutions, and evaluating their finished products. The course introduces and develops skills in the safe use of hand tools, power tools, and workshop machinery, while building an understanding of timber properties, jointing techniques, and sustainable material use. Students design and manufacture a range of timber projects that develop both creativity and technical competency, progressing from guided skill-building tasks to more independent design briefs. They are expected to produce annotated design drawings, working plans, and prototypes before manufacturing their final products, demonstrating accuracy, planning, and safe work practices throughout. In line with Year 9 achievement standards, students evaluate their work against design criteria such as function, aesthetics, durability, cost, and sustainability, while communicating design ideas using appropriate technical drawings and documentation. This course supports the development of problem-solving skills, workshop confidence, and an understanding of real-world design and production processes within a timber construction context.

NOTIONAL SUBJECT CHARGE

$64.00*

METAL TECHNOLOGY (ELECTIVE)

LEARNING AREA: **TECHNOLOGIES**

SUBJECT OVERVIEW

Year 9 Design and Technologies course in a metal context is a practical, hands-on subject focused on developing students' skills in metal fabrication, engineering design, and workshop processes. Aligned with the Western Australian Curriculum: Technologies – Design and Technologies, students engage in the full design process by investigating needs, generating and developing ideas, producing metal-based solutions, and evaluating finished products. The course introduces students to the safe and effective use of hand tools, power tools, and metal workshop equipment, while building knowledge of metal properties, joining methods, fabrication techniques, and appropriate surface finishes.

Students design and manufacture a range of metal-based projects that progressively develop technical skill and design independence. They are required to produce annotated sketches, working drawings, and production plans before manufacturing their products, ensuring accuracy, planning, and safe workshop practice throughout all stages. In line with Year 9 achievement standards, students evaluate their final products against specific design criteria such as function, strength, aesthetics, cost, and sustainability, and communicate their design thinking using appropriate technical drawings and documentation. This course supports the development of problem-solving, precision, and real-world engineering and manufacturing skills within a metal fabrication context.

NOTIONAL SUBJECT CHARGE

$64.00*

LEARNING AREA
HUMANITIES AND SOCIAL SCIENCES

FINANCE MANAGEMENT (ELECTIVE)

LEARNING AREA: **HUMANITIES AND SOCIAL SCIENCES**

SUBJECT OVERVIEW

Year 9 Finance Management is an exciting elective subject that will introduce students to six financial topics that are highly useful in preparing students to become future ready citizens who are successful in taking control of their own financial futures and capable of making savvy financial decisions.

Throughout the year students are actively involved in an online ASX share market game where they learn how to make additional income through investing on the ASX and develop an innovative business idea where they prepare and sell their goods or services at a school Market Day.

Assessments in this subject include: an individual portfolio, topic test and budgeting tests, as well as being formally assessed on their participation and engagement in the Market Day.

NOTIONAL SUBJECT CHARGE

$43.00*

LEARNING AREA
HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION (ELECTIVE)

LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

SUBJECT OVERVIEW

PREREQUISITE: All students must complete a 200m swim, treading water and survival skills in a specific timeframe

This is the foundation course of Outdoor Education and is designated for positive engagement and enjoyment within outdoor environments. There is a strong focus on the skills development for environmental responsibility, self-respect and personal development. Students will cultivate their knowledge and understanding of the outdoors in a variety of activities. These activities include:

Semester 1: Mountain Biking and Camp Craft, with a day expedition to the Munda Biddi Mountain Bike Trail.

Semester 2: Roping and Sailing, with a day expedition to Statham's or Boya Quarry.

NOTIONAL SUBJECT CHARGE
$340.00*

VOLLEYBALL (ELECTIVE)

LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

SUBJECT OVERVIEW

This subject is an extension of the Year 8 program with students developing skills and integrating strategic thinking into their game play. This subject continues to develop volleyball strategy during specific modules. To enter this subject, students must have completed the Year 8 program and entrance into this subject must be approved by the Volleyball Program Co-ordinator.

Specialist Volleyball students study Volleyball as their General Physical Education subject.

NOTIONAL SUBJECT CHARGE

$41.00*

AFTER-HOURS PROGRAM

BUSH RANGERS (ELECTIVE AFTER-HOURS)

AFTER HOURS PROGRAMS

SUBJECT OVERVIEW

The Bush Ranger subject offered at Rossmoyne is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Wednesday from 3.15pm to 5.15pm. Bush Ranger Levels 1, 2 and 3 are School Curriculum and Standards Authority endorsed units and achievement of these levels can contribute to secondary WACE.

The program has four main components:

1. Practical conservation: encourages teamwork, leadership, self-confidence and responsibility.
2. Theory: develops knowledge of conservation techniques.
3. Community service: creates a sense of value in contributing to society.
4. Vocational training: teaches skills useful in many workplaces.

Bush Rangers is managed by the Department of Education, the Department of Local Government and Communities, the Department of Parks and Wildlife and the Department of Biodiversity, Conservation and Attractions and is part of the Cadets WA program.

APPENDICES

FINANCIAL ASSISTANCE

APPENDIX 1

SCHOOL CONTRIBUTIONS AND CHARGES

Every endeavour is made to keep the Contributions and Charges at the lowest possible level. However, the cost of resources such as class sets of reference materials, visual resources, and other resources that allow the school to maintain excellent standards, is high. Where possible, the costs are similar to the previous year.

PRINTING RESOURCE CHARGE

The cost of printing student work on the computer printers is beyond the resources of the school. The school has determined that these resources be made available as fees are paid.

Each student has an account for the printers attached to the school computers. At the commencement of the Year this account will be credited with **$5.00**. When this credit is consumed students may purchase further credit on the account. **Any student who has not paid this charge will be required to clear this debt and take it into credit before access will be re-activated.**

Those students who are enrolled in one of the computing subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

YOUTH ALLOWANCE

Youth Allowance is a Federal government funded scheme.
Youth Allowance provides income support to young people, including students, those looking for work and those who are sick. The actual amount and the levels of the means test vary from year to year. The means test consists of a parental income test, a parental assets test and a personal income test.

For further information contact:
Tel: 132 468
Web: www.humanservices.gov.au/customer/services/centrelink/youth-allowance

Many Centrelink offices have a Youth and Students Team that assists young people applying for the Youth Allowance or those looking for work. Please contact Centrelink for further information. The nearest Centrelink offices to Rossmoyne are:

- 11 Queen Victoria Street, Fremantle, WA 6160
- 1296 Albany Highway, Cannington, WA 6107

NOTICE OF CONTRIBUTIONS AND CHARGES AND RESOURCE ITEMS LIST

Each student will receive a Contributions and Charges sheet at the end of this year detailing the individual's costs for the following year. The Resource Items list will be available from our website in Term 4 this year.

FINANCIAL ASSISTANCE

APPENDIX 1

SECONDARY ASSISTANCE SCHEME

Currently financial assistance is available to children in secondary school, whose parents are holders of a current Centrelink Pensioner Concession Card or Family Health Care Card or a current Veterans Affairs Pensioner Concession Card, (blue card only).

The allowance is paid up to and including the year the student turns 18 years of age.

For further information contact:
Department of Education - Schools Resourcing and Support Directorate
Tel: 08 9264 4516
Fax: 08 9264 5162
Email: student.allowances@education.wa.edu.au
Schools Resourcing and Support Directorate, Department of Education,
151 Royal Street, East Perth, WA 6004

SCHOLARSHIPS

Some private organisations make scholarships available to secondary school students to assist in continuing their education.

For further information contact:
Department of Education - Student Services
Tel: 08 9264 5341
Web:
www.det.wa.edu.au/inclusiveeducation/detcms/navigation/community-relations/scholarships
Student Services, Department of Education,
151 Royal Street, East Perth, WA 6004

REFUNDS

Students leaving school during the year will receive a pro-rata refund on the fees paid. Students changing subjects will receive an amended account and where appropriate receive a refund on any fees paid.