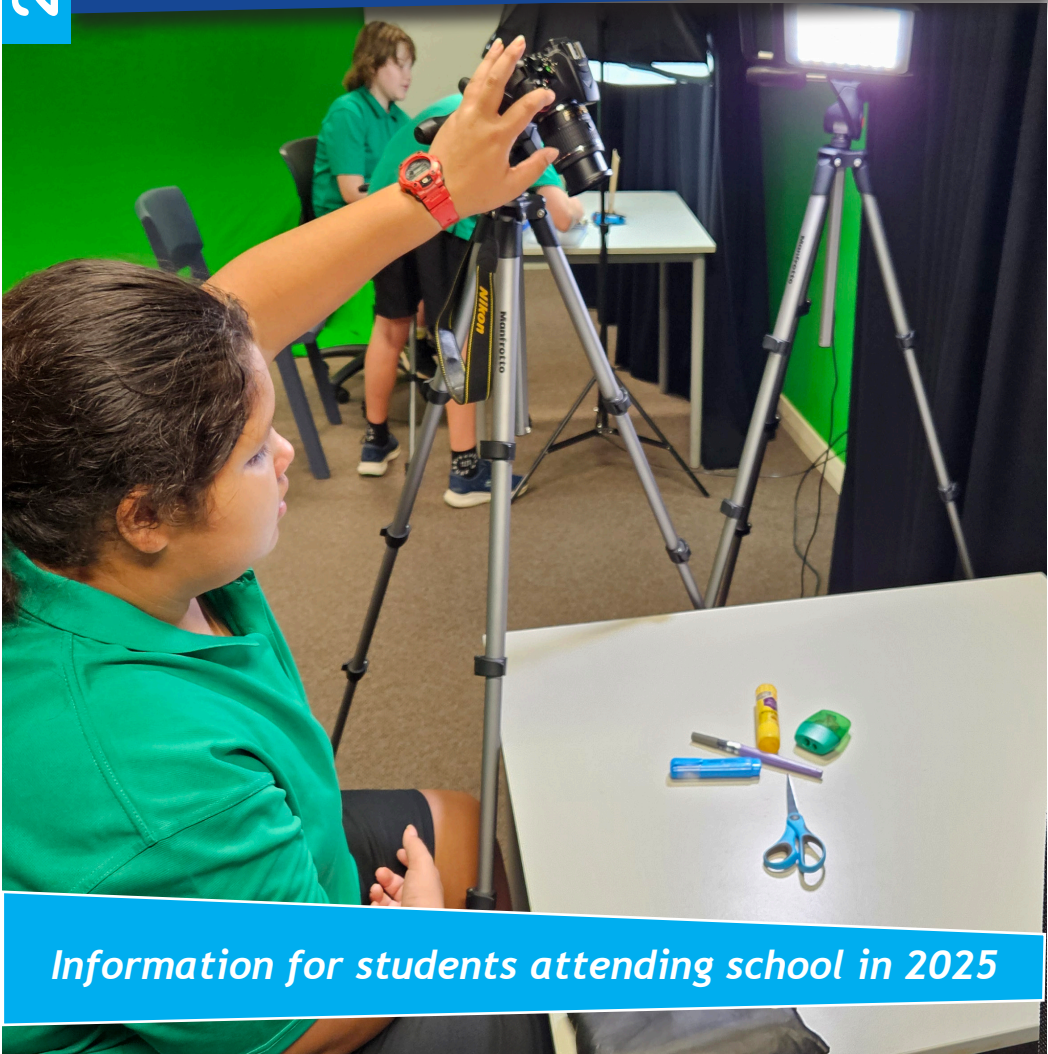




2025

Years 7-10

# Lower School Handbook



*Information for students attending school in 2025*



**BROOME**  
SENIOR HIGH SCHOOL

Part of the BROOME CLUSTER of  
INDEPENDENT PUBLIC SCHOOLS



*FIVE SCHOOLS, ONE COMMUNITY*

## SCHOOL ADMINISTRATORS



**PRINCIPAL**  
*Mathew Burt*



**MANAGER**  
**CORPORATE SERVICES**  
*Keely George*



**DEPUTY PRINCIPAL**  
**(Curriculum and Operations)**  
*Dan Walker*



**DEPUTY PRINCIPAL**  
**(Student Services)**  
*Emma Twining*



**DEPUTY PRINCIPAL**  
**(Education Support)**  
*Sandi Passmore*

## SCHOOL PURPOSE

To provide a safe and caring learning environment valued by the community, which will equip students with learning skills, perseverance and integrity.

## SCHOOL VALUES

### **Excellence:**

personal and professional, be the best you can be

### **Positive respectful relationships:**

between staff, students, parents and the community

### **Commitment:**

to self, to others, to the school

### **Perseverance:**

pursuit of knowledge and achievement of potential

### **Integrity:**

moral soundness, doing the right thing at the right time for the right reasons

# Principal's welcome

Dear Parents/Carers and Students,

A very warm welcome to all of you. This booklet is designed to give you an overview of the school and to assist you in becoming an active school community member. At any stage please feel free to contact our school administration to clarify any section of this book or to discuss anything else.



Broome Senior High School is one of the best rated high schools in WA. This is acknowledged by the fact that in 2012 we were WA Secondary School of the Year; an incredible achievement and the only country school ever to win this prestigious award. For the past three years we have been ranked as one of the top 10 state schools in Western Australia.

We are a school of approximately 900 students. This is very significant, as we are able to provide the full depth and breadth of courses and face-to-face teaching here in Broome. This means that your child and/or your family do not have to move away to receive the best education.

In addition, since 2013 we have been operating as an Independent Public School (and along with our primary schools have formed the Broome Cluster of Independent Public Schools). This means the Department of Education trusts us to be self-governing and allows the school to directly make decisions to meet the needs of you, our community.

As Principal I know that your child will be given every opportunity to gain a quality education because we offer:

- academic excellence covering a wide choice of subjects and academic pathways including an on-entry tested Academic Extension program in Year 7;
- a safe and caring learning environment based on respectful relationships between staff and students;
- sporting and extracurricular activities including Kimberley Cup sports week, Country Week in Perth, regional and interstate competitions and excursions, state and national competitions e.g. dance, drama;
- experienced and dedicated staff who pride themselves on developing positive relationships and providing quality learning experiences;
- a fully functioning high school with up-to-date resources (e.g. Trade Training Centre, Performing Arts Centre, Visual Arts Centre).

We have tremendous pride in our school. The staff are exceptional and our success enormous. I know you will be equally delighted with your child attending Broome Senior High School.

Thank you

**Mathew Burt**  
Principal

# Voluntary contributions and charges

Broome Senior High School receives government funds each year to cover the expenses of running the school. Financial support provided by parents has always played a vital role in the provision of resources that extend the school's capacity to add value to students' learning experience. For example, parent contributions allow schools to provide class sets of text books instead of students having to provide their own.

## **Determining Contributions and Charges**

Broome Senior High School endeavours to keep its charges to a minimum while maintaining a high standard of educational programs. The level of financial support requested of parents requires the approval of the School Board, which plays an important role in the school's financial planning arrangements to meet the needs of students while minimising the financial burden on parents.

At times there may be additional charges in some subjects where extra cost activities are part of the program such as excursions and camps that students are encouraged to attend and which the voluntary contributions and charges do not cover.

Participation in these extra components is voluntary but conditional on payment of the cost of providing the activity.

## **Collection of School Charge Payments**

Full payment of charges can be made prior to the start of the 2025 school year. It is acknowledged that some families may struggle to pay charges. To help overcome the problem of paying all charges in advance, a time payment arrangement may be organised by contacting the Manager Corporate Services (Business Manager) on 9195 3100 prior to the commencement of the 2025 school year.

## **Education Program Allowance**

Financial assistance is available for eligible families who are holders of a valid Centrelink Pensioner Card, Health Care Card or Veterans' Affairs Pensioner Card. Applications are available from the school's administration and completed forms need to be returned to the Accounts Office before the end of Term 1 each year.

The allowance consists of two parts:

- \$300 Clothing Allowance paid directly to the parent/guardian or to the school
- \$235 Education Program Allowance paid directly to the school

For further information regarding school charges please contact the school on 9195 3100.

# About lower school at Broome Senior High School

Broome Senior High School is an excellent school with an impressive record of producing high-achieving, well-rounded students. In Years 7 – 9, students are offered a comprehensive curriculum, stimulating learning environment and opportunities to extend themselves in a variety of disciplines. We have a strong focus on academic achievement, as well as vocational, sporting and artistic programs to suit individual student needs.

Year 7 students experience a comprehensive induction program prior to commencing their studies at Broome Senior High School. The orientation schedule ensures students are already comfortable with the school environment before they enrol. An induction day at the beginning of the year allows students to develop positive relationships with their peers and teachers, as well as learn about school rules, policies and procedures.

Year 8 and 9 students are placed in classes designed to meet their individual needs. Academic Rigour Classes (ARC) provide a strong and challenging academic focus for tertiary-bound students and Transition ARC. Mainstream caters for students wishing to move directly into training opportunities such as TAFE, apprenticeships, traineeships or employment.

Literacy support and Academy classes in Years 7 – 9 assist students from remote backgrounds and those with interrupted schooling experiences who require extra support to develop literacy and numeracy skills.

A large number of extracurricular activities are offered to students throughout each year, including the opportunity to be involved in the Kimberley Cup and Country Week sporting carnivals in Term 2. There are also staff versus students sporting matches each term and specific carnivals such as football, basketball, cricket, swimming and athletics.

Students also have the chance to participate in musical and dance performances; art and media competitions and programs for Aboriginal students delivered by the Broome Clontarf Academy (BCA) and Broome Stars. Year 9 students can participate in a week-long camp in Term 4.

## Term Dates 2025

Semester 1 2025	
Term 1	Wednesday 5 February – Friday 11 April
Break	Saturday 12 April – Sunday 27 April
Term 2	Tuesday 29 April – Friday 4 July
Break	Saturday 5 July – Sunday 20 July

Semester 2 2025	
Term 3	Tuesday 22 July – Friday 26 September
Break	Saturday 27 September – Sunday 12 October
Term 4	Monday 13 October – Thursday 18 December



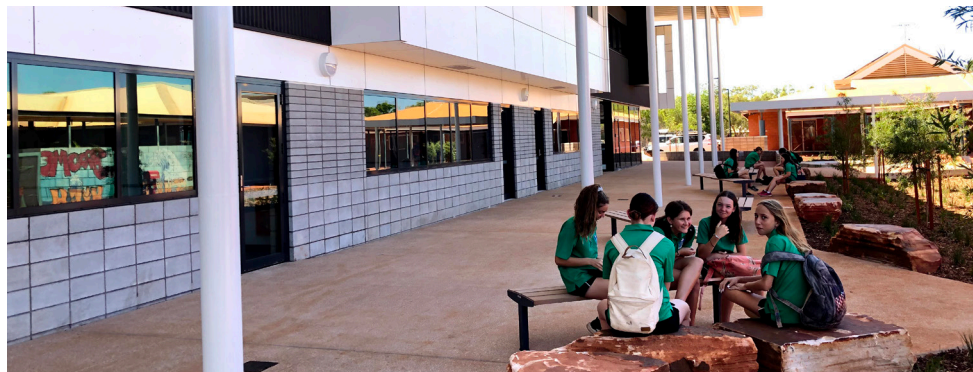
# School Development Days in 2025

Students do not attend school on these days:

- Term 1 Monday/Tuesday 3-4 February and Monday 28 April
- Term 2 Friday 30 May (Cluster Conference) and Monday 21 July
- Term 3 Friday 22 August (Athletics Carnival Day in lieu)
- Term 4 Friday 19 December

## Significant School events in 2025

- Term 1 Aqua Spectacular Swimming Carnival 7 March (Friday)  
Interschool Swimming Carnival (TBA)  
NAPLAN Testing 12-24 March
- Term 2 Year 10 OLN A Testing 5-16 May  
Year 12 Semester Exams 23-30 May (Friday – Friday)  
Year 10/11 Semester Exams 13-20 June (Friday- Friday)  
Country Week 30 June-4 July (Monday – Friday)  
Kimberley Cup 30 June-3 July (Monday – Thursday)
- Term 3 School Photo Days 23-24 July (Wednesday-Thursday)  
Year 12 School Ball (TBA)  
Year 11/12 OLN A testing 28 July-8 August  
Twilight Athletics Faction Carnival 21 August (Thursday)  
Interschool Athletics Carnival (TBA)  
Year 12 OLN A testing 8-19 September  
Year 12 Practical WACE Exams 27 September – 26 October
- Term 4 Year 12 Graduation Night (TBA)  
Year 12 Whole School Graduation Assembly (TBA)  
Year 12 ATAR Exams 3-21 November  
Year 11 Exams 14-21 November (Friday – Friday)  
Year 11 Dinner Dance (TBA)  
Year 11 Official Last Day 19 November (Tuesday)  
Year 10 Social (TBA)  
Year 10 Exams 1-5 December (Monday – Friday)  
Year 9/10 OLN A Testing 27 October – 7 November (TBA)  
Year 9 Camp (TBA)





# School expectations

**The Rights and Responsibilities at Broome Senior High School are:**

## Rights

- Everyone has the right to work and learn without being disrupted by others.
- Everyone has the right to work and learn in a clean and safe environment.
- Everyone has the right to take part without fear of ridicule or intimidation.
- Everyone has the right to have his or her individual and shared property respected.

## Responsibilities

- No student should interfere with any other student's learning.
- Students and staff should strive to keep the school and its grounds safe and clean.
- Students and staff should treat each other with courtesy and respect.
- Students should obtain all their own equipment and treat shared property with respect.

## School Rules

The School rules are based on the Rights and Responsibilities pertaining to all members of the school community. Students will be familiar with the specific rules as they are common to most schools.

1. Students will follow any reasonable instruction from a Broome Senior High School staff member.
2. Students are expected to comply with all laws of society – in respect to personal and school property; vandalism; bullying, fighting and threatening behaviour; obscene language; drug possession and use; harassment (physical or sexual) and theft.
3. Our school has implemented the Department of Education policy of banning the use of mobile phones for all students. Students are allowed to have their phone in their possession but must turn it off and keep it out of sight from the time they arrive at school to the end of the school day. Inappropriate use will result in confiscation of equipment.
4. Once students enter school grounds, they are required to remain on site until the end of the day unless signed out by a parent or Deputy Principal.
5. Students are required to take an active part in maintaining a clean and healthy school environment, including appropriate disposal of litter.
6. Chewing gum is not permitted within the school grounds.
7. All students are required to adhere to specific Broome Senior High School policies regarding uniforms and footwear; drugs; internet use, student car use, etc.

### Behaviour Management

The Behaviour Management team supports students in making positive choices at school. Students are provided with strategies to regulate their behaviour and are assisted with settling into the school routine.

Staff guide students and assist them in developing problem-solving skills in regards to a range of behaviours. Broome Senior High School follows the model of Positive Behaviour Support, which has a focus on celebrating achievements and reinforcing positive behaviours.

### Being prepared for class

It is very important that students bring the essential items for learning. This eliminates wasted time at the start of each class and encourages students to become independent learners.

Recommended items include:

- school bag
- file with dividers for each subject
- red and blue pens, pencils, etc.
- lined file paper or exercise books
- ruler
- school diary.

#### Personal Items List

Recommended personal and stationery items are detailed on the Personal Items Lists issued each year in Term 4. These lists are available from the front office or from our website. Personal and stationery items may be purchased locally from *Broome Office National* on 26 Clementson Street, Broome or any other supplier of choice.

### Parent involvement

Overwhelming evidence supports the fact that success of students at school is greatly assisted where there is a positive partnership between parents and teachers. The staff are very keen to involve parents in school life as much as possible.

You are very welcome to attend school assemblies and other functions. We encourage interaction with your child's teachers. Please feel welcome to seek progress reports on a regular basis.

### Mobile Phones

As from 2020, our school joined with all public schools statewide and implemented the Department of Education policy of banning the use of mobile phones for all students. All students in years 7 to 12 are allowed to have their phones in their possession but must turn it off and keep it out of sight from the time they arrive at school to the end of the school day. This extends to the use of smart watches, earbuds, tablets and headphones also. The policy aims to reduce distractions in class and improve student engagement. Please help us implement this policy by talking with your child and making them aware of their responsibilities regarding mobile phone use at our school.

### School assemblies

Formal assemblies are held twice each term. Parents are strongly encouraged to attend and be seen to be involved in their child's education. These are fantastic events that are run by students to celebrate student achievement. Students perform music and dance items, with certificates and special awards presented to individual students.

## School board

As part of the school's governance structure as an Independent Public School (IPS), Broome Senior High School has a School Board. As part of the Broome Schools Cluster (with Broome North, Broome, Cable Beach and Roebuck primary schools) we have also formed a Cluster Board.

The role of the Board(s) is to:

- Establish and review the school's purpose and performance indicators.
- Represent the educational needs and aspirations of students, teachers, parents and community.
- Promote the school(s) in the community.
- Take part in formulating codes of conduct for students.
- Monitor the allocation of financial and human resources.
- Determine a dress code for students.
- Review school contributions and charges.
- Determine the school priority areas in consultation with staff.

If you are interested in being part of the School/Cluster Board, please contact the Principal.

## Parents and Citizens Association (P&C)

The Parents and Citizens Association (P&C) meetings are held twice each term with dates set by the P&C at the beginning of the year. Dates and times are included on the term calendar and often advertised on the School Facebook and Instagram sites. Funds raised by the P&C are reinvested into the school to support the school for the benefit of all students. The P&C requires parents to be involved. Please take the time to consider being involved.

## Cyclone procedures

As of 15 July 2024, WA's cyclone warnings have changed. We're no longer using the old Blue, Yellow, Red Alert and All Clear system. There are now three warning levels which move up and down to reflect the risk to your life or property before, during and after a cyclone. Learning these three levels and how to respond to them could save your life. For more information please visit [Emergency WA](#).



Schools will **close** on the **WATCH AND ACT CYCLONE ALERT** on the advice of the police and SES Coordinator. If this is issued before children come to school then please listen to the local ABC radio station to confirm that the school will actually be closed. The ABC will broadcast information about the closure of schools in the Broome area. Cyclone Smart packs are available to parents and residents at the SES office and Broome Shire Council. If you are at all concerned for your child's safety, you should take whatever you believe is the most appropriate course of action. Please notify the school if your choice is to keep your child away from school while the school is still open.

### Parking

Please refer to the map on the back page.

All visitors to the school must park in the visitors' bays near the Administration block and report to the front office. Senior school students wishing to drive their vehicles to school must see their Year Leader for student parking arrangements.

Parents setting down and picking up students are requested to do so at the western end of the school adjacent to the basketball courts or at the rear off the school on Kerr Street. For safety reasons associated with the bus turnaround area, during the hours of 7.15 - 8.00am and 2.00 - 2.45pm, the main gate is only open to buses, staff vehicles and visitors to the Administration block.

### School notifications and communications

#### CONNECT

CONNECT is our primary source of communication to parents and carers.

It is a secure online environment developed by the Department of Education to provide a tool for staff, students and parents to keep in touch. This secure communication platform provides an excellent opportunity for you to access your child's class information and keep up to date about the school.

PLEASE register for CONNECT with the school and ensure that your email address is kept up to date.

As well as being available online. CONNECT is also available as an App and can be downloaded to both Apple and Android phones. The advantage of using the CONNECT App is it will allow you to receive alerts directly to your phone in real time so you can stay up-to-date on the move. For more information please contact the school.



#### COMPASS

Compass is our newest school management solution that allows parents and carers to access up-to-date and meaningful information about our school and your child's progress.

Compass is accessible on any modern web browser or by using the Compass iOS or Android apps.

To access the parent portal, please click the Compass link (top right) on the homepage of our school website. Alternatively, you can go to [schools.compass.education](https://schools.compass.education) where you can search for our school's direct URL.

To log in you will require your unique family username and password. These details will be provided to you by our school. Upon the first login, you will be required to change your password and confirm your email address and mobile phone number. These contact details may be used by our school for SMS, password recovery and email communication throughout the year.



## Newsletters

A school newsletter is produced twice per school term. Within our school community, these newsletters are seen as an important way to keep you informed about school events and achievements and student successes. The newsletter will be available to all parents via CONNECT. The newsletter is also available via publications on our website and thereafter will be posted to facebook and instagram. Should you not have access to these electronic means, please inform the school and a paper copy can be posted instead.

## Facebook and Instagram

Please follow the Broome Senior High School Facebook and Instagram sites. It is an excellent way to view day-to-day events, news, photos, and videos of student achievements.

[\*\*www.instagram.com/broomeshs/\*\*](http://www.instagram.com/broomeshs/)

[\*\*www.facebook.com/  
BroomeSeniorHighSchool\*\*](https://www.facebook.com/BroomeSeniorHighSchool)

## Website

The school website also offers an excellent way to access our school's key information: Learning Area overviews, course outlines, student achievements, videos, photos and calendars. [\*\*www.broomeshs.wa.edu.au\*\*](http://www.broomeshs.wa.edu.au)

## All Parent Emails

From time to time the school will send all parent emails with specific information. Please ensure we have your up-to-date email address.

## SMS Messaging

Parents and caregivers will be notified automatically via the school SMS messaging attendance system, if their child/ren are absent from school each morning.

## Student reports

Broome Senior High School assesses students according to standard Department of Education requirements. Parents will receive two annual reports stating the grades students have attained in each aspect of each Learning Area. In addition to this, reporting to parents occurs through:

- Written progress reports
- Telephone interviews
- Letters of commendation
- Letters of concern
- Assignment covers
- Emails
- Discussions at parent evenings.

Our planned reporting process is a parent night in Term 1 and 3, and two formal reports at end of Terms 2 and 4.

Parents are consulted regularly through the P&C, School Board, Broome Clontarf/ Broome Stars staff and AIEO liaison, and direct individual contact with the school is encouraged. Parents are welcome to request a progress report at any time.

## Change of address

If you change your address, telephone number or email, it is important to notify the school. In an emergency, we need to know where to contact a parent quickly, and therefore accurate records are vital. Contact information helps us to make sure all important communication gets to you. It is very important that this information is kept up to date. Please keep the school informed of changes.

# Aboriginal Education

We value the rich and diverse history, cultures and languages of Aboriginal and Torres Strait Islander people. We are improving our practices around culturally responsive education, through curriculum where Aboriginal perspectives are embedded, Aboriginal students and families feel valued and culturally safe in their identity.

The Aboriginal Education Team (AET) - including the Program Coordinator, Aboriginal and Islander Education Officers (AIEOs) and Aboriginal Education Support Officers - are there to support all school staff to reflect on their approaches to promoting engagement and achievement of excellence of all Aboriginal and Torres Strait Islander students.

Working in hand with the Student Services team, Broome Clontarf Academy, Broome Stars, Follow the Dream and families and carers, the AET continues to work to implement the Aboriginal Cultural Standards Framework to help build a culturally responsive school and to foster positive relationships between the school and community.

The AET is proud to use the Bagu Warrdarndan Jimbin Centre, meaning “Everyone come inside”. This Cultural Centre is located in a new Cultural space with a Yarning Circle, a meeting place for parents, families, community members, students and staff. Meetings and catchups are encouraged in this culturally safe space for all Indigenous and Non-Indigenous people which celebrates cultural diversity and promotes reconciliation.

Our students come from all over Australia and some from overseas. Our Indigenous students are from a wide range of language groups across the Kimberley and beyond. The AET strives to support all students to have a “strong spirit”, “good feeling” and “positive wellbeing” – MABU LIYAN – and to celebrate their identities as a key to being strong and proud.

## The 2025 Aboriginal Education team:

<b>Aboriginal Education Coordinator</b>	<b>Clare Stack</b>
<b>AIEOs</b>	Linah Enosa Nester Jordan Jasper John Beryl Davis Gaileen Clements Bianca Cook Jeff Parriman (Offsite)
<b>Aboriginal Education Support Officers</b>	Halina Kolatowicz Darren Muir (DJ)

## Pastoral Care

At Broome Senior High School, it is important that all members of our school community feel that they belong, are welcome, feel safe and have a positive schooling experience. We want all of our students to leave Broome Senior High School with the skills, resilience and drive to become successful and positive members of our wider community.

Our Student Services team is a highly skilled and effective group of staff that support our students in many ways. They cater to the physical, social and emotional wellbeing of students at the school, allowing them to reach their full potential.

Each year group at school has a Year Leader who coordinates all communications, activities, camps, and through consultation with form teachers, the pastoral care for students and families within their year group.

Parents and carers are always welcome at Broome Senior High School. If you have any questions or concerns regarding the academic performance or wellbeing of your child, please do not hesitate to phone or come into school and discuss these issues with the relevant Deputy Principal, Year Leader or the Student Services Manager.

### The 2025 Student Services Year Leader team:

<b>Student Services Deputy Principal</b>	Emma Twining	emma.twining@education.wa.edu.au
<b>Student Services Manager</b>	David Winter	david.winter@education.wa.edu.au
<b>Year 7 Leader</b>	Laura Hunt	laura.hunt@education.wa.edu.au
<b>Year 8 Leader</b>	Abbie Sevil	abbie.sevil@education.wa.edu.au
<b>Year 9 Leader</b>	Natasha Kenworthy	natasha.kenworthy@education.wa.edu.au
<b>Year 10 Leader</b>	Rachael Larkman	rachael.larkman@education.wa.edu.au
<b>Year 11 Leader</b>	Clare Kavanagh	clare.kavanagh@education.wa.edu.au
<b>Year 12 Leader</b>	Josefine Wang	josefine.wang2@education.wa.edu.au



## Our School

We support students through the provision of:

- Counselling regarding personal and school-related issues.
- Mediation and conflict resolution.
- Parent and family liaison.
- Referral to community agencies.
- Information flow between family and school regarding student needs and issues.
- Compassion, care and attention when students are stressed, unwell or unhappy.
- Celebration when students have achieved success on any level

Students and parents are always welcome to make contact with Student Services staff, either in person or by phone or email.

### Other Pastoral Care team members:

<b>School Psychologist (Years 9/11/12/Mamaljan)</b>	Tanya Harding
<b>School Psychologist (Years 7/8/10)</b>	Haley Uden
<b>School Chaplain</b>	Will Veldman
<b>School Nurse (Off Site)</b>	Angela Ryder

<b>Deputy Principal Student Services &amp; BMiS</b>	Emma Twining
<b>Deputy Principal Operations &amp; Curriculum</b>	Dan Walker
<b>Deputy Principal Education Support</b>	Sandi Passmore

<b>Attendance Support School Officer</b>	Julie Clarke
<b>Student Services School Officers</b>	Janine Murton, Renee Stones and Carolyn Bin Karim
<b>School Based Attendance Officer</b>	Clinton Cox

<b>Behaviour Management Coordinator</b>	Trish Merson (Years 7, 9, 11)
<b>Behaviour Management Coordinator</b>	Elise Nelson (Year 8, 10, 12)

<b>Broome Stars Program Manager</b>	Narelle Pigram
<b>Broome Clontarf Academy (BCA) Director</b>	Joel Cooper

## Arriving on time

It is important for each student to arrive at school on time each day. It is strongly recommended that students arrive at school by 7.45am so they are ready for the commencement of period 1 at 8am.

Students arriving at school after 8am are required to report to the Student Services office and request a late note before proceeding to class. Arriving late to class causes an unavoidable delay and unnecessary interruptions to the learning of other students.

## Daily timetable

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	8.00 - 9.00	8.00 - 9.00	8.00 - 9.00	8.00 - 9.00	8.00 - 9.00
Form	9.00 - 9.20	No Form	9.00 - 9.20	9.00 - 9.20	9.00 - 9.20
2	9.20 - 10.20	9.00 - 10.00	9.20 - 10.20	9.20 - 10.20	9.20 - 10.20
Recess	10.20 - 10.45	10.00 - 10.25	10.20 - 10.45	10.20 - 10.45	10.20 - 10.45
3	10.45 - 11.45	10.25 - 11.25	10.45 - 11.45	10.45 - 11.45	10.45 - 11.45
4	11.45 - 12.45	11.25 - 12.25	11.45 - 12.45	11.45 - 12.45	11.45 - 12.45
Lunch	12.45 - 1.10	12.25 - 12.50	12.45 - 1.10	12.45 - 1.10	12.45 - 1.10
5	1.10 - 2.10	12.50 - 1.50	1.10 - 2.10	1.10 - 2.10	1.10 - 2.10

**EARLY CLOSE**

**PLEASE NOTE:** On Tuesdays we close early to allow all staff to attend meetings to continuously improve the quality of teaching and learning programs at our school. Other periods during the week are extended to make sure your child still receives their full requirement.

## Attendance

By law, students must attend school. Department of Education regulations require every absence from school to be covered by an explanation (parents may either write a note, email, text message or phone). Students are requested to bring a note from parents/guardian or a medical certificate either before their absence, in the case of appointments etc. or on the day they return to school following an illness.

When a student is marked absent from their Period 1 class only, caregivers will be notified automatically via the school's SMS messaging attendance system. Please ensure that you notify the school of changes to your mobile phone number.

No student is to leave the school during school hours without the permission of a school administrator. Attendance is checked every period throughout the school day.

# Leaving the school grounds

Students are not permitted to leave the school during the day without permission. If you require your child to leave school during the day, please contact the front office.

# School factions

When enrolling at the school, your child will be allocated a faction. There are four factions named after prominent explorers or personalities in the history of the Kimberley.

Miller	Blue	Dampier	Yellow	Riddell	Red	Durack	Green
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The faction system forms the basis of pastoral care throughout the school with students daily (except for Tuesdays) attending a 20 minute Form class which is made up of other students in their year group and faction, e.g. Miller 8, Durack 7, Dampier 9 etc.

# Uniforms/school dress code

School uniforms are available for purchase from *Totally Workwear* which is located at 5 Haynes Street, Broome.

All students are required to wear school uniform. This is endorsed by the P&C and School Board. The uniform is attractive, serviceable and economical and we believe that in wearing it, students develop more pride in themselves and their school. Student dress must comply with accepted standards of health, cleanliness, modesty and safety.

If students arrive not in their school uniform, they will need to report to the Library to borrow a uniform for a short term (daily basis) only. Students not appropriately dressed may be sent home to change.

## The School Uniform is:

Years 7-9	Green Broome Senior High School polo shirt	Black shorts/skirts with the school logo.
Years 10-12	Royal blue or white Broome Senior High School polo shirt	
Sport/School Representation	Sports polo SunSmart shirt	

## Uniform for Physical Education

Students are required to bring an appropriate change of shirt for Physical Education classes or wear our SunSmart polo shirts. Hats are also encouraged when participating outdoors in Terms 2 and 3.

## Appropriate Footwear

Closed-in shoes are essential for Design & Technology, Science, Food & Technology and some Physical Education classes, therefore all students are requested to wear them at all times. If you have a problem meeting this requirement please see the relevant Year Leader. Thongs and sandals are not permitted to be worn at school.

## Valuables and Lockers

We recommend that valuables of any kind should not be brought to school. If valuables are brought to school, they are the responsibility of the owner and should be kept with you at all times.

Lockers are available for Year 11 and 12 student use. Please enquire for availability in the Front Office. Food and valuable items should not be left in school lockers. It is strongly advised that students do not leave any items in lockers overnight (especially valuables) or on weekends.

## Home study policy

### Rationale

This school recognises that regular home study is an integral part of the learning process.

### Purpose

Home study:

- Promotes self-discipline and skills in time management, study habits and organisation.
- Promotes independence and responsibility for learning.
- Encourages resourcefulness and fosters perseverance.
- Reinforces work covered at school.
- Allows for the completion of class work.

### Guidelines

- Home study includes:
  - completion of class work/home work
  - daily review of work completed
  - completion of assigned work
  - reading
  - preparation for tests
  - preparation for the next day.
- Recommended time for home study is:
 

Year 7	1hr /night	5-6hrs/week
Year 8	1hr/night	5-6hrs/week
Year 9	1½hrs/night	8-10hrs/week
Year 10	2hrs/night	10-12hrs/week
Year 11/12	2½-3hrs/night	15 - 18hrs/week
- Home study organisation and planning will be discussed with all students early in the year. Students should have regular home study times.
- Deadlines for assigned work will be clearly established.

### Help from home

The greatest assistance you can give your child from home is to show an active interest in their school work. Early in the year we will inform you when you can expect reports to come home. Check that the reports make it home and take time to discuss their content with your child. Attend parent nights and individual parent meetings when requested.

Students will complete normal day-to-day class work in a file. This should contain notes, homework, experiments, textbook work and so on. You can also be involved in your child's education by regularly asking to see their file and helping them to keep organised.

Finally, if in doubt, please contact us. We welcome opportunities to speak with you about the progress of your child.

### Bicycles

Students are permitted to ride bicycles to school. Bicycles are to be placed in the bike compound and secured with a suitable chain and lock. Students should fasten bicycle helmets to their bike. The compound is locked at the start of the day and then unlocked again on the final siren.

**PLEASE NOTE:** Students are to follow the law by wearing bicycle helmets.

### Skateboards

Problems in the past have meant skateboards will be confiscated unless they are in the skateboard locked box near the Staff Room.

Please note that we recommend students wear helmets when riding skateboards to and from school.

### Rural Bus Service

The school is serviced by School Bus Services (SBS) who are responsible for providing eligible rural students and students with special needs free Transport Assistance to travel to and from school on contracted 'orange' school buses.

Their services extend to:

- Roebuck Plains
- Coconut Wells

For eligibility and assistance please direct your enquiries to:

*Public Transport Authority at*  
[www.schoolbuses.wa.gov.au](http://www.schoolbuses.wa.gov.au)  
or by phone 13 62 13.

*Broome School Bus Service by*  
phone 9192 1476 or mobile 0427 091 092.

### School Bus Service

The *Broome Explorer Bus* provide three Broome Regional Public School Bus Services.

These service the residential areas of:

- Cable Beach and Broome
- Sunset Park, Sunset Rise, Broome North and Roebuck Estate

Timetables for these services are available from the school front office, the school website [www.broomeshs.wa.edu.au](http://www.broomeshs.wa.edu.au) or you can contact the Broome Explorer Bus (Be Bus) Service on 0429 832 058 and [www.bebus.com.au](http://www.bebus.com.au).

#### Safety and behaviour

Travelling on the bus is not a right, and unacceptable behaviour may result in being banned from the bus.

The following are some examples of unacceptable behaviour:

- Harassing or bullying other students
- Using offensive language
- Distracting the driver with persistent noise
- Not following directions from the bus driver
- Fighting or throwing objects
- Stopping others from disembarking.

**Safety** - When you get off the bus at the end of your trip, wait for the bus to drive away then look BOTH ways before crossing the road.

Students need to be old enough to travel on the bus independently and responsibly. They must be able to identify their stop and inform the driver if they feel unsafe at any time.

## School Canteen

The school has Canteen facilities on site. Broome Senior High School are currently in partnership with a local operator, Pica's Kitchen, who has assumed control of the School Canteen and commenced operations.

You can check out their current menu on our school website [www.broomeshs.wa.edu.au](http://www.broomeshs.wa.edu.au) or by obtaining a copy from the Front Office. For students, menus are also available from the Student Services hub.

Our school canteen adheres to The Department of Education's Healthy Food and Drink Policy, a mandatory requirement for all Public Schools, which is based on:

- The Australian Dietary Guidelines for Children & Adolescents
- The Australian Guide to Healthy Eating

## Recess and lunch orders

- Place your orders before school starts at Student Services, and during recess, you can make orders at the canteen.
- In case of emergencies, recess/lunch orders can be submitted to Student Services during Form time.
- Please remember to collect all orders from the order line at the canteen during its opening hours over recess and lunch.

# Year 7 and 8 Academic Extension Program

The Academic Extension Program (AEP), introduced in 2015 to extend and support high-level critical and creative learners, is an innovative two-year learning experience that incorporates the Big History Project (BHP) and West Australian Curriculum in an enriched cross-curricular classroom environment.

The Big History Program, in essence, covers 13.7 billion years, from the Big Bang to Modernity, seeking common themes and patterns to understand people, civilizations and the world we live in.

The Academic Extension Program encourages students to grasp the entire scale of human history through evaluating a variety of perspectives and frameworks, allowing them to develop high-level thinking skills critical for future learning. The course inspires students and caters for a variety of interests and abilities in a way that will prepare them to excel in their future schooling at Broome Senior High School and beyond.

The course provides for a range of collaborative and individual assessment strategies that allow students to demonstrate their knowledge and skills across the WA curriculum, the Big History Program online framework and through inquiry and project-based learning experiences.

From 2018, the program has been extended to include a Year 8 class. In Year 8, the curriculum builds upon the foundation laid in Year 7, placing a greater emphasis on student-centered, project-based learning with a cross-cultural and cross-curricular focus.

In 2022, the program was expanded to encompass delivery across both the Science and Humanities and Social Sciences (HaSS) learning areas for both Year 7 and 8, providing extended opportunities for exceptional learning.

Students conclude the two year program by making predictions on the future and creating a final presentation relating to their local content and the current world. These predictions are a showcase of student learning throughout the program and are then presented during an evening event combining the Year 7 and 8 Academic Extension classes.

For further information about the Academic Extension Program please see the Academic Extension Program Leader, Ms Tammy Fiorenza.



**ACADEMIC  
EXTENSION  
PROGRAM  
LEADER**

*Tammy  
Fiorenza*



### Follow the Dream

Follow the Dream is an academic program for aspiring Aboriginal students. The primary aim of the program is to increase the number of Aboriginal students graduating from Year 12 and continuing on with either tertiary education, or skilled Vocational employment.

Follow the Dream has been operating at Broome Senior High School since 2006. In this period of time it has had over 180 members successfully graduate from high school. Well over 90% of these graduates have moved onto productive post school outcomes across a wide spectrum of vocations and training pathways.

Follow the Dream seeks to engage students who demonstrate the following attributes:

- a desire to do well at school
- good classroom behaviour and attitude
- good literacy skills and/or numeracy skills.
- strong attendance

The program operates after school hours Monday to Thursday. The program provides students with access to tutors; computer and internet access; on-going advice about careers and school, and refreshments. Students will have the opportunity to participate in our vocational camps program, as well as attend other excursions.

Student members of the program are expected to commit towards achieving and maintaining good outcomes at school. There is an expectation that they maintain an “aspiration” to succeed at high school.

Formal selection of Year 7 students will begin at the end of Term 1, however, prospective applicants can begin attending the centre from early in Term 1 on a trial basis.

For more information, please contact Tim Gray, Program Coordinator on 0417 992 571.

Follow the Dream is currently supported by a partnership of the following agencies:



**FOLLOW  
THE DREAM  
COORDINATOR**  
*Tim Gray*



**Polly  
Farmer**  
Foundation



# Broome Clontarf Academy

### Mission Statement:

The Clontarf Foundation exists to improve the discipline, life skills and self-esteem of young Aboriginal and Torres Strait Islander men and by so doing to equip them to participate more meaningfully in society.

Our programme is delivered through a network of Academies established in partnership with schools. Any Aboriginal or Torres Strait Islander male enrolled at the school is eligible to participate in the Clontarf Academy.

The Academy provides an important school-engagement mechanism for many at-risk students who would otherwise not attend or have low school attendance. However, we also cater for and support students who are on a more academic pathway.

Full time, locally-based Clontarf staff mentors counsel students on a range of behavioural and lifestyle issues while the school caters for their educational needs.

Academy activities are planned within the focus areas of education, leadership, employment, well-being, community and sport. To remain in the program, participants must continue to work at their schooling and embrace the objectives of the Foundation.

Members must consistently endeavour to:

- Attend school regularly
- Apply themselves to the study of appropriate courses
- Embrace the Academy's requirement for behaviour and self-discipline

Upon completing the programme, graduates receive assistance in seeking employment. Clontarf Employment Officers are engaged to do this, as well as to provide support until graduates become comfortable with their new jobs.

For more information, please contact the school on 9195 3100 who will put you in touch with the Program Director.

**BROOME  
CLONTARF  
ACADEMY  
DIRECTOR**

*Joel Cooper*



clontarf  
foundation

### Broome Stars

The Stars Foundation provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete year 12 and move into full-time work or further study.

Our program is based on strong, trusting relationships. The Stars rooms provide a culturally safe, warm environment – a place where the girls and young women in our program feel nurtured and inspired. Our full-time Mentors provide a diverse range of activities to support our Stars to develop the self-esteem, confidence and life skills they need to successfully participate in school and transition into a positive and independent future. and the community.

The Stars program is based around four key pillars of personal development:

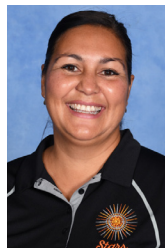
- Healthy Lifestyles
- Wellbeing
- Employment, Education & Training
- Community, Culture & Leadership

The program offers activities and experiences in many different areas, including academic support, personal health and wellbeing, music, drama and dance, art, cooking and nutrition, and exercise and sport.

Students also take part in the community, cultural and volunteering activities to build their life-skills and confidence and further develop their links to culture and community. The Stars program has a strong focus on successful transitions from school into full-time work or further study.

In the Stars room, staff are highly motivated, caring and determined men and women whose focus is to care and mentor the students of Broome Senior High School to instil academic motivation, support sporting endeavours and channel the skills and abilities of students to focus on work readiness.

For further information contact the Program Manager, Ms Narelle Pigram.



**BROOME STARS  
PROGRAM  
MANAGER**  
*Narelle Pigram*



# Mamaljan Education Support

Mamaljan Education Support Pathways aspires to deliver meaningful and relevant learning outcomes for all students with diverse learning needs and/or disability. We cater to students across the full spectrum of disabilities from profound, severe and complex in specialist environments to students with mild disabilities taught within mainstream classrooms. We also address the needs of students with learning disadvantage and imputed disability.

Our Education Support framework enables a culture of success and inclusion, with mainstream immersion a targeted priority. We consistently deliver individualised learning to ensure each student reaches their full potential and develops self-confidence, independence, knowledge and skills to maximise opportunities beyond school.

We provide community-based training opportunities and work placements as well as onsite learning and individualised pathways that compliment student transitions into the community or workforce.

Mamaljan Education Support Pathways offers an extensive array of ASDAN Endorsed Programs which promote the development of personal, social, independent, Information and Communication Technology (ICT) and work-related skills and vocational qualifications within a real-world context. ASDAN Award programs have become an integral part of the curriculum in Western Australian secondary schools allowing students with educational needs and disability to achieve prerequisite skills enabling entry to Certificate I and II industry pathways.

The following programs are on offer at Broome Senior High School:

- **ASDAN Towards Independence** designed to develop personal, social, independent and work-related skills and give students the opportunity to try options such as Personal Safety, Business Enterprise, Meal Preparation and Cooking, Practical Workshop, Work Awareness, Vocational Training, Developing Numeracy and Developing Communication and Literacy.
- **ASDAN Workright** is a program that develops a range of basic transferable employability skills. This program assists students with Health and Safety, Being Responsible and Working with Others in the Workplace.
- **Ranger Cadets Program** incorporates Bush Ranger Cadets WA and Indigenous Ranger Cadetship. The Ranger Cadets Program supports youth to take an active role in the conservation of the natural environment and to understand the mechanisms of environmental management. The Ranger Cadets model promotes leadership, personal growth and skills development as central key components of the program.

For more information on Mamaljan Education Support please contact the Deputy Principal Ms Sandi Passmore.



**DEPUTY  
PRINCIPAL  
(EDUCATION  
SUPPORT)**

*Sandi Passmore*

## West Australian Curriculum

At Broome Senior High School, substantial progress has been made with developing and implementing the new West Australian Curriculum. All teaching staff are actively involved in this process and are continuously improving their curriculum planning and teaching methods through professional development.

Lower school students spend a predetermined number of periods in each of the seven Learning Areas, with in-built flexibility to adjust the curriculum to meet students' needs.

### Core Learning Areas are:

- English
- Health & Physical Education (HPE)
- Humanities & Social Sciences (HASS)
- Mathematics and Science
- Languages (Yawuru and Indonesian)

### Optional Learning Areas are:

- Arts (Dance, Drama, Media, Music, Visual Arts)
- Technologies (Food Technology, Information Technology, Metalwork, Woodwork)

## English

### Course Contribution: \$25.00 per year

The English teachers at Broome Senior High School deliver the West Australian K-10 English Curriculum organised around the three main concepts of Language, Literacy and Literature and students are reported on the three strands of Reading and Viewing, Writing, and Speaking and Listening. Furthermore, the three cross curriculum priorities of Asia and Australia's Engagement with Asia, Sustainability, and Aboriginal and Torres Strait Islander Histories and Cultures are embedded within curriculum programs. English teachers work closely with the Aboriginal and Torres Strait Islander staff in the school.

In English, all students will be introduced to more complex literary concepts, text forms and critical thinking than they have experienced in their primary years. Students will develop their functional and critical literacy skills, as well as their knowledge of the evolving English language, literary concepts, text forms and text production. Activities include narrative and essay writing, extended informational writing, drama, film study, persuasive text types, public speaking and using information technology. Students will learn about the conventions of a range of text types such as novels, poetry, drama, feature films, documentary and nonfiction texts.

All students are expected to work in a journal for their English studies. To extend course concepts and to develop positive work habits, students are expected to complete home study on a regular basis and the use of a homework diary is essential for effective management of English. Homework may be in the form of finishing off work started in class, research, written assignments, journal work, assessments, reading or rehearsal. The English Curriculum has a large emphasis on reading and viewing a range of texts, and staff encourage students to read and view extensively for their own development, critical literacy skills and to develop a lifelong love of reading, research and learning.



**HEAD OF  
LEARNING  
AREA  
(ENGLISH)**

*Denise  
Shillinglaw*

### Mathematics

**Course Contribution: \$20.00 per year**

All students in Years 7-10 study the West Australian Curriculum in Mathematics. During the first years in high school, your child will study Measurement and Geometry, Number and Algebra, Statistics and Probability.

The Year 7 and Year 8 groups will all follow the same course outline with modifications to the learning program depending on the student's ability and aptitude. In Years 9 and 10, the curriculum specialises into Academic Rigour Classes (ARC), Transition ARC and Vocational classes to cater for differences in aptitude and career choice. These classes create pathways to prepare students for the variety of senior school courses available to them.



**HEAD OF  
LEARNING  
AREA (MATHS)**  
*Ken Goatley*

### Health and Physical Education

**Course Contribution: \$30.00 per year.**

The Health and Physical Education Department addresses the very important areas of student personal health and wellbeing. Students are provided with a well-balanced physical education program, covering the areas of ball games, individual sports and activities to encourage lifelong physical activity and connections with community sports. These areas are addressed through such activities as netball, frisbee, touch football, softball, athletics, basketball, soccer, AFL, hockey, volleyball and various coordination games.

During Health Education, your child is given opportunities to develop knowledge, skills and attitudes regarding healthy behaviour. Modules of work covered include personal health, mental health and wellbeing, communication, relationships, advertising influences, fitness, growth and development, smoking, alcohol and other drugs.

Option classes for Year 9 students offered in this Learning Area are in Outdoor Education, which aims to develop an understanding of our relationships with the environment, others and ourselves through participating outdoor activities such as rock climbing, navigation, camp skills, surf awareness and fishing.

Physical Recreation offers students opportunities to gain confidence in a recreational group situation and to enjoy recreational pursuits with their peers. Examples of sports which may be available include indoor court sports, squash, gym/fitness, swimming, badminton, tennis, golf, water polo and beach games. There can be a theoretical component to the course to compliment the practical activities. The activities chosen are based on availability of resources and interests of the class group.



**HEAD OF  
LEARNING  
AREA (H&PE)**  
*Scott Beatty*

## Humanities and Social Sciences (HaSS)

**Course Contribution: \$25.00 per year.**

### HaSS

Humanities and Social Sciences helps students become critical thinkers within their world by encouraging them to develop understanding through processes of social inquiry and analysis. Students will develop an understanding of how individuals and groups live together and interact with their world. They develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability. Through the middle years, students are encouraged to constructively critique various perspectives from past and present contexts and how they shape our decisions in the future. They will build their skills in investigation, communicating and participating in their learning. They will be further exposed to those valuable lessons that you impart to them at home, that is, their culture, values and citizenship responsibilities, reinforced by formal learning of how these values operate in our society.

The Year 7-10 classes are mixed-ability, with all students following a common course outline. The learning program will be tailored to meet individual needs and abilities, ensuring every student can achieve academic success. Throughout the curriculum, students will explore History, Geography, Civics & Citizenship and Economics & Business.



**HEAD OF  
LEARNING  
AREA (HaSS &  
Languages)**  
*Kate Murrihy*

## Languages

Since 2022, Broome Senior High School has been offering languages as a subject, allowing students to continue their language studies from the Broome Cluster of Primary Schools while celebrating the rich cultural diversity of our community. Upon enrolment, students and families select a language program, which they will study throughout Year 7 and Year 8. Students can choose between two language options: Yawuru and Indonesian. Starting in 2024, languages will also be offered to Year 9 students as an optional subject, giving them the opportunity to continue their language studies.

Alternatively, Literacy Support classes are available for students for whom English is a second language or dialect, or those with Individual Education Plans (IEPs) due to learning challenges. These classes are recommended for students whose NAPLAN scores suggest that literacy support would be beneficial, with recommendations often coming from their primary school teachers.



### Science

#### **Course Contribution: \$25.00 per year**

At Broome Senior High School, we take pride in fostering a deep appreciation and interest in the wonders of science by using a hands-on approach through various experiments and investigations into the world around us. The Science curriculum focuses on three strands: understanding science concepts, putting scientific skills into action and exploring the history and pioneers of science endeavours. These strands are delivered in an integrated way to give students a contextual understanding of the science at work right here in Broome, expanding all the way out to the edge of the universe.

We offer a wide range of engaging courses and opportunities that empower students through the world of science. Our curriculum is designed to cater to all levels of interest and aptitude in science. Each year group will learn Biology, Chemistry, Physics, and Earth and Space Science.

In Year 10, we begin to identify what pathway students will be embarking on in Senior School and as such we can tailor our curriculum and classes into Academic Rigour Classes (ARC), Transition ARC and Vocational classes.

We aim to instil a lifelong love for science in our students. We hope that they leave our department with not only, a solid foundation in scientific principles but also curiosity and passion for exploring the unknown and the world around them.

#### **Two-Way Science**

Two-way Science: An Integrated Learning Program for Aboriginal Desert Schools supports remote Indigenous schools and communities to develop integrated learning programs connecting the cultural knowledge of the local community with Western science and the Australian curriculum. A Two-Way Science approach promotes Indigenous leadership in education, and fosters partnerships between schools, communities, Indigenous ranger programs and scientists. This has proven to be a successful and engaging course for select students in Year 7 and 8, as they are participating in daytime excursions and overnight camps on country, in addition to learning in the classroom.



**HEAD OF  
LEARNING  
AREA (SCIENCE)**  
*Chris Cole*

## The Arts

### Course Contribution: \$50.00 per year

In the Arts Learning Area, students will develop their knowledge and skills to plan, produce, present, design and perform, both independently and collaboratively. Year 7 students will participate in a rotational arts program encompassing Dance, Drama, Media Arts, Music and Visual Arts.

In Year 8, students will choose both one performance subject, (Dance, Drama, Music) and also select one Visual subject (Media Arts or Visual Arts). In Year 9 and 10, students may choose to specialise in one or more Arts areas. The Arts Learning Area is pleased to offer a variety of extension activities, extracurricular performances and exhibition opportunities.



**HEAD OF  
LEARNING  
AREA (ARTS)**

*Jacinta Brooker*

### Dance

Students studying dance in lower school will develop their understanding of dance making approaches whilst developing their technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination.

Genres that may be studied in the course include: Classical Ballet, Jazz, Contemporary, Musical Theatre, Funk, Hip Hop and Cultural Dance.

Whilst developing their dance terminology, students will analyse how the elements of dance and design concepts such as lighting, music, multimedia, costume, props and sets, contribute to the overall meaning of a dance work.

Students wishing to participate in YOH Fest (a state-wide dance and drama competition) or Country Week Dance need to be enrolled in lower school Dance courses to be eligible for the team.

### Drama

Drama is a practical-based course with some design and theory elements incorporated to support your dramatic learning journey. Students will work with a variety of drama forms and styles that foster creativity and courage and support pathways in theatre and production. They will explore challenging, creative and entertaining ideas and work on physical performance skills through improvisation, character work, collaboration and self-confidence skills.

Assignments are mostly hands-on and practical to introduce the elements of Drama and the rich history behind devising, directing and performance of it.

### Media Arts

Media is an innovative subject where students will view a range of media work and apply their understanding to practical film making in a variety of genres and styles. Students will learn to direct the camera, record professional level audio, light a scene and edit using industry level software to create a quality short film. They will produce a number of media products including digital still photographs, audio arrangements and short films and develop their understanding of how to navigate the current complex media environment they live in today.

### Music

Students selecting music in lower school will study areas of music theory, performing, recording, responding and evaluating contemporary music. It is a very practical and hands-on approach to music making. Students will have the opportunity to perform a range of solo and ensemble music to develop their technical skills and develop their awareness of musical expression. They will be introduced to creating music using computer based music software, investigating the wide variety of contemporary genres in which this platform is used. Musicians looking to extend their skills will have multiple opportunities to perform at events within the school and in the community.

### Visual Arts

In Visual Art, students combine various practical and conceptual aspects to produce their own unique, creative artworks. They will investigate visual representations, practices, processes and viewpoints from different times and cultures, and be given tools for interpreting and understanding historic and contemporary art. They will have the opportunity to extend their creativity through experimentation and develop their skills through supervised practice. Finally, students will design, create and evaluate their own pieces of art, and have the opportunity to exhibit their work to the school community.

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## Technologies

**Course Contribution: \$60.00 per year.**

Express your creativity and flair in a range of subject offerings from the Technologies Learning Area. Whether it's creating a piece of jewellery in Design and Technology, serving up a sumptuous meal in Food Technology, or creating a fun animation in Information Technology, you can express yourself in Technologies.



**HEAD OF  
LEARNING  
AREA  
(TECHNOLOGIES)**  
*Farley Murton*

### Food Technology

There will come a time when you end up living on your own or with your mates. Believe us when we tell you – learning life skills will be a life saver. Get involved with foods and learn something that will be useful.

#### Year 7: Food Technology Taster

In ten short weeks student will taste, explore, cook and evaluate simple everyday food. Students will begin to understand that food choices affect their health and wellbeing. Skills learnt will give them confidence to try new things in the kitchen at home developing their own interest in cooking for themselves and others.

### **Year 8: Food for Health**

This semester long course introduces students to the five food groups and the nutrients our bodies need to function. Food preparation in Year 8 investigates healthy breakfasts, simple lunches and dinners. Students have the opportunity to create a breakfast and a simple lunch of their own choice in the design tasks. The course also includes some simple baking techniques to prepare sweet treats such as biscuits, muffins and decorated cupcakes.

### **Year 9 (Semester 1): Food Decisions**

What influences your food choices? Is it convenience? Is it a flavour? Is it specific dietary requirements? This course asks students to have a closer look at what drives their food choices. Students will have opportunity to prepare a range of food products and further develop their practical food preparation skills.

### **Year 9 (Semester 2): Café Culture**

This course examines aspects of the modern café menu including cakes, pastries, café meals and beverages. Students will have opportunity to develop their food preparation skills through producing and styling café-style dishes.

## **Information Technology**

Information Technology runs for one term as one of the options classes that students sample in Year 7. It then runs for a semester in Year 8, where students delve deeper into the cyber world, gaining a better understanding of networks and coding. The course introduces students to the software that will become essential for their success in high school. Once completed, the courses will enable students to have a better understanding of technology and how to implement it into other subject areas, thus allowing for a better quality of work and a higher level of achievement.

### **Year 7 - Information Technology**

This course introduces students to the world of technology in high school by teaching students how to use school related programs such as Connect to submit assignments, communicate to teachers, and retrieve their class work. Students learn about cyber scams, including what they are, how to identify them, and how to prevent being scammed in the future. They learn about computer networks and protocols, as well as HTML coding to gain a better understanding of computers. By the end of the course, students will be competent users of computers and have the digital skills for high school.

### **Year 8 - Information Technology**

Students consolidate their understanding of computer networks and protocols learned in Year 7, looking deeper into how they are established. They identify components required to establish networks and investigate the reliance on technology in the current world. Students learn about binary numbers and python coding, the language computers use to operate, applying their understanding by programming a racecar to move around a track. Finally, students design and produce a logo using STEM machines such as the laser cutter, 3D printer, or sticker printer, using related software to produce their design.

### **Year 9 – Information Technologies**

Students will engage with computer science as a medium for creativity, communication, problem-solving, and fun. Building on problem-solving as it relates to computing, students will move on to web development using HTML and CSS and consider questions of privacy and ownership on the internet. Students will also have the opportunity to learn programming constructs and practices in Javascript while developing and designing animations and games.

## **Textiles and Fashion Design**

### **Year 10**

Have you ever wanted to modify or embellish clothes to make into your own unique outfit or design? Develop your fashion knowledge and creative design skills by learning how to sew and manipulate textiles through recycling, dying, felting, screen printing and other fun stuff.

With an eye on sustainability, we investigate fashion trends and designers to inspire us to make our unique items. Explore the properties, performance and uses of textiles, different machine and hand-sewing techniques. This course is designed to develop basic skills through to more advanced techniques used in creative design, fabric treatments and sewing that can be combined to create a variety of artistic effects. You will develop essential skills you will be able to use for the rest of your life. No previous sewing experience is required.

## **Metals Technology**

Metals Technology Metals Technology involves students using a range of workshop tools, machinery and equipment whilst producing individual projects with a range of materials, including steel, aluminium and acrylic. Some tasks require students to solve problems using the design process then complete projects using previously learnt practical skills such as welding, bending material, shaping material and buffing/polishing.

### **Year 7 Metals**

Students will be introduced to the metals workshop where they can work with tools, devices and machines and become familiar with safety requirements in the workshops. Students may work with acrylic (thermoplastic), metals of varying types and other materials. Students will learn to read off a plan, feel safe in an workshop environment and follow a process to create quality products.

### **Year 8 Metals**

Students will undertake a variety of workshop projects that include the use of hand tools and machinery. Through a safe and supportive environment students will make at least three of the following projects: chopping board, wooden fishing lure, Broome pearling boat, wooden plane and peg note holder.

On some of the projects students will go through the technology design process to create individual and creative projects. They will also be exposed to the newly built STEM room where they can use laser cutting / CNC machines whilst reading plans and completing technical drawing.

### Year 9 Metals

This year students will focus on the development of their practical skills and independence in the workshop. Through a safe and supportive environment students will construct two projects each semester:

**Semester 1** - Wooden footstool, small box.

**Semester 2** - BBQ organiser, individually designed student clock.

They will also be exposed to modern technology STEM processes through the use of technical drawing and CNC routing/laser cutting. Students can also undertake wood for the whole year.

## Wood Technology

### Year 7 Wood

Students will gain understanding into basic woodwork processes and the safe and correct use of hand tools and machinery. Through a safe and supportive environment students will construct the following projects: noughts and crosses board, cricket bat and toy truck.

### Year 8 Wood

Students will undertake a variety of workshop projects that include the use of hand tools and machinery. Through a safe and supportive environment students will make at least four of the following projects: baseball bat, desk tidy, chopping board, toy truck, wooden lure, table tennis bat, storage box, wood carving, sailing boat, wooden plane, peg note holder, phone organiser and rolling pin.

On some of the projects students will go through the technology design process to create individual and creative projects. They will also be exposed to reading plans and technical drawing.

### Year 9 Wood

This year students will focus on the development of their practical skills and independence in the workshop. Through a safe and supportive environment students will construct three projects each semester:

**Semester 1** - Wooden footstool, small box, sliding lidded box.

**Semester 2** - BBQ organiser, clock and CO<sub>2</sub> dragster.

During the clock and CO<sub>2</sub> dragster projects students will follow the technology design process to create one off designs. They will also be exposed to modern technology processes through the use of technical drawing and CNC routing/laser cutting.



# Broome Senior High School

## Positive Behaviour Matrix

	Galwara Maby Liyan <b>SHOW RESPECT</b>	Malyjan Yagarragan <b>BE SUPPORTIVE</b>	Waranyjarrigun Yagarrmabulanjin <b>BUILD COMMUNITY</b>
<b>Class Time</b>	Wait outside the class in an orderly manner Follow directions the first time Actively listen and participate Value your property and that of others Hats, headphones and phones away	Lead by example Model positive behaviour Be supportive of others Attend school every day	Be honest Make good choices Give your best effort Allow others the right to learn
<b>Break Time</b>	Put rubbish in the bin Line up at the canteen Respect others	Be kind to yourself and others Notify adults of unsafe conditions Always be inclusive	Stay on school grounds Think before you act Use facilities with care
<b>All the Time</b>	Use polite positive language Accept feedback calmly Wear your uniform with pride Use all electronic devices safely and responsibly	Think before you speak Listen and try to understand Participate in school events Accept differences Encourage others	Positively represent the school Act responsibly Be punctual Model school values

***“Be your best”***





**BROOME**  
SENIOR HIGH SCHOOL

# Broome Senior High School Mobile Phone Breach Chart

BREACH 01	BREACH 02	BREACH 03	BREACH 04	BREACH 05
Teacher collects phone/device*	Teacher collects phone/device*	Teacher collects phone/device*	Teacher collects phone/device*	Two day suspension issued
Teacher writes welfare event and delivers phone/device to Student Services.	Teacher writes welfare event and delivers phone/device to Student Services.	Teacher writes welfare event and delivers phone/device to Student Services.	Teacher writes welfare event and delivers phone/device to Student Services.	Phone Ban (5 Weeks) Loss of Good Standing
Student Services School Officer to complete Chronicle on COMPASS and email parent (Template on COMPASS)	Student Services School Officer to complete Chronicle on COMPASS and email parent (Template on COMPASS)	Student Services School Officer contacts BMIS staff	Student Services School Officer contacts BMIS staff	
STUDENT COLLECTS PHONE AT THE END OF THE DAY FROM STUDENT SERVICES	Student collects phone at the end of the day from Student Services	BMIS contacts Parent/Carer by Phone	BMIS contacts Parent/Carer by Phone	
	STUDENT LOSES GOOD STANDING FOR ONE WEEK	PHONE BEHAVIOUR CONTRACT issued to Student (1 Week)	ONE DAY SUSPENSION ISSUED	
		Student collects phone at the end of the day from Student Services	PHONE BEHAVIOUR CONTRACT issued during RETURN FROM SUSPENSION meeting (2 Weeks)	
		STUDENT LOSES GOOD STANDING FOR TWO WEEKS	Student collects phone at the end of the day from Student Services	
			STUDENT LOSES GOOD STANDING FOR FIVE WEEKS	

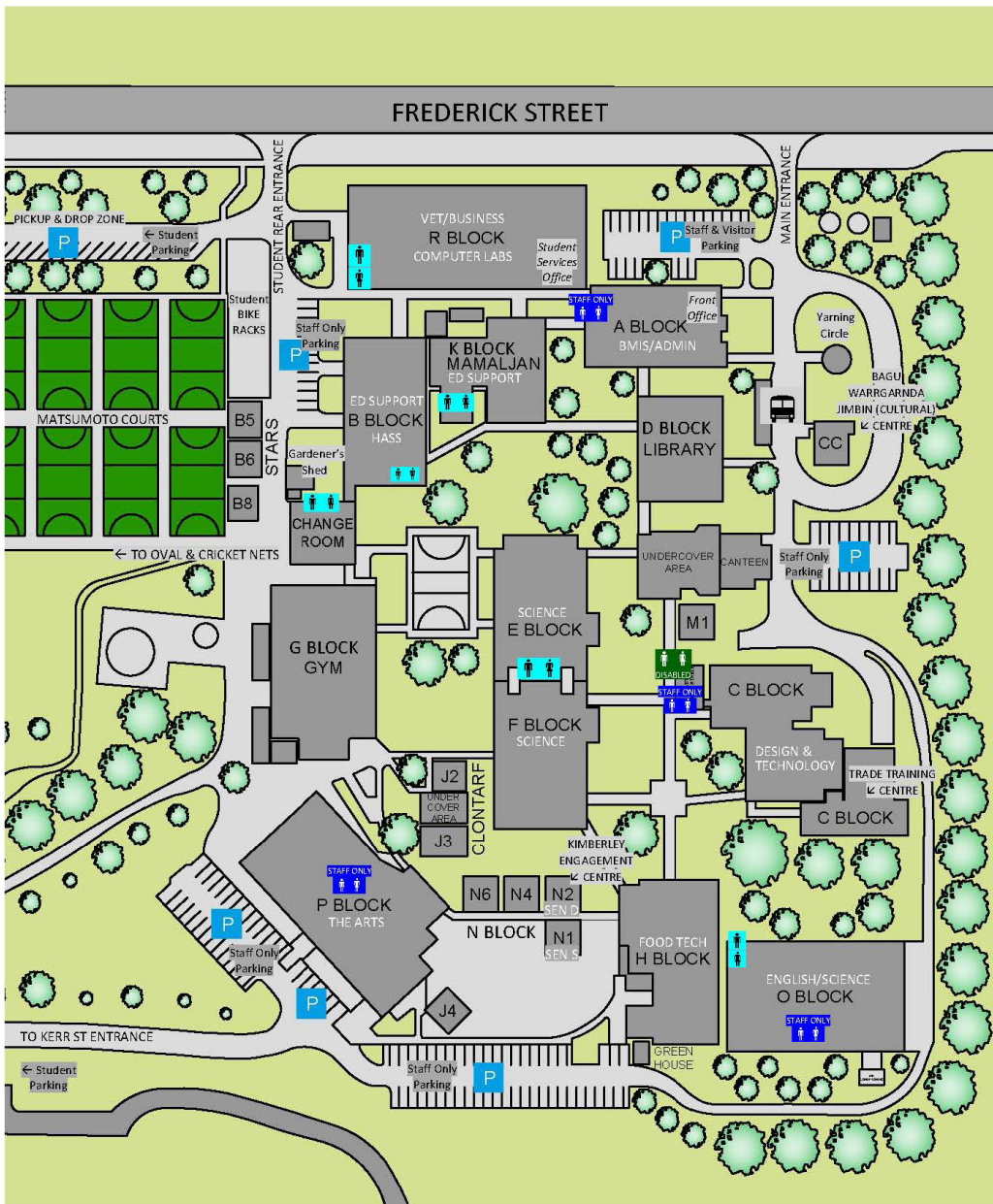
If a student is seen using their phone or air pods / headphones (or has them on their person) the teacher is required to ask for the device(s).

**Classroom:** If a student refuses to hand over the device, they will be sent to Buddy Class.

If a student refuses to attend Buddy - further follow up will be done by Head of Learning Area and / or Behaviour Management Staff.

**Yard:** If a student refuses to hand over the device, the teacher will contact relevant staff and a detention will be issued.

Behaviour Management staff will follow up with collecting the phone for the remainder of the day and issuing the detention.



**BROOME SENIOR HIGH SCHOOL**

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