KENT STREET
SENIOR HIGH SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

2019

YEARS 7 & 8
CURRICULUM HANDBOOK

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Schooling in Western Australia

All schools in Western Australia offer a curriculum that meets the requirements of both the WA Curriculum Framework and the Australian Curriculum.

The Australian Curriculum

Australian Curriculum Assessment Reporting Authority (ACARA) is responsible for the development of the Australian Curriculum.

This development is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasised the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

When fully implemented, the Australian Curriculum will cover schooling from the Foundation (F) years to Year 12. In the F-10 years Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

What are general capabilities?
In the Australian Curriculum, general capabilities refer to an integrated and interconnected set of knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals and active and informed citizens. Throughout their schooling, students develop and use the general capabilities across all learning areas, in co-curricular programs and in their lives outside school. There are seven general capabilities in the Australian Curriculum.

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Why does the Australian Curriculum Include General Capabilities?
The Australian Curriculum is based on the belief that to meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society, young people will need a wide and adaptive set of knowledge, skills, behaviours and dispositions.

Although the curriculum is organised by learning areas, it also includes general capabilities and cross-curriculum priorities which add richness and depth to the learning areas and help students see the interconnectedness and relevance of their learning.

General Capabilities in the Learning Areas
In the Australian Curriculum, general capabilities are addressed through the learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations.

Lower School Curriculum at Kent Street

The students in Years 7 and 8 will study the Australian Curriculum in the following learning areas: English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education.

Studies in other learning areas will continue using the West Australian Curriculum Framework until such time as the Australian Curriculum in these areas is ready for implementation.

Students' study subjects fall into eight learning areas. Within these areas there are contexts. The table below shows the composition of the curriculum.

Learning Area	Curriculum	Status	Contexts
The Arts	Curriculum Framework	Elective	Drama Music Media Visual Arts 2D & 3D Craft
English	Australian Curriculum	Compulsory	English English as an Additional Language / Dialect
Health and Physical Education	Curriculum Framework	Compulsory	Health Education General Physical Education
Languages	Curriculum Framework	Compulsory	Japanese
Mathematics	Australian Curriculum	Compulsory	Mathematics
Science	Australian Curriculum	Compulsory	Biological sciences Chemical sciences Physical sciences Earth and Space sciences
Humanities and Social Sciences	Australian Curriculum	Compulsory	History Geography Civics and Economics
Technology and Enterprise	Curriculum Framework	Elective	Business and Computing Design and Technology Wood Design Graphics Home Economics

**Not all elective subjects will be offered each year as they are dependent on student numbers and interests.*

English

Year 7 and 8

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

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and it's contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Students study the Australian Curriculum English course. This course has three main strands: Language, Literature and Literacy. There are a series of common assessment tasks that all students complete by the end of the year. Across the year, students develop their functional literacy skills and through studies of literary and popular tests, expand their literacy skills. There is an oral component to each semester's work.

The English curriculum is built around interrelated strands and teaching and learning programs balance and integrate all strands. Programs focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes.

Humanities & Social Sciences

Year 7

In Year 7, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application which includes questioning, researching, analysing, evaluating, communicating and reflecting. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build their understanding of the key features of Australia's democracy, how it is shaped by the Australian constitution, and how the rights of individuals are protected through the justice system.

An understanding of the interdependence of consumers and producers in the market is further developed. Work and work futures are introduced.

The *concepts of place*, space, environment, interconnection and sustainability are continuing themes and provide students with the opportunity to enquire into how the environment supports human life and understand that people value the environment in different ways.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of: How do we know about the ancient past and why and where did the earliest societies develop?

Year 8

In Year 8, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application which includes questioning, researching, analysing, evaluating, communicating and reflecting. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build their understanding of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia.

Students further develop their understanding of economics and business concepts by considering the ways markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are further developed as students consider the influences on the way people work now and in the future.

The *concepts of place*, space, environment, interconnection and sustainability are continuing themes and provide students with the opportunity to enquire into the significance of landscapes to people and the spatial change in the distribution of population.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context from the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750 and consider how societies changed from the end of the ancient period to the beginning of the modern age, what key beliefs and values emerged and how did they influence societies, and what were the causes and effects of contact between societies in this period.

Science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

Year 7

In Year 7**,** students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events.

Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Year 8

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views

Mathematics

Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Maths aims to instil in students an appreciation of the elegance and power of mathematical reasoning and of the ideas that have evolved across all cultures over thousands of years. It recognises that digital technologies are facilitating the expansion of ideas and provides access to new tools for continuing mathematical exploration and invention.

The Maths curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Mathematics students learn to use ideas about number, space, measurement and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world.

One special feature at Kent Street Senior High School is the inclusion of Foundation and Extension electives for students who choose to participate.

Year 7

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Year 8

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Health & Physical Education

Year 7 - Health & Physical Education Learning Outcomes

In Year 7, the content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Health Education
At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy.

Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.

Physical Education
At Standard, students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple tactics in order to achieve the intended outcome in competitive contexts.

Students describe how physical activity can improve elements of health and fitness. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and communicate to assist team cohesion and the achievement of an intended outcome.

Year 8 - Health & Physical Education Learning Outcomes

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts

to describe movement patterns and suggest ways to improve performance outcomes.

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Health Education
At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.

Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

Physical Education
At Standard, students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts, they implement a variety of tactics to achieve an intended outcome.

Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They use simple terms to describe linear, angular and general motion when reflecting on ways to improve performance outcomes. When faced with movement challenges, they select and implement simple tactical responses to achieve an intended outcome.

Languages

Japanese – Year 7

The Year 7 Japanese course is an exciting introduction to the Japanese language and rich culture. Students will build up their confidence and understanding of basic level Japanese.
It is compulsory for all students in Year 7's to study Japanese Language. In an 'Asian Literate' world, Japanese is increasingly needed for future careers.
Japanese also:

- Promotes a mutual understanding in a thriving multi-cultural society
- Gives us a better understanding of the structure of the English language
- Helps us become better communicators

Students will have the opportunity to interact with visiting Japanese students and there are opportunities for home-staying these students, which can provide an invaluable opportunity to extend language and cultural understanding.

Students at Kent Street Senior High School may participate in our exchange trip to Japan in Year 10 or 11, to visit our sister school in Tokyo.

There are six learning outcomes for Languages. They all measure the students effectively and appropriately. The first three outcomes are:

1. Listening, responding and speaking in the target language to communicate eg. tell news or have a discussion with a friend about which movie to see
2. Viewing, reading and responding to a variety of texts in the target language and responding appropriately eg. identify key ideas in a website blog
3. Writing a variety of texts in the target language eg. write an email or postcard

Semester 1 – Year 7
In Year 7 students acquire basic communications skills (written, oral, reading and listening), gain an understanding of the Japanese culture and develop an awareness of the nature of the language in everyday life.

Topics covered include:

- Introducing myself to others
- Family and friends
- School
- Home

Semester 2 - Year 7
The Year 7 course focuses on language needed for everyday situations such as shopping, asking for directions, buying/ordering food or simply making general conversation. Students work collaboratively and independently, exploring different ways to communicate, be it in written form, verbally or gestures!

Year 7 students read, view, listen to and interact with a range of texts/resources in order to further develop strategies to process unfamiliar language and appreciate the cultural perspectives embedded in the language.

Topics covered are:

- Places and directions
- Modes of transport
- Food and drink
- Going out
- Sport, leisure and hobbies

Japanese – Year 8

The Year 8 Japanese course is an exciting introduction to the Japanese language and rich culture. Students will build up their confidence and build on their previous knowledge of Japanese. It is compulsory for all students in Year 8 to study Japanese Language. In an 'Asian Literate' world Japanese is increasingly needed for future careers.

Japanese also:

- Promotes a mutual understanding in a thriving multi-cultural society
- Gives us a better understanding of the structure of the English language
- Helps us become better communicators

Students will have the opportunity to interact with visiting Japanese students and there are opportunities for home-staying these students, which can provide an invaluable opportunity to extend language and cultural understanding.

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There are six learning outcomes for Languages. They all measure the students effectively and appropriately. The first three outcomes are:

1. Listening, responding and speaking in the target language to communicate eg. Tell news or have a discussion with a friend about which movie to see.
2. Viewing, reading and responding to a variety of texts in the target language and responding appropriately eg. Identify key ideas in a newspaper article.
3. Writing a variety of texts in the target language eg. Write an invitation and letter.

Semester 1 – Year 8
In Semester 1 students further extend their understanding of Japanese culture and language. The two main topics for this semester are Daily Life and Fashion. They will discuss fashion differences and describe their everyday activities and places to visit. They will hold a fashion show and present an advertisement for their shop. Students will extend on their reading and writing with the Japanese script Katakana.

Semester 2 – Year 8

In Semester 2 students further extend their understanding of Japanese culture and language. The two main topics for this semester are *Weather* and *Shopping*. They will discuss shopping vocab, places and time to meet and describe the weather. They will do creative tasks such as film a weather report to show and describe the weather on a particular day in Japanese.

Another popular task students will complete a role-play with a group about meeting on a particular day for a shopping outing. Students also develop oral skills associated with how to describe what they are buying in Japanese and why they choose the product.

There may also be other opportunities to interact with and host visiting Japanese students this semester and be involved in cultural events and workshops.

The Arts

Visual Arts

Year 7 Art
Year 7 Art introduces students to fundamental drawing and designing skills and approaches. From these experiences students are encouraged to experiment and produce individual projects in areas such as painting, printmaking and sculpture. Some group and competition tasks are also planned to expand the students' knowledge and experiences.

Year 8 2D Art
2D Art enables students to develop skills and techniques in a range of drawing, painting and printmaking processes. Students will be exposed to relevant artists and art styles, and reflect on created works using appropriate art language. Students will be taught to use a range of materials and may have an opportunity to create individual, school based and competition projects.

Year 8 3D Art
3D Art is a subject that will allow students to make models, sculptures and functional objects out of clay and other materials including cardboard, papier mache, found and natural objects. Students will be taught to use a range of materials and may have an opportunity to create individual, school based and competition projects. This subject has a clear focus on 3D art making processes but will use sketching and some 3D drawing skills to enable students to develop ideas and problem solve design issues before construction.

Year 7 & 8 Craft
Year 7 Craft introduces students to fundamental drawing and designing skills and approaches. From these experiences students are encouraged to experiment and produce individual projects in areas such as ceramics, textiles and mixed media. Some group and competition tasks are also planned to expand the students' knowledge and experiences.

Media

Year 7 and Year 8
This Media subject introduces students to the ways in which various media forms communicate to their audiences. Students are given the opportunity to explore and develop media production skills in video camera technique, video production and editing, radio skills and 'on air' camera work in the school's television studio. Students will work cooperatively in production teams to understand media processes.

Music

Any students can choose to study music for one semester only. However, students wishing to continue to study instrumental lessons from Primary School **must** choose this subject.

Introduction to Music - Year 7 (Including SIMS)
Students will be involved in a fun, diverse course, exploring and appreciating modern music. Students will be involved practical activities including playing the ukulele and drums, music practice, listening and developing an appreciation of music and an opportunity to participate in contemporary ensemble work.

Students wishing to continue with instrument lessons from Primary School or join the SIMS musical instrument tuition program must choose this subject. Selected students will be given the opportunity to receive SIMS tuition on the following instruments: Voice, Guitar and Drums

Continuing Music – Year 8 (Including SIMS)
Students will be involved in a fun, diverse course, exploring and appreciating modern music. This short course will involve a continuation and extension to the Introduction to Music program offered in Year 7. Select students will be given the opportunity to receive SIMS tuition on the following instruments: Voice, Guitar, Drums.

Drama

Introduction to Drama – Year 7
This subject introduces students to some basic theatre skills using Theatre Sports, Circus, Improvisation and Pantomime. In a non- threatening environment, students are encouraged to participate mainly in group work, cooperation and confidence boosting activities. Students will also learn the basics of theatre etiquette and vocabulary.

Developing Performance Skills – Year 8
This subject introduces students to some basic theatre skills using Scripting, Clowning, Improvisation and Mime. In a non- threatening environment, students are encouraged to participate mainly in group work, improvisation and confidence boosting activities.

Technology & Enterprise

Design & Technology

Design & Technology – Year 7
In this subject students design simple projects to be made in the Design and Technology rooms using a variety of skills and equipment. The subject can be studied in both semesters as part of the 'taster program'.

Design & Technology – Year 8
In this subject students will experience a range of woodworking and metal working processes and techniques. They will a use a procedure to find solutions to simple design problems and construct and evaluate their designs. The subject can be studied in both semesters as part of the 'taster program'.

Design Graphics Years 7 & 8

Design Graphics – Year 7
Students in this course will engage in the technology process through product development. There is emphasis on concept generation, creative problem solving, aesthetics and communication through technical drawings, both mechanical and digital formats. Students will develop skills ranging from hand sketching right through to 3D modelling, using up to date software. This course offers a combination of practical and digital design. The subject can be studied in both semesters as part of the 'taster program'.
Design creations may include 3D games or unique product designs.

Design Graphics – Year 8
Students in this course will engage in the technology process through product development. There is emphasis on concept generation, creative problem solving, aesthetics and communication through technical drawings, both mechanical and digital formats. Students will develop skills ranging from hand sketching right through to 3D modelling, using up to date software. This course offers a combination of practical and digital design. The subject can be studied in both semesters as part of the 'taster program'.
Design creations may include 3D toys or specialised product designs.

Home Economics

Fun with Food – Year 7
Students will work in Home Economics to learn basic food preparation skills and develop an understanding of what makes food healthy. Different context will be studied each semester.

Food to Share – Year 8
Students will work in Home Economics where they will develop their knowledge of nutritious food and learn basic food preparation skills to create tasty snacks and meals to share. Different context will be studied each semester.

Information Technology

Year 7 and Year 8

The course covers the following areas, which will develop Computing skills in:

- Research using Internet Explorer
- Business documents using Microsoft Word
- Accounting and budgeting principles using spread sheets in Excel

Specialist Programs

Aviation

Year 7

Space - Pioneers of space travel and significant spacecraft are examined in detail during this module. Students are also required to build a model space craft.

Cutting Edge in Aviation - Students studying this module learn about supersonic airliners and radical aerodynamic designs that have graced our skies since World War Two.

Practical Applications - Students are required to read and build a number of paper and balsa wood aircraft designs during this practical module.

Careers in Aviation - Numerous aviation careers related to aviation are examined in detail during this module. Students also build a plastic model aeroplane.

Year 8

Mechanics of Flight - What is an aeroplane and how does it fly? These questions are answered by investigating all components of an aeroplane and how they combine to produce the forces which enable it to fly.

World of Aviation - This module investigates the contributions of Australians to the history of aviation. It also explores other significant aviation pioneers and the impact their respective feats had on our society. The RAAF and some well-known Australian airline companies are also examined.

Structure of the Aeroplane - Aeroplanes must be light, strong and streamlined. This module deals with their structure and how the aircraft interacts with the stresses imposed on them. The knowledge is used to construct a balsa wood glider and a plastic 1/72 scale model aircraft.

The Aeroplane and its Environment - Examined in this module are aerodromes, the atmosphere, radio telecommunications and weather. Students are also required to build a scale model of an aerodrome.

Cricket

One of the first secondary schools in Perth and the pioneer of specialist sports programs in WA, Kent Street offer Cricket students a challenging and rewarding program designed to provide a suitable background for students wishing to pursue a career in cricket as well as those with more of a recreational or personal interest.

The Kent Street Cricket program has been a very successful specialist program since 1988. The program has produced numerous A grade cricketers and state representatives and one Australian Test Player.

Program Description
Cricket at Kent Street Senior High School offers a program of study for selected students from Years 7 to 12. The course allows all students to participate in 4 hours of Cricket a week.

Following is an overview of the themes and content on which the learning program is based. It is general enough to provide flexibility for teachers, enabling them to draw on their particular areas of expertise whilst meeting the needs and interests of our students of Cricket as their skills progress.

Year	Term 1	Term 2	Term 3	Term 4
7	Cricket skills	General PE Fitness	Error detection Starting an innings Pre-season	Cricket skills
8	Cricket skills	General PE Fitness	Error detection Bowling plans Pre-season	Cricket skills

In season (Terms 1 & 4)
Cricket training is conducted at school with WACA development officers used where it is seen appropriate.

Off Season (Term 2)
Sessions are generally split with theory and fitness work – off season – no cricket skills.

Pre-Season (Term 3)
During the pre-season students will be involved in 1 session of theory / fitness / throwing catching skills at the school with the other sessions in the indoor centre at the WACA where possible.

Fashion & Design

The aim of this course is to provide students with the creative problem solving, decision making and technical skills needed in the fashion and design industry. Students work independently and in teams on creative projects that are suitable for presentation at annual showcase events. Students in the course will develop:

- Competency in basic design principles and their application
- Knowledge of and ability to use textiles and textile processes in a creative manner
- A high level of competency in garment construction
- A fashion perspective, both historical and contemporary
- Exposure through work placement
- Experience in the presentation of their work through
- Confidence, self-esteem, initiative and maturity

In the art section of the course students engage in a range of design and fabric printing tasks, while in the textiles area students develop the knowledge and skills to create wearable items and garments. The Arts and Home Economics staff work together in order to provide a well-balanced and varied approach to the teaching of Fashion and Design.

- Art Themes
  - Introducing Design
  - Discovering Textiles

- Textile Themes
  - Clothing Decisions
  - Creativity with Textiles

Select Entry Program

CoRE, The Centre of Resources Excellence

CoRE (Centre of Resources Excellence) is a new select entry program offered at Kent Street Senior High School. It is a Science, Technology, Engineering, Arts and Math (STEAM) education model based in the resources industry, aimed at preparing today's young minds to power our future.

CoRE is a unique (the first of its type in Western Australia) student centred program built on the SWANS philosophy which supports both integrated and collaborative learning. Its aim is to develop curiosity whilst engaging students in the latest technology practices.

Early on in the program students become aware of the diverse array of potential career avenues they can pursue through tertiary education. These careers will be necessary to operate the resources industry beyond 2020. By 2025, 40% of the careers we are now familiar with will no longer exist and 75% of the new range of careers will require STEAM education. CoRE is well positioned to ensure that students have the opportunity to prepare themselves for this fast changing resource platform.

The program is well supported by industry links, professional associations and university faculties, allowing the latest research and development to permeate into the CoRE curriculum. Students will be working in relevant and authentic situations so they can experience first-hand how their CoRE/ STEAM learning can apply to real world scenarios.