

2020 Year 7 Elective Selection Handbook



Carey
Baptist
College
Harrisdale

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Introduction



Welcome to Carey's Secondary School. We are looking forward to working together in the journey ahead. Your son/daughter's education is supported by staff who love working with children of this age. Each teacher is committed to helping students develop knowledge and skills that will help them enjoy academic achievement at Carey and beyond. We contend that it 'takes a village to raise a child' and welcome parent's feedback and involvement.

Year 7 at Carey is a great initiation into secondary schooling. Students will experience a stimulating, challenging year where they gradually take increased responsibility for their own learning. They develop organisational and study skills that equip them for optimal academic achievement. This is a special year of transition, in which students will experience a wide variety of different subjects. As they proceed through Years 8 to 12, they will increasingly be able to specialise in the areas of their greatest interest and expertise. Their learning programs are consistent with the W.A. Curriculum, and form the foundational links to the curriculum of the senior years. Our curriculum is designed to develop creativity, flexibility, collaboration and problem solving – all attributes of the 21st century learner.

The Year 7 Program is an exciting one that offers variety, engagement and challenge. Educational research informs us that students in the Year 7 age groups have needs unique to their age. We aim to create a curriculum that is full of hands-on, learning-rich activities which are designed to not only engage the students, but also teach them problem solving skills, creativity and ways of learning that will benefit their later years of study. We aim to encourage our students to develop a growth mindset which leads to a desire to learn and embrace

challenges; persist in the face of setbacks; see effort as the path to mastery; learn from feedback; and celebrate the success of others.

Year 7 is an ideal time for students to develop a sense of discovery in their own learning, as they learn, grow and understand more about their place in the world. Pastoral care is an integral part of the program, where we encourage teachers develop a relationship with their students that will enable them to understand each student's needs and abilities – academically, socially and pastorally. As a College, we value your children as individuals. Their progress and wellbeing is on the forefront of our hearts and minds as Staff at Carey.

Attributes of Carey's program include the following:

A dedicated area where Year 7s gather each morning as a unique year group community within the College;

Strong support for students through their Pastoral Care Group by their PCG Teacher, whom they see at the start of most days, and their Tutor, as they become accustomed to Secondary expectations and structures (e.g. timetable, school rules/policies);

A Year Manager who works closely with staff and the Year 7s to ensure that students have the best environment to transition successfully into secondary schooling.

We challenge all of our students to work hard now to lay the foundation for their future. If you would like to discuss any of these matters, please contact the Dean of Curriculum.

Mr R. Stirling
Assistant Principal - Curriculum

Mrs K. Lacey
Dean of Curriculum



Carey

Baptist College

Our Motto

The College motto is 'Attempt the Extraordinary'.

This motto is taken from the words of Professor William Carey, a British missionary to India. Carey influenced the social structure of India and left a legacy of colleges and universities. He refocused missionary work throughout the world to help people choose to become liberated from oppression, disease and hunger through education. All of this came from a man who simply believed his only talent was perseverance. Before setting out for India, William Carey preached a sermon titled 'Expect great things from God, attempt great things for God,' and then went on to live out his faith and vision in God.

Our Vision

Carey is a community of people united by a common dream. We long for nothing less than a world transformed by Christ's love. We believe as a community that we are called on mission with God to attempt the extraordinary. Our strategy is to connect with the community and the world to develop community platforms through which people can:

- Experience God's love;
- Have the opportunity to say yes to Jesus; and
- Demonstrate God's compassion for the world.

Our Values

All members of the Carey Community are encouraged to uphold and behave according to these values:

Kindness: A concern for others, which compels us to act for their good.

Courage: The willingness to act well in the face of uncertainty and fear.

Respect: Sensing and honouring the God-given worth in another.

Humility: Embracing a clear perspective for one's place with God and others and seeking to benefit others above ourselves.

Integrity: Being honest and consistently living out our moral principles.

General Information

Arrival and Absences

Students should be punctual to Session 1 at 8:45am. They should not arrive at school before 8:00am unless to attend specially organised classes or training. Likewise, students are requested to leave the College grounds promptly at the end of the day, unless involved in a College organised event.

School Hours

- | | |
|-----------|---|
| Monday | • Secondary students commence the day at 8:45am and conclude at 3:25pm. |
| Wednesday | |
| Thursday | |
| Friday | |
| Tuesday | • Secondary students commence the day at 8:45am and conclude at 3:00pm. |

Late Arrival

- Students are required to sign in at Student Reception if arriving late.
- Parents are required to sign out a student if it is necessary for them to leave early during the school day.
- Parents are asked to contact the school on either the Absentee SMS Service 0428 031 096, Absentee Hotline 9394 9165 or to send an email to absentees@carey.wa.edu.au, prior to 9:00am, if their child is going to be absent for the day.

Attendance

Attendance and participation in class is a key to student's achievement and success. Studies show that students who attend College regularly are more likely to succeed. Students should aim for 100% attendance. The only acceptable reasons for absences are sickness or attendance to a College activity such as an excursion. Parents who make regular school attendance a priority are helping their children to value learning, accept responsibility and develop work readiness skills.

Attendance patterns and attitudes to school and learning are formed early. Children who develop good attendance habits are more likely to maintain them throughout their school years. Irregular attendance comes at a cost to each student's education and seriously jeopardises their further opportunities.

If a student's attendance falls below 90%, the College will initiate procedures to discuss attendance with both the student and their parents.

Extended leave for other than medical reasons is not advised, but if necessary, parents should advise in the College Principal in writing prior to the absence. Sometimes students stay at home for reasons that are not acceptable. For example:

- the student's birthday;
- too tired to come to school because of a late night;
- staying home with a sibling or parent who is sick;
- staying away for the whole day when an appointment is booked for a short time in the morning or afternoon;
- going to the airport;
- family holidays;
- weather conditions, for example too hot.

Please remember that we require detailed explanation for any absence, as records are essential and part of the legislative requirements placed upon schools.

Extension Programs

As the majority of students at Carey Baptist College enter University at the end of Year 12, the College has a curriculum that extends students throughout Year 7 to 10, and offers the ability to connect with a number of extension activities. This is further enhanced by the streaming process whereby students are placed into one of four streams according to their performance.

The four streams at Carey are:

- **Extension** is the academic extension class and is aimed at students who have demonstrated a high capacity and potential in this subject, and includes some extension challenges or competitions for students to take part in.
- **Mainstream** follows the same curriculum as Extension but is accessed at a less demanding level.
- **Foundation** is typically for students who find the subject difficult. These classes operate at a slower pace.
- **Support** is modified for students who need extra assistance or learning support.

Music Tuition

Students are invited to become part of Carey's Music Program. In addition to improving musical and creative skills, learning an instrument also develops a sense of commitment, perseverance, critical assessment and time management. Creating music gives enjoyment, a sense of achievement to students, and boosts their confidence. Over 20 tutors and educators conduct more than 270 weekly music tuition sessions for Carey Music Program students. The College endorses and provides learning experiences and assessments in accordance with the Australian Music Examinations Board (AMEB) syllabi. This includes preparing for both practical and written examinations. Tutors will establish programs for each student based on what is regarded as the best pathway for development

The College also offers an extensive Co-Curricular Ensemble Programme (including a Jazz Band and a Secondary Choir). Students are encouraged to join a music ensemble to further their skills on their instruments; learn about playing in a group environment; meet new people; and engage in performances on and off campus.

Tuition is offered in the following instruments:

Woodwind	• Flute, Clarinet, Saxophone
Strings	• Violin, Viola, Cello, Classical Guitar • Double Bass, Acoustic Guitar, Bass Guitar, Electric Guitar
Brass	• Trumpet, Trombone, Baritone Euphonium
Percussion	• Pianoforte, Keyboard, Percussion, Drum Set
Voice	• Jazz, Contemporary, Musical Theatre

*A certain level of musical proficiency is required for individual tuition in these areas.

Contact Music Administration or Mr B. Thompson (Head of The Arts Department) for any further enquiries at bthompson@carey.wa.edu.au.

Education Perfect

Education Perfect is an online platform designed to make learning fun, engaging and effective. It is used by over 1,200 schools for students' daily learning, revision and assessment. Through the Education Perfect Championships, students are able to join with others from all around the world to earn points towards individual and school awards as an incentive to their learning. It is used in Year 7 English, Science and Languages.

In Year 7 English, Education Perfect enables teachers to track students' progress against the literacy demands of the English course. Students' results in Education Perfect provide the feedback teachers use to tailor lessons suitable to the specific needs of each student. Education Perfect is also used to provide homework activities to enable students to work on their literacy proficiency at their own pace. It acknowledges student's independence as learners and honours their individual work ethic.

Electives

Carey offers a broad range of electives in Year 7. These are designed to give students the opportunity of discovering what their skills and abilities are, and provides them with subjects which will give them hands-on practical, engaging experience. This occurs in the fields of **Technologies** (where all students will be able to choose from a range of Digital Technologies, Computer Aided Design, Digital Photography, Food and Technology, Robotics, Metalwork, Textile Craft and Woodwork); and **The Arts** courses (where all students will do Media Art and Visual Art; and choose between the Performance Arts of Dance OR Drama OR Music).

Languages: Indonesian and Japanese

There are many advantages to learning another language, including:

- communicating in the language and developing an understanding that there is more than one way to interact with people;
- learning how languages work and enhancing student's literacy skills as a clear link exists between learning another language and literacy development in English;
- analytical skills are increased along with the ability to transfer skills across languages;
- enhancing problem solving skills along with thinking laterally and working collaboratively, increasing self-confidence, self-esteem, resilience and tolerance;
- developing an understanding and respect for other cultures, people, their ideas and ways of thinking which enriches global connections;
- increasing career opportunities in an increasingly globalised market.

Literacy Support

Literacy Support is a program that is in place for selected students that need intensive/extra literacy support. These students do not study a language, instead they work in a small specialised class. This helps to support them in other Learning areas. Literacy is foundational to a student's success in Secondary School, and this extra support seeks to improve outcomes in this area.

Curriculum Engagement

This is a personal growth, development and resilience program taken by all Year 7 students, which demonstrates how the curriculum is integrated. It is aimed at promoting student wellbeing and assisting in the transition to Secondary schooling by including an emphasis on organisation, goal setting and planning, listening skills and problem solving.

Extra-Curricular/Special Events

Cheer

Carey Jewels Cheer and Pom Team is a competitive performance team available to all students at the College. The aim of the program is to learn new skills, make new friends and belong to a community of amazing people who are working together to achieve the same goals. No experience is needed to join. Cheerleading is a challenging and dynamic sport, which takes an extreme amount of physical work as well as practice. Cheerleaders must be as graceful as dancers, and as athletic as any gymnast. Pom is a mix of cheer and dance. It is predominantly dancing but with quicker, sharper, cohesive movements. Within Pom, if teams work hard and well with each other, as the year progresses, students will participate in other genres such as Lyrical, Contemporary, Jazz and Hip Hop. Students train two mornings per week, so a high level of commitment is expected for all team members.

There are several team options for students in Year 7 to 12 at the College. Students who choose to join Carey Jewels in 2019 will have many occasions to compete at the Cheer Unlimited Australia Competition Series, Australian All-Star Cheerleading Federation and Aussie Gold State Spectacular. In 2019 the team will travel overseas for the very first time to London and Paris. Teams will compete at the biggest competition in Europe; Future Cheer Internationals, as well as perform at Disneyland Paris as part of the Walt Disney Performing Arts Program.

Extra-Curricular Sport

Carey competes in several Inter-School competitions including the ACC Junior Sport Competition known as JSAS (Junior Southern Associated Schools), the ACC Hockey Challenge, Australian Rules Football and the State Equestrian Inter-School Championships.

Students with limited or extensive experience are welcome to come to trials and try out for a team. The aim of the program is to learn new skills, make new friends and belong to a community of people who are working together to achieve the same goals. Students also have the opportunity to compete in Inter-School Swimming, Cross Country and Athletics.

JSAS sport is an Inter-School Sport Competition that runs throughout Terms 1 and 2 on Wednesday afternoons. This competition gives students who love sport an opportunity to represent the College in their chosen sport and compete against other nearby schools. Students who excel in this program may be invited to attend the Carey Sports Dinner at the end of the year, where we celebrate our sporting student's successes. There are several team options in the JSAS Competition including Boy's Cricket and Basketball; and Girl's Netball and Basketball.

Year 7 Camp

The Year 7 Camp is a three-day camp in which students learn to bond and grow as a year group whilst undergoing a variety of challenging activities. It usually occurs in the first term of school and is a fantastic opportunity for students to get to know one another and their teachers. They engage in pastoral content regarding the effect of their words on themselves and others, and in a variety of physical activities that promote teamwork and environmental awareness.

Homework

Setting homework is important for reinforcing disciplined working habits. It is also important that the level of homework is gradually increased over the years, but that it is not too time-consuming for the age of the student. The recommended time is a balance between reinforcing and extending the work covered in class, while allowing for other pursuits and family time. Homework is assigned weekly to enable students to plan their study and other activities.

All assessments for the term, with the dates they are due, can be found on SEQTA Learn and Engage, under Assessments.

We encourage our students to get into the habit of study as part of their weekly homework routines, especially when there is no set homework. Study and revision are not only useful around test times, but are a vital part of the learning process. Revising a chapter from their Science book or re-reading a chapter from the English text are good examples of helpful study exercises.

How much time in total?

Students should be developing a regular homework/study timetable from the start:

Year 7 students should aim to complete 5 hours per week (1 hour + 15 minutes of reading, four times per week), which is recommended for success.

Students should draw up a timetable outlining what they are planning to do each night, and include other commitments and activities. It is important to negotiate the timetable with parents so that it is as realistic as possible. If the timetable is varied for some reason, then the time should be made up at the end of the week, making sure that a minimum of 5 hours is achieved every week. This pattern needs to become a productive habit.

Extension students would typically commit to more than the above homework guideline. Extra-curricular pursuits (e.g. music or dance practice) should be considered additional to homework. Parents are encouraged to communicate directly with teachers if students are unable to complete homework within

the above timeframe on a regular basis. English, Humanities, Mathematics and Science should comprise an average total of 75% of a student's homework time. Other subjects should comprise an average total of 25% of a student's homework time.

What is the purpose of Homework?

- Revision and study : To prepare for future lessons and to consolidate essential skills and content.
- Completion of assignments and weekly tasks.
- Development of study skills and organisational habits.
- Completion of tasks because of missed lessons due to illness, College events, holidays, music lessons, sport etc.

What is appropriate as Homework?

- Assignments to be done over a period of time before being handed in for assessment.
- Revision, study, reading and comprehension tasks.
- Activities that reinforce basic principles of subjects – e.g. times tables, periodic table, vocabulary.
- Catching up on work missed due to school absence or attendance at music lessons, etc.
- Finishing incomplete tasks begun in class. This should be the exception.

Homework expectations and procedures

Students should be encouraged to complete all homework. If a student is struggling with the content, they need to write a list of questions in their Diary and seek assistance from their teacher at the next opportunity. Students should record time taken to complete set tasks so that teachers have a clear indication of student abilities and limitations.

Students are to plan their approach to ensure completion of the tasks within the designated time frame. If students miss classes for music lessons or external sporting commitments etc., they must see their teacher to negotiate tasks and catch up on work missed. Parents are encouraged to use Direct messaging in SEQTA Engage to communicate with Staff.

NAPLAN – Year 7

Literacy and Numeracy skills are developed over time throughout the school curriculum and are tested through NAPLAN in Years 3, 5, 7 and 9. These tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community. Students are assessed using common national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

Please contact Mrs L. Ong (Director of Accessing Curriculum) at long@carey.wa.edu.au if you have any questions or concerns about NAPLAN testing.

Year 7 NAPLAN Results

2017 (141 students)									
Numeracy		Reading		Writing		Spelling		Grammar and Punctuation	
Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools
578	551	551	539	534	509	571	547	556	537

2016 (154 students)									
Numeracy		Reading		Writing		Spelling		Grammar and Punctuation	
Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools
570	548	556	537	531	512	554	540	555	537

2015 (129 students)									
Numeracy		Reading		Writing		Spelling		Grammar and Punctuation	
Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools
565	538	567	542	545	506	562	542	578	536

NAPLAN results are usually released between early August and mid September. From 2019, NAPLAN testing will take place online using Chromebooks.

Pastoral Care

It is our belief at Carey that effective pastoral care involves strength, sacrifice and service, and we have a genuine care about the wellbeing of our students. Pastoral Care is central to relationships at Carey between students, parents and staff, and we are aware that there are many opportunities each day to express care for people in our school community. Messages of encouragement to both individuals and groups occur across a range of activities in the daily life of the College.

Each student is part of a Pastoral Care Group (PCG) that meets with their PCG teacher/tutor each day (except Tuesdays). These tutors generally follow the students through for multiple years of their Secondary schooling. In addition, there is a Year Manager that has the overall care of each year group. The Dean of Pastoral Care, Mr N. Harris, and the Assistant Principal Pastoral Care, Dr C. Montgomery, have the responsibility for this key area.

At Carey, we believe God is our creator and that we are made in His image and that all humans are equal. Therefore, we believe that each individual is worthy of an excellent education and we are committed to enabling every student to experience his or her highest level of achievement. Staff use humour, positive affirmation and encouragement as tools for promoting mental health and optimal wellbeing.

As part of our Pastoral Care, we provide support for students who are dealing with significant health issues, a personal or family crisis, parent separation or death in the family. This support may include specific plans to assist with areas such as attendance, participation, behaviour or curriculum demands. For those students with particular diagnosed disabilities we offer Inclusive Education Plans (IEPs), and employ Education Assistants to provide support for these students where appropriate.

We believe that every child has the right to feel comfortable and safe at school. At Carey, we do not tolerate harassment, vandalism or possession of illegal substances or materials.

Chaplain and School Psychologist

You should always talk to someone and tell them how you feel, especially if you are worried or have concerns. The Pastoral Care teachers, Year Manager, the Chaplain, Mr K. Chidgzey and the School Psychologist, Mrs T. Graham, are part of the team that are here to help. Mr Chidgzey and Mrs Graham can be contacted at kchidgzey@carey.wa.edu.au and

tgraham@carey.wa.edu.au. If you see someone else struggling, let us know. We can only act and help if we are aware of the problem.

Phones

Students may access their phones and headsets before 8:30am and after 3:25pm as we understand they are a prime method of communicating with home and give added security while traveling to and from school. However, they should not be sighted or heard during the school day or in class unless given express permission by a teacher (i.e. to take a picture of notes on the board). Ear plugs may only be used in conjunction with laptops, also only with the express permission of the teacher.

SEQTA Learn and Engage

SEQTA Learn is the College's Student Portal, allowing students to log into the College's learning management system (SEQTA) to check out their timetable, set goals, contact their teachers, view subject information, assessment schedules, assignments and homework.

SEQTA Engage is the College's Parent Portal, allowing parents to log into the College's learning management system (SEQTA) and view their son's or daughter's academic results and course details. Drawing from the data entered by teachers in their normal, day-by-day work, parents can access academic results, lesson outlines, school notices and other school documents.

Academic Progress and Reports

- Progress is reported continually throughout the year via SEQTA Engage (parents) and SEQTA Learn (students). Available information includes marks in comparison to the class minimum, maximum and averages; and also may include teacher comments.
- Academic reports for students are made available in SEQTA Engage in Term 1, Term 2 and Term 4, and are intended to provide an overview and summary of progress.
- Subject teachers, Heads of Department and/or Year Managers will keep parents informed of any academic or attendance concerns.
- Reports are not issued to students who leave during the Semester.

Subject teachers may communicate any concerns by way of a Direct message in SEQTA Engage, telephone, email or by using the Diary.

If you have any general concerns about your child, please contact the Year 7 Year Manager. If your concern is about a specific subject, please contact your child's teacher or the relevant Head of Department.

Parent/Student/Teacher Interviews (after Reports)

Formal parent interviews are scheduled in Term 1 following the issuing of Interim Reports. These interviews enable parents to meet with staff early in the academic year. Following the issue of Mid-Year reports, there is also an opportunity for parents to meet with staff early in Term 3.

Parents who wish to speak to staff at times other than a formal 'Interview Evening' or who would like a longer session with a teacher, are encouraged to make appointments with individual teachers at any time of the year, as needed.

If students need extra help, they are encouraged to see their teachers. Year 7 parents and students should keep up-to-date on their progress through SEQTA Learn and Engage. Students should ask their teachers not only how they are progressing, but also what should be done to improve grades and marks.

Special Provisions

As a means of providing support for students with diagnosed conditions (documented medical and/or learning disabilities), the College recognises that individual students may need special assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses.

The underlying principle of special provisions is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their assessment may be affected by illness, impairment or personal circumstances. Special provisions are available for written assessments and examinations.

The College follows the WACE Special Provisions guidelines set by the SCSA when considering what arrangements are appropriate for students to have, depending on their diagnosis. Some examples of special provisions for in class assessments include:

- extra working time (10 minutes per hour);
- rest breaks (non-working time);
- use of a computer;
- access to food and drink.

Please contact Mrs L. Ong (Director of Accessing Curriculum) at long@carey.wa.edu.au if there are any questions.

Special Needs

Carey's policy of **inclusive education** means that all students attend age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. There are two categories of special needs: IEP (see below) and Other Special Needs.

Inclusive Education Plans (IEP)

Some special needs students who have particular diagnoses with sufficient supporting documentation, may be eligible for an IEP. An IEP is a written statement of the accommodations the school is able to offer appropriate to the child's individual needs, and the impact of the disability.

The IEP has two general purposes:

- to set reasonable goals for the child (for example, learning, social, independence goals); and
- to document the discussion of accommodations, modifications and strategies that are possible within the school context.

The IEP is developed by a team of individuals that includes the Secondary Psychologist, key school staff and the child's parents. The team meets, reviews the diagnostic assessment information available about the child, and plan together.

This is coordinated by Mrs N. Prince, who can be contacted at nprince@carey.wa.edu.au

Other Special Needs

Students who have learning difficulties are also supported with accommodations and a systematic plan to notify their teaching staff of their difficulties and appropriate teaching strategies. These are discussed with the child's parents and the child. This group of students is managed by Mrs L. Ong, who can be contacted at long@carey.wa.edu.au

Streaming

Streaming refers to the grouping of students within a certain ability range as a class. The objective is to allow 'like' students to learn at a pace which matches their abilities. At Carey, we advocate streaming in the case of individual subjects, especially when the work becomes more complex. This may mean that students are streamed at different levels in different subjects. Within a streamed class setting, the teacher is able to set a suitable pace for the class and maintain that pace. The entire class is challenged at a level gauged to be appropriate for the whole group. In a class with students who may struggle, the same applies. However, a slower pace would be necessary, and an education assistant may be allocated to this group to work with students who need intensive support. In either situation, the teacher is able to select an appropriate pace and move ahead.

In a streamed class setting students are able to:

- motivate each other because they possess similar abilities;
- move ahead at the same pace because there are no major disparities in ability within the stream;
- grow in confidence and self-esteem as no one is made to feel inferior among his/her peers. In fact, they offer each other friendly competition, which is motivational.

With cohorts of approximately 150 students there will exist a wide range of ability, aptitude, attitude and achievement across five classes per year cohort. Our desire is for each student to develop a **Growth Mindset**; to set aspirational yet attainable goals and seek to achieve them.

Streaming allocation in Year 7 is based on the available school data: Year 5 NAPLAN; Standardised General Ability Tests, attempted during Orientation Day; Primary School Reports; and Year 6 teacher recommendations.

Streaming Structure

Year 7 Maths and Science	Year 8 Maths and Science	Year 9 English, Humanities, Maths and Science	Year 10 English, Humanities, Maths and Science
Extension	Extension	Extension	Extension
Extension	Extension	Extension	Extension
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Foundation*	Foundation

*The foundation stream may not begin until the start of Semester 2, and may be formed as a group within one or more mainstream classes, depending on the number of students involved.

Can students change streamed classes during Year 7?

Students will be able to move between streams as appropriate. Students who perform at a level significantly higher or lower than the students in their class may have an opportunity to move to another class at specified points during the year. In order to move to a higher class, students need to achieve consistently high marks.

Alternatively, students who perform at a lower level may be moved to a lower class. Students are moved from one class to another at the discretion of the relevant Head of Department, and in consultation with teachers. Students and parents will be notified prior to a student changing classes.

Teasdale iCentre

The Teasdale iCentre plays an integral part in student learning and development. Students are given direction with research and homework assignments and, to this end, are encouraged to access the iCentre before, during and after school until 4:15pm. Students will increasingly have access to virtual as well as physical resources.

Opening Hours: Monday to Friday 8:15am to 4:15pm

iCentre staff are available to assist students with acquiring the skills associated with Information Literacy which involves how to:

- locate relevant information;
- process information;
- evaluate information including recognising bias;
- use information ethically including acknowledging sources;
- use the Dewey Decimal System to locate sources.

Accessing reference material online assists students to keep pace with the dynamic change of information, i.e. political leaders change, countries' borders change, new discoveries are made, etc. It is generally understood that information regarding Medicine, Geography and Technology is usually out of date after three to five years. Online, continually updated information is always current. Physical journals provide information that is current at the time of publishing, whereas online journals include recent research.

The Author-in-Residence program has been established to further enrich and extend the literacy and creative writing skills of students.

Technology/Chromebooks

Computers and other technologies have become an important tool in our society. In an increasingly technological and complex world, we consider it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges. Students use technology in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students use a **Chromebook** in Year 7. The devices are primarily used to perform a variety of tasks using the Google Chrome browser, with most applications and data residing 'in the cloud' rather than on the machine itself.

In the Year 7 Program, students will be taught the skills to use this technology in a wise manner, developing a worldview that is well informed. Students will be given the opportunity to examine the impact that computers and the Internet have made on shaping world values and develop skills of discernment in their use.

The use of laptops and access to the internet during class is only for educational purposes. Students sighted by staff accessing non educational material will be redirected to appropriate work and parents will be informed.



Transition from Primary School to Secondary School

What is different about Secondary School?

- Bigger school environment.
- No personal desks.
- Subject specific teachers.
- Independent travel to school.
- Homework – greater volume and expectation.
- The need for greater organisational skills and meeting deadlines.

Key Transition Difficulties

- Negotiating the way around school – they may get lost and result in being late for class.
- Meeting new peers.
- Meeting new teachers.
- Learning about the rules of the school – explicit and implicit.
- Learning new teachers' names and their expectations and styles of teaching.
- Learning about the timetable and the appropriate books and tools required.
- Carrying equipment around all day – no central place to return to – therefore increasing the chances of losing equipment or having incorrect equipment for the next class.
- Coping with change determined by others not themselves.
- Independently organising their work and managing their own timetable.
- In PE and games, coping with more complex activities such as changing in/out of PE kit.
- Coping with new topics they have not studied before,

Strategies for Parents

- Information should be transferred so that all teachers are aware of students' strengths and difficulties – the Diary or Direct messaging can assist in this process.
- Draw up a map of the school – giving an opportunity for greater campus familiarity.
- Keep several copies of the timetable on view around the house.
- Consideration of help required for organising work and note-taking.
- Early purchase of textbooks so that students are prepared.
- 3 way communication – meet the teachers and the Year Manager; learn to use SEQTA Engage (Parents); Direct message the teachers (through SEQTA).
- Do as much preparation for the school day the night before.

New Year 7 students will be experiencing transition this year as they move into the Secondary School. With change, can come uncertainty and anxiety. Whenever they are in a new situation, there is a period where they are learning and adapting. Adapting is about making choices and developing a set of new routines that will help students to cope with new demands.



Some tips for students are:

- **Ask questions**

Ask lots and lots of questions. If you are unsure about something, don't sit there in silence, ask a question. If you feel uncomfortable asking the teacher directly, ask a friend or ask the teacher after class. Be aware that there are probably many other students with the same question and they will probably be thankful that someone asked the question they also had.

- **Find a buddy**

It is much easier if you have someone to talk to about what you are both experiencing. A buddy is someone you can check things with, even just someone to listen to you when you want to moan, or celebrate. You don't have to specifically say ... 'let's be buddies', but look out for a like-minded person so that you can help each other along the way.

- **Consolidate**

When you are learning new things, or have lots of new information heading your way, it's important to take time to consolidate. This could be explaining what you are learning to someone like your parents, or it could be writing a short list or summary of what you have been told so you don't forget it. Write things down in your Diary so that you remember them.

- **Have a Positive Attitude**

Your attitude can make a world of difference to the type of experiences you have during any transition. You can train yourself in the way you think about a situation and this in turn will change how you feel. If something goes wrong and you're thinking something like, 'What an idiot,' catch yourself and say, 'Everyone makes mistakes ... at least now I know what I need to do for next time.' Develop the habit of positive self-talk, rather than running yourself down.

Instead of thinking ...	Try thinking this ...
I'm not good at this	How can I improve?
I give up	I'll try another strategy
Plan A didn't work	What is my Plan B?
My friend can do it	I will learn from my friend
It's good enough	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me learn

- **Aim for your 'Personal Best'**

Don't compare yourself to other people. Aim for your own 'personal best'. Strive to be the best you can. We all have different skills and strengths and sometimes these aren't always evident in the school situation. Focus on being the best student you can be and celebrate your strengths and gifts – in whatever arena you have them.

- **Join special interest groups**

These groups include sport, music, cheer, hobby or other groups, which tend to be smaller than regular classes. This can be an easy way to connect with others who have similar interests, while building a support network at school. Don't be afraid to try something new – this is part of the experience of being in Secondary School.

- **Homework routines**

Family support and parental engagement are linked to academic success. It's important to start building study habits early, even if there is no assigned homework to do. Students should plan for 50 to 60 minutes of study, homework and project work per night. It is often best to schedule a regular time, such as just before or after the family dinner. It's also important to take breaks after school, plan time carefully so that homework does not drag on (work for shorter amounts with breaks) and enjoy the outdoors.

Year 7 Course of Study

Students participate in six sessions during the day. Classes include a variety of activities to stimulate student interest and motivation. Students undertake 26 sessions of study per week.

*Students with a diagnosed Learning Difficulty will be exempt from studying a language and will participate

Learning Area		Session per week
English		4
Mathematics		4
Humanities		3
Science		3
Languages (Indonesian or Japanese) / Literacy Support*		2
Physical Education		2
Beliefs and Values		1
Curriculum Engagement		1
Digital Technologies		1
Health Education		1
Media Art/Visual Art (Semester Courses)		1
Performing Arts Electives (Year Courses) Dance Drama Music	Students select one Performing Arts Courses for the entire year.	1
Technologies Electives (Term Courses) Computer Aided Design Design: Textiles Digital Photography Food and Technology Metalwork Robotics Woodwork	Students select four Technologies Courses. They are studied on a rotational basis for one term each.	2



The Arts
Some of the cast members from the 2018
High School Musical Production



Mr B.Thompson
Head of Department

THE ARTS

Course Description:

Study in The Arts learning area is compulsory for all Year 7 and 8 students. You will need to study disciplines from both the Performing and Visual Arts.

Students will need to choose one Performing Art from Dance, Drama or Music.

The choice of Performing Arts will be a two year commitment. We will assume and plan that students will continue their choice of Performing Art throughout both Year 7 and 8. If a student wishes to change into Music in Year 8, an interview and audition with Mr B. Thompson, Director of Music, will be required.

If you need any further information, please direct your enquiries to the Head of The Arts Department.

Drama

In Drama, students will develop spoken and movement-based communication skills—through the improvisation, workshopping and scripting of original, group-devised material.

The course provides live performance opportunities—including performing for an invited Primary School audience. Year 7 Drama students engage with the elements of Drama to develop trust and cooperative skills. As they bring together their creative talents through group interaction and performance, students utilise collaboration and communication skills that are crucial for educational success.

Theatrical styles taught and explored in Year 7 Drama include: Mime skills, Greek Theatre, Circus Theatre and Improvisational Playbuilding.

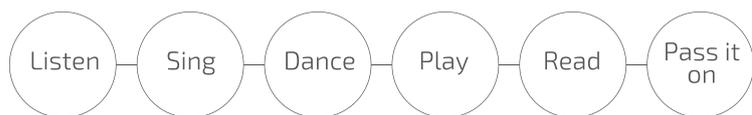
Dance

Dance will engage students in the artistic processes of creating, performing and responding. These will require you to improvise, use critical thinking skills, excel in communication, exchange ideas, work cooperatively and collaboratively with others, and interact within a multicultural society. More importantly, you will develop kinesthetic and spatial skills as well as intra- and interpersonal knowledge of self and others in the community.

Genres or styles that are taught and explored in Year 7 include contemporary, jazz, hip hop and cultural dance. You will have the opportunity to engage in performances and events such as the Carey Dance Concert and co-curricular productions (such as the bi-annual musical) within the College.

Music

Our teaching and learning philosophy throughout Carey Music is simple and is based upon six steps.



Music cannot be learned simply sitting behind a desk in a traditional classroom - you must become a musician, regularly playing or performing on your chosen instrument. It's through this performance experience that learning occurs in a rich and fulfilling way.

Students choosing music will be allocated to one of the following classes:

Big Band - made up of:

- 5 saxophones
- 5 trombones
- 5 trumpets
- Guitar
- Piano
- Bass
- Drums

Choral - a class specifically for Vocalists/singers

Strings, Winds and Piano - made up of: Strings, guitars, piano, flute, clarinet, percussion and other woodwinds.

Auditions

You can audition during orientation day. No previous musical study is required, though it is desirable. Everyone who auditions will be required to complete a brief music aptitude test. You may be offered a position in the Music course on an instrument you have not previously played. In this instance, the instrument will be provided for hire by the School.*

Media Arts

In Media Arts, you will be given opportunities to view and produce a film in the context of Film and film promotion.

You will plan and create an action/superhero film and film trailer. You will use video editing software and video cameras and learn basic skills and techniques in digital storytelling, cinematography (camerawork) and visual promotion through practical activities.

You will get to work as a team as well as independently, follow timelines, and use processes and strategies to ensure safe and responsible use of media equipment.

Everyone will be required to purchase a music method book specific to the class they are allocated to. This book will be available via the College booklist.

*Hire fee will be charged to school account (approximately \$130 per year).

Music Tuition

Students not wishing to study music in the classroom setting are still able to access individual music lessons. More information on individual Music Tuition can be found in the Music Tuition Programme information brochure.

Co-Curricular Music

The College offers an extensive Co-curricular Music Programme including approximately twenty ensembles that regularly rehearse, perform and tour. Involvement in a Co-curricular Music ensemble group is not compulsory for Year 7 students, however the opportunity is available for you to audition and participate on a voluntary basis (commitment required) if you wish to do so.

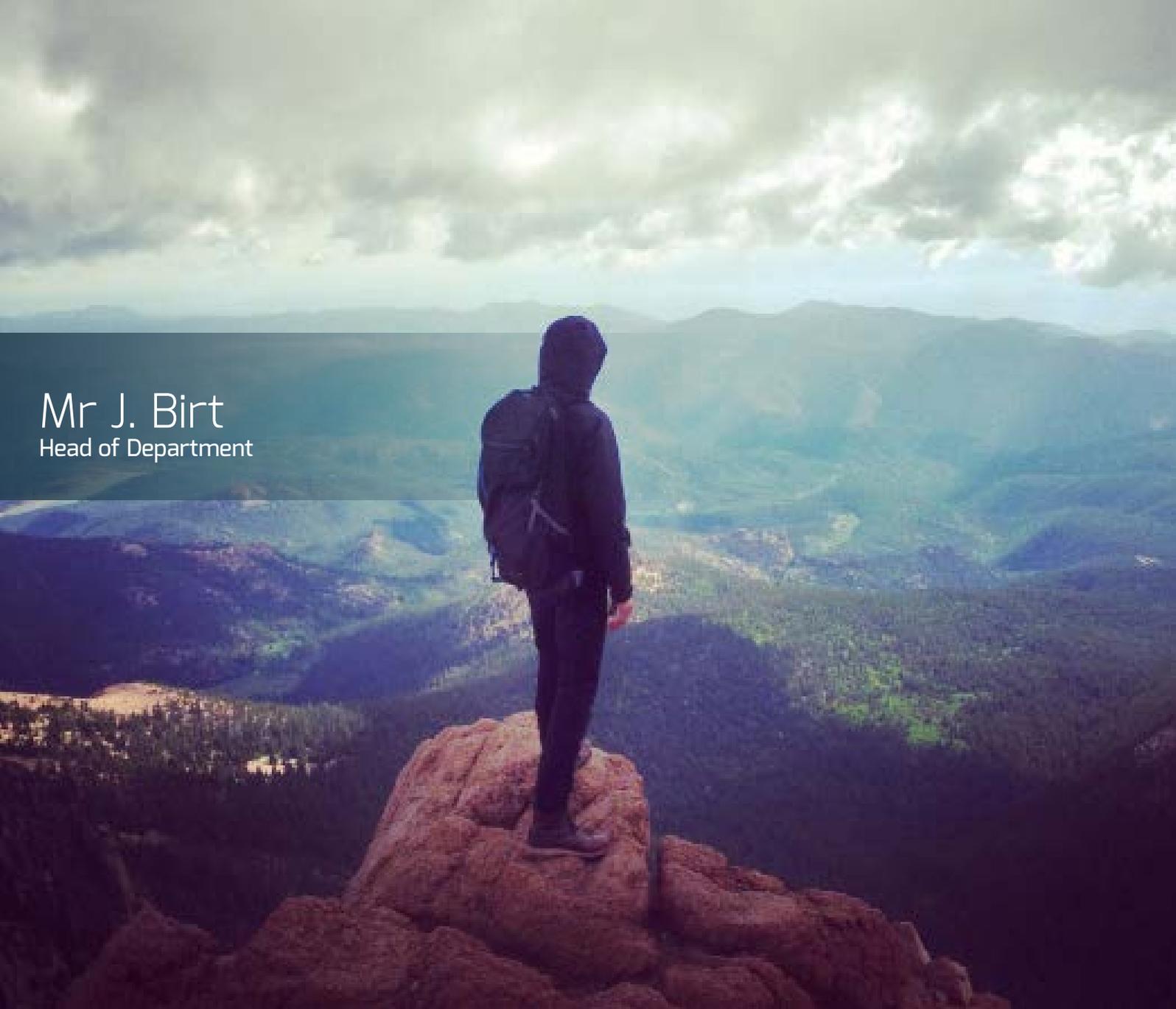
Visual Arts

The Year 7 Visual Art course focuses on students exploring their 'Art Making' and 'Responding' to artworks in a relaxed creative environment. Students are introduced to the Visual Art course and learn foundational drawing and design skills and develop a knowledge of Elements and Principles learnt in Year 6.

All Art materials are supplied by the College from a Visual Art levy.

The two written tasks are factored in to class time as well as some work at home. Year 7 Visual Art does have a small homework requirement.

High achieving art students are often selected to enter Art competitions to represent the School throughout the state.



Mr J. Birt
Head of Department

BELIEFS AND VALUES

Course Description:

The Beliefs and Values course is designed to provide students with the space to think carefully about some of the bigger questions of life, so that they can make informed decisions in the physical, mental, social and spiritual dimensions of their lives.

In Term 1, we take a detailed look at the College values. We aim to gain insights into what they mean and why and how we can live them out in a practical way.

We then move to understanding our beliefs and what shapes and influences our belief system. We explore western civilization and what role the Bible has in shaping western civilization's beliefs.

We explore early Israelite history and teachings. We look at the Genesis creation account, humanity's disobedience, and then explore Abram's encounter with God and the life of Abraham and his descendants.

If you need any further information, please direct your enquiries to the Head of the Beliefs and Values Department.



Mr T. O'Connor
Head of Department

ENGLISH

Course Description:

Year 7 English is a year of transition. It is recognised that the skills of students at this age are still developing so there is an emphasis on functional literacy as well as the opportunity to explore and develop critical literacy skills.

The English course is built around the three interrelated strands of Language, Literature and Literacy. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Focus will continue to be placed on the importance of reading. Opportunities will also be provided to enhance each student's:

- creative expression;
- writing competency;
- critical thinking;
- problem solving;
- communication and collaborative skill;
- appreciation of lots of different texts and genres.

Literacy Support

Literacy forms a fundamental part of communicating ideas and can be difficult for students to master. For learners of all ages, being provided with helpful guidelines and techniques can make the difference between struggling and thriving in the classroom.

To make sure students receive the support they require, the Literacy Support class has gathered a range of resources which can be used to cultivate literacy skills across all subjects.

Literacy support is available during Language time for students with diagnosed learning difficulties. This is organised through the Director of Accessing Curriculum. Support is also available through specific short courses, which are run before or after school upon teacher recommendation, or through parent request.

If you need any further information, please direct your enquiries to the English Department.



Mrs E. Lockhart
Head of Department

HEALTH & PHYSICAL EDUCATION

Course Description:

The Health and Physical Education (HPE) curriculum teaches students how to be part of a healthy, active population and live a healthy, active and fulfilling life.

Study in the HPE learning area is compulsory for all Year 7 students. You will need to study both Health Education and Physical Education.

The HPE curriculum is shaped by five propositions:

- Focus on educative purposes;
- Take a strengths-based approach;
- Value movement;
- Develop health literacy;
- Include a critical inquiry approach.

HPE classes at Carey are highly interactive, with students strongly encouraged to develop confidence.

Carnivals

In Year 7 students will have the opportunity to participate in three carnival events, Swimming, Cross Country (and Colour Run) and Athletics.

The Swimming and Cross Country carnivals are voluntary and students may choose to opt into these events.

The Athletics carnival is compulsory and forms part of the assessment of the Year 7 Physical Education course.

Co-Curricular Sport

As well as opportunities to participate in our three sports carnivals each year, there is also a co-curricular sport programme.

Students will have the opportunity to be selected into the Carey Inter-school Swimming, Cross Country and Athletics teams.

Year 7 students can also choose to compete in Carey Inter-school sport teams including Cricket, Soccer, Netball, Basketball and Hockey. These competitions (except Hockey) are on Wednesdays after school throughout Terms 1 and 2.

If continued into senior schooling years, participation in these teams will form part of the compulsory physical activity sessions (during the SAS program) and, when paired with Physical Education Studies, may contribute toward secondary graduation.

Training

Students selected in Co-Curricular Sport at Carey will be expected to participate in team training sessions to prepare for upcoming carnivals and competitions.

Health Education

Health Education expands your knowledge and understanding to help you be successful in personal, social, movement and online situations.

You will learn how to take positive action to enhance your health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

Physical Education

In Physical Education classes you will develop and refine specialised movement skills and focus on developing tactical thinking skills.

You will 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 is a focus of classes.

Students participate in a range of sports in Year 7 including Cricket, Touch Rugby, Athletics and Gymnastics.

If you need any further information, please direct your enquiries to the Head of Health and Physical Education Department.



Mr C. Austin
Head of Department

HUMANITIES

Course Description:

Students study the subjects of Geography, Modern History, Politics and Law, and Economics in Year 7 Humanities.

Term 1 Geography Students will be looking at the idea of place and liveability getting a better understanding of why some cities are more livable than others.	Term 2 History Students learn about the importance of timelines, Ancient Australia, Rome and China as civilisations.	Term 3 Politics and Law Students will be learning about the Australian Constitution, three levels of government and running a class Mock Trial.	Term 4 Economics Consumers, producers, entrepreneurship and the world of work are the key topics students will cover.
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CURRICULUM ENGAGEMENT

Course Description:

Time allocation: This is included as part of the Humanities sessions each term.

What is Curriculum Engagement?

As the name of the course states, Curriculum Engagement is a subject which helps students get engaged with, or more actively involved in their secondary school classes.

Students in these classes will

Term 1 Be introduced to SEQTA, Google Drive, the iCentre and dig deeper into creating a growth mindset for their lives.	Term 2 Explore critical thinking and study and research skills to support them in their learning.	Term 3 Have the opportunity to develop Optimistic Thinking Skills by going through a program called Aussie Optimism.	Term 4 Be part of a recycling project.
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(One session per term for 'Thinking Science')

If you need any further information, please direct your enquiries to the Head of the Humanities Department.



Mrs K. Bonciani
Head of Department

LANGUAGES

Course Description:

In the Languages Learning Area, students develop the knowledge and skills necessary to communicate effectively in a language other than English. They are encouraged to develop a positive world view and to see Australia in a global context. The development of language and cultural understandings enables effective participation in our global community.

Students have the opportunity to study either Japanese or Indonesian. Languages is one of the eight Learning Areas and is part of the compulsory curriculum for students in Years 7 and 8.

The Indonesian and Japanese courses cater for students who have studied the language previously as well as those with little or no prior language experience. Both courses emphasise:

- Comprehension and communication in the target language through listening and responding, speaking, and the use of appropriate gesture and body language;
- The development of language learning skills and strategies;
- An awareness and appreciation of cultures, customs and lifestyles that may differ markedly from those of the learner.

Both courses also incorporate a number of 'hands-on' cultural activities which may include the following:

- Students of Indonesian make traditional masks, play Angklung music, make shadow puppets and perform puppet theatre;
- Students of Japanese practise the art of calligraphy, explore paper crafts, and make a language board game;
- Students of both courses will enjoy a day of traditional Indonesian or Japanese children's games.

The College has established ties with a high school in Osaka, Japan and has been conducting a reciprocal student exchange program for several years. Participation in this program is offered to Japanese language students in Years 10 or 11.

If you need any further information, please direct your enquiries to the Head of the Languages Department.



Mrs L. Karasavas
Head of Department

MATHEMATICS

Course Description:

The general aim of the Mathematics course is to develop:

- an appreciation of mathematics: gaining interest and confidence in the use of mathematics, and developing a positive attitude towards mathematics;
- mathematical literacy;
- manipulative and computational skills;
- skill in reading, interpreting and communicating mathematics;
- skill in applying mathematics in problem solving.

Numeracy and literacy become integrated in the program by exploring and defining mathematical language. The course follows the Western Australian Curriculum which includes the following strands: Number, Algebra, Measurement, Space and Chance and Data.

In the Year 7 Maths course you will learn about integers, fractions, percentages, statistics and probability, measurement and algebra.

Mental maths calculations are also included in class work. There will be at least two tests per term and other assessments include investigations. A significant proportion of our resources are online. You will be expected to use your Chromebook both in class and at home.

Tutoring

Group tutoring sessions will be available at lunchtime and/or after school. Times will be advised in Term 1 of 2019.

If you need any further information, please direct your enquiries to the Head of the Mathematics Department.



Mr P. van Dam
Head of Department

SCIENCE

Course Description:

Year 7 Science explores the wonder of how things work, and looks at the amazing variety of created life in our world. It equips students with the scientific knowledge, skills, attitudes and values that will further their enjoyment and understanding of science in everyday life. A variety of learning experiences include online learning through Education Perfect.

In Year 7 Science, students will:

- explore the variety of living things on Earth;
- classify living things;
- learn how to write and understand food chains and food webs;
- investigate things that affect how objects move;
- explore renewable and non-renewable resources;
- investigate relationships in the Earth, sun, moon system and use models to predict and explain events;
- participate in 'Thinking Science' lessons to develop metacognitive skills and promote cognitive acceleration.

Students learn through a variety of different tools. They will engage with the content in the science through laboratory experiments, investigations, research, textbook work, lectures, online learning with programs such as Education Perfect, Quizlet and Kahoot.

Assessments include tests, assignments, experiment reports, and extended investigations. Science homework will include tasks that help in the consolidation of class work, revision and assignment work.

If you need any further information, please direct your enquiries to the Head of the Science Department.



Mr S. Griffiths
Head of Department

TECHNOLOGIES

Digital Technologies (Compulsory subject)

The main focus of this course is to learn computer applications such as: word processing, movie editing, sound and graphics to enable integration of these skills into other subject areas. Students will be able to transfer computer skills into real life situations, allowing them to be better prepared and organised as they face increased technological demands throughout their lives.

Students select FOUR courses from the following. They are studied on a rotational basis for one term each.

Computer Aided Design (CAD)

Students will be introduced to CAD using standard industry software. Emphasis will be on developing foundation skills and production through hand-on fun based learning. Students will be introduced to a laser cutter and 3D printers. The skills learnt in this course can be further developed and lead into courses such as 3D Printing, Engineering, Design: Wood, Metal and Plastics, Technical Graphics and Construction.

Design: Textiles

Students will be interested in this elective if they enjoy: being creative, designing, sewing, drawing and crafts. Students will investigate, design, produce and evaluate creative products. They will explore textile processes including machining, hand sewing, dyeing and other embellishment techniques. Projects will include fabric dyed accessories and a felt creation.

Digital Photography

This course offers students an exciting opportunity to explore the ever-growing industry of Digital Photography. The course is designed to have an emphasis on developing practical skills in both camera techniques and image manipulation. Students will be guided through photographic projects, which will introduce them to a variety of image capture and post-production skills including mobile device image capture, Photoshop manipulation and digital storytelling.

Food and Technology

This is a practical course providing students with the opportunity to develop the skills to make informed food decisions. Students will prepare a range of dishes using a variety of cooking techniques. Practical activities will focus on healthy snacks and foods for special occasions. Students will be able to demonstrate their skills at the end of the term by presenting an afternoon tea to their family

and friends.

Metalwork

In this course, students are exposed to a variety of hand tools and machines to produce simple models in a variety of metals and plastics. Machines such as: a drill press, bending apparatus, buffer and spot welder are used. Occupational Health and Safety issues are a strong component of the course as students learn how to work in an environment where safety is a significant factor.

Robotics

The Robotics course will utilise Lego Mind Storms. You will work to adapt your constructions to be programmed to understand the commands they wish to produce. The emphasis will be on a hands-on, fast paced, exciting learning environment. The skills learnt in this course can be further developed in Years 8, 9 and 10 in electives such as Engineering, Robotics and Information Technology.

Woodwork

In this course, students are exposed to a variety of hand tools and machines to produce simple models. Machines such as a strip heater, drill press and sander are used. Occupational Health and Safety issues are a strong component of the course as students learn how to work in an environment where safety is a significant factor. Potential models are a pencil holder, spinning top and small games.

If you need any further information, please direct your enquiries to the Head of the Technologies Department.



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