

# 2020 Year 7 Course Information 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 believe 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 progress. 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. 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 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 Home Group by their Home Room Teacher, whom they see at the start of each day, 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 which begins at 8:35am. 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

Secondary students commence at 8:35am and conclude at 3:30pm on Monday to Friday.

## 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](mailto: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.

## College Awards and Citations

### Merits

The College uses 'You Have Been Noticed' (YHBN) cards, Letters of Affirmation, and student Diaries to positively encourage students in academic, social, cultural and sporting aspects of student life. Examples of the types of situations in which these may be awarded include: outstanding effort on an assignment; helping other students or teachers beyond what is normally expected; acts of bravery; reporting harassment; and exemplary leadership.

### Awards

The College has a range of awards that reward excellence, such as:

- Medallions for Sport.
- Certificates of Excellence.
- Certificates of Endeavour.
- Citizenship Awards.

### Subject Awards

These Curriculum awards are presented in an Awards Assembly which takes place at the end of Semester 1 and Semester 2. There are 2 categories for these course awards:

#### 1. Outstanding Achievement Award

This is presented to the student with the highest achievement in each course. These course awards are presented to the top students in each cohort in each Learning Area based upon academic achievement.

#### 2. Outstanding Application Award

This is presented to the student with the most consistent application in each class. It is equally important to recognise the diligence and work ethic that students bring to their studies in their learning journey.

### Medals of Excellence

This Curriculum award recognises and honours academic excellence at Carey across all the courses a

student studies. They are achieved by students in each year who receive at least 75% 'A' Grades across all of their courses. These are based on the Grades achieved by students on each Semester's report.

### College Colours

The College Colours recognises excellence through service in students' contribution to the community life of Carey. For students to be eligible, they must maintain a high standard of excellence in College life and as a College representative. The candidate must also demonstrate and uphold the College values of Kindness, Courage, Respect, Humility and Integrity.

The candidate will then be assessed according to the following criteria specific to the area of Colours nomination:

- Contribution.
- Team spirit.
- Conduct.
- Good will.
- Co-operation.

In addition to the above, the following minimum attainments apply:

- Three (3) years continuous service to the nominated area of College life.
- Contribution to at least three (3) different groups / activities within the Carey Community.

### Extension Programs

The extension program is delivered to academically able students with the purpose of challenging them to achieve excellence. Extension students will undertake the W.A. Curriculum alongside students of similar ability, which provides them with the ability for them to enhance their knowledge, understanding and skills in a particular field of study. The program is designed for students to develop critical thinking and problem solving through the use of various extension activities.

In giving students a wide range of opportunities to develop their understanding and knowledge of the world around them and to develop their God-given talents and abilities, our desire is to see them become innovators, entrepreneurs, lifelong learners and responsible global citizens. This is enhanced by the streaming process whereby students are placed into one of four streams.

The four streams are:

- **Extension** - for students who have demonstrated a high capacity and potential in a particular subject. This stream completes the W.A. Curriculum to a high level and is involved in extension activities to further develop their knowledge and skills.
- **Mainstream** - the majority of students are placed in the stream. Students complete the W.A. Curriculum at a pace that allows them to develop sound knowledge and skills in a particular subject.

- **Foundation** - for students who have demonstrated that they have significantly struggled with the subject in the past. Students complete the main structural elements of the W.A. Curriculum. Work and assessments are slightly modified.
- **Support** - for students who require significant assistance or learning support. Work and assessments for students in this stream are heavily modified.

For more detail, refer to Streaming on page 16.

### 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 program, including Jazz, Contemporary and Western Art bands, a choir and vocal ensemble, and ensembles specific to musical events and concerts throughout the year. 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:

- |                   |   |
|-------------------|---|
| <b>Woodwind</b>   | • Flute, Clarinet, Saxophone.   |
| <b>Strings</b>    | • Violin, Viola, Cello, Classical Guitar<br>Double Bass, Acoustic Guitar, Bass Guitar, Electric Guitar. |
| <b>Brass</b>      | • Trumpet, Trombone, Baritone,<br>Euphonium.  |
| <b>Percussion</b> | • Pianoforte, Keyboard, Percussion,<br>Drum Set.  |
| <b>Voice</b>      | • 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 Music Department) for any further enquiries at [bthompson@carey.wa.edu.au](mailto: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. Carey uses this program 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 students independence as learners and encourages their individual work ethic.

## Electives

Unlike many schools that offer a predetermined course in Year 7, Carey offers a broad range of electives within the prescribed W.A Curriculum areas. 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 a hands-on, practical experience. This occurs in the fields of Technologies, where all students can choose from a range of Design and Digital Technologies. In the area of The Arts, students will experience both Visual and Media Arts, and will choose between the Performing Arts of Dance, Drama or Music.

## STEM Electives

As a College, we believe that it is important to provide STEM to all students who are interested in this field of study. Therefore we have chosen to develop some of our Design and Digital Technologies electives as STEM electives, with Technology as the context, but incorporating an integration of disciplines from other fields such as Science, Engineering and Maths in a STEM approach. These electives are based on design principles, incorporating 21st Century learning strategies. They focus on project / problem solving inquiry based learning and with industry and tertiary partnerships. This way a wider number of students interested in STEM will benefit from these extension electives, if they wish to. Electives constructed in this way will include STEM in their title.

## Languages: Indonesian, Japanese and Mandarin

Language courses are aimed at students for whom the language is a second (or subsequent) language. These

students have usually not been exposed to, or interacted in the language outside the Language classroom and have learnt about the language and its culture in an Australian classroom context. They may have studied this language at Primary level, or may be starting the language for the first time.

Carey students participate in an innovative and modern languages program which provides a number of unique prospects in a challenging learning environment. Students choose to study ONE of Indonesian, Japanese or Mandarin in Year 7 and study that language until the end of Year 8 (in line with the direction taken in the W.A. Curriculum). After this, students may choose to continue the study of Japanese as an elective course in Year 9 and 10, and subsequently up to Year 12 at university entrance level. An immersion trip to Sayama High School in Osaka (Carey's sister school) is part of the bi-annual program for Year 10 and 11 students, along with a reciprocal visit to Carey by students of this school.

The Languages Learning Area promotes academic extension through the energy, enthusiasm and expertise of a talented team of teachers, and through programs (like Language Perfect) and competitions which also support student language acquisition. 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 students' literacy skills, as a clear link exists between learning another language and literacy and grammatical 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, increased 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 awareness and connections.
- Increasing career opportunities in an increasingly globalised market.

## Extra-Curricular/Special Events

### Cheer and Pom

Carey Jewels Cheer and Pom is a competitive 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, students will participate in other genres such as Lyrical, Contemporary, Jazz and Hip Hop. Students train for 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 2020 will have opportunities to compete at the Cheer Unlimited Australia Competition Series, Australian All-Star Cheerleading Federation and Aussie Gold Star Spectacular. In 2019, the team travelled overseas to London and Paris to the Future Cheer Internationals, the biggest competition in Europe. They also performed at Disneyland Paris, as part of the Walt Disney Performing Arts Program.

### **Extra-Curricular Sport**

Carey competes in several Interschool 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 Interschool Championships.

Students with limited or extensive experience are welcome to come to the 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 Interschool Swimming, Cross Country and Athletics.

JSAS sport is an Interschool Sport Competition that runs through 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. There are several team options in the JSAS Competition, including Boy's Cricket, Basketball and Soccer; and Girl's Netball, Basketball and Soccer.

### **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 at the end of first term at school and is a fantastic opportunity for students to get to know one another and their teachers better. The program includes pastoral content regarding the effect of their words on themselves and others, and a variety of physical activities that promote teamwork, environmental awareness and fun.

## **Gifted and Talented (GATE) Selective Program**

Entrance to the Carey's GATE program and scholarship application is selective based on academic merit demonstrated in an academic entrance test. Carey defines gifted and talented as:

- Gifted means a child has the potential for high ability in a certain area.
- Talented means they can demonstrate outstanding performance or achievement.

A student can be gifted in one or more areas, like literacy, numeracy, sport, the arts or more.

The GATE program is additional to the extension classes and is designed to provide Gifted and Talented students with a stimulating and challenging learning environment to cater for their academic and developmental needs. In 2020, Carey offers a GATE program in STEM (Science, Technology, Engineering and Maths). This will take place for two sessions per week.

### **STEM**

STEM integrates the disciplines of Science, Technology, Engineering and Mathematics into real-world, rigorous, and relevant learning experiences as a way of engaging students in imaginative and collaborative problem solving and reasoning. The STEM program incorporates 21st Century learning strategies, focusing on project / problem solving inquiry based learning where students are encouraged to excel in their areas of academic talent and develop a love of learning. STEM skills are crucial to innovation and development in our contemporary technological knowledge-based, competitive global economy.

In the STEM program,

- Students are explicitly supported to engage with the processes of investigation and problem solving.
- Students engage in mathematical / scientific reasoning and argumentation.
- Students are supported to develop an understanding of creative problem solving and design processes.
- Students are challenged and supported to develop their own representations as a means of explaining and justifying their understanding.

The STEM program includes:

- Partnerships with Curtin and Murdoch Universities and Industry.
- Participation in a range of STEM Competitions, such as Science Talent Search, Big Science Competition, Synergy Solar Competition, Westpac Mathematics Competition, Tournament of Minds, Science Olympiad.
- Areas of study will be selected from Sustainability; Drones; Alternative Power Solutions; Coding; Rockets/Satellites; Climate Science; and Engineering.

Participation in the STEM class will be limited to a maximum of 25 students. Students in the STEM class will be allocated to the extension classes in Year 7 Science and Year 7 Maths.

### **Music Specialist Program**

Carey's highly respected Music Department offers education in a variety of genres, including Contemporary Popular Music, Western Art / Classical, Jazz and Musical Theatre. Students participate in a variety of Music ensembles and bands, and have multiple opportunities to perform during the year – on-site, across Perth and Western Australia, and in national competitions.

Carey Baptist College has active connections with WAAPA (Western Australian Academy of Performing Arts) and the James Morrison Academy, with many of its Music students accepted into these tertiary institutions following graduation from Carey. Students entering the GATE Music program in Year 7 will continue in the program until the end of Year 10 before embarking on the ATAR Music program in Year 11 and 12.

Instruments available include: Piano; Classical Guitar; Electric Guitar; Electric Bass; Violin; Viola; Cello; Double Bass; Clarinet; Flute; Saxophone; Trumpet; Trombone; Baritone; Euphonium; Tuba; Percussion; Drum Set; and Voice.

### **Gifted and Talented Scholarships**

To be eligible for a GATE scholarship, the student applicant must be an Australian citizen, permanent resident of Australia or have a temporary visa that would qualify them for citizenship or permanent residency status in the future e.g. Visa 456, and they must be enrolled as a full-time student. GATE scholarships are not available to overseas full-fee paying students or temporary visa holders. A full list of the Terms and Conditions is on the Carey website, or is available from the Curriculum Office on the Harrisdale Campus.

Entry to the Year 7 GATE program and scholarship is based on academic merit, demonstrated by performance on an academic entrance test held in Term 2. This HAST test has been produced by the Australian Council for Educational Research (ACER) and is used by over 100 secondary schools across Australia and internationally.

Application forms to sit this test are available from [curriculum@carey.wa.edu.au](mailto:curriculum@carey.wa.edu.au) or from the Curriculum Office (Building J) at the Harrisdale campus, or from: [carey.wa.edu.au/gatestem](http://carey.wa.edu.au/gatestem) or [carey.wa.edu.au/musicstem](http://carey.wa.edu.au/musicstem) from the start of each year.

Students will be invited to sit the examination based on their applications, which includes their most recent Primary school report; a copy of their NAPLAN results; and copies of any awards or certificates which the student has achieved.

For Music Specialist scholarship candidates there will be an audition that applicants will be invited to attend. The minimum level of musical standard expected of a scholarship applicant is AMEB Grade 3 or similar.

GATE and Music Specialist scholarships are for the duration of the student's Secondary education. Acceptance of a scholarship holds the expectation that the student will remain at Carey until the end of Year 12. However, scholarships will be reviewed annually and may be reduced or terminated if a recipient's progress, attitude, attendance, conduct is considered unsatisfactory or their 'Good Standing' is lost.

There will be three rounds of scholarship offers, made at 75%, 50% or 25% deduction of academic tuition fees for the remainder of the students schooling at Carey Baptist College.

## Heads of Department

In Secondary school, the different subject areas are organised into Departments, each led by a Head of Department. The Heads of Department and the Assistant Principal Curriculum and Dean of Curriculum coordinate the curriculum content and assessment processes across the College, in accordance with the guidelines set down by the School Curriculum and Standards Authority.

The Heads of Department are:

Department	Head of Department	Email address
Beliefs and Values	Mr J. Birt	<a href="mailto:jbirt@carey.wa.edu.au">jbirt@carey.wa.edu.au</a>
English	Mr T. O'Connor	<a href="mailto:toconnor@carey.wa.edu.au">toconnor@carey.wa.edu.au</a>
Health and Physical Education	Mr C. Bolton	<a href="mailto:cbolton@carey.wa.edu.au">cbolton@carey.wa.edu.au</a>
Humanities and Social Science	Mr C. Austin	<a href="mailto:caustin@carey.wa.edu.au">caustin@carey.wa.edu.au</a>
Languages	Mrs K. Bonciani	<a href="mailto:kbonciani@carey.wa.edu.au">kbonciani@carey.wa.edu.au</a>
Mathematics	Mrs L. Karasavas	<a href="mailto:lkarasavas@carey.wa.edu.au">lkarasavas@carey.wa.edu.au</a>
Music	Mr B. Thompson	<a href="mailto:bthompson@carey.wa.edu.au">bthompson@carey.wa.edu.au</a>
Science	Mr P. van Dam	<a href="mailto:pvandam@carey.wa.edu.au">pvandam@carey.wa.edu.au</a>
Technologies	Mr S. Griffiths	<a href="mailto:sgriffiths@carey.wa.edu.au">sgriffiths@carey.wa.edu.au</a>
Visual and Performing Arts	Mr R. Stirling	<a href="mailto:rstirling@carey.wa.edu.au">rstirling@carey.wa.edu.au</a>

## 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](mailto:long@carey.wa.edu.au) if you have any questions or concerns about NAPLAN testing.

### NAPLAN Year 7 Mean Scores (2015-2018)

2018 - 141 Students									
Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
Carey	578	Carey	559	Carey	530	Carey	572	Carey	572
WA Schools	549	WA Schools	539	WA Schools	505	WA Schools	545	WA Schools	542
2017 - 141 Students									
Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
Carey	578	Carey	551	Carey	534	Carey	571	Carey	556
WA Schools	551	WA Schools	539	WA Schools	509	WA Schools	547	WA Schools	537
2016 - 154 Students									
Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
Carey	570	Carey	556	Carey	531	Carey	554	Carey	555
WA Schools	548	WA Schools	537	WA Schools	512	WA Schools	540	WA Schools	537
2015 - 129 Students									
Numeracy		Reading		Writing		Spelling		Grammar & Punctuation	
Carey	565	Carey	567	Carey	545	Carey	562	Carey	578
WA Schools	538	WA Schools	542	WA Schools	506	WA Schools	542	WA Schools	536

Year 7 Carey NAPLAN results reflect a consistently strong trend in all five of the tested areas. NAPLAN results for 2019 will be released in August. In 2020, NAPLAN testing is due to take place from 12-14 May.

## Other Timetabled Sessions

### Literacy Support

Students with a **diagnosed** learning difficulty are exempt from studying a Languages elective, and will undertake a Literacy Support program. This takes place in a small specialised class for students who need intensive / extra literacy support. This program is designed to assist 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.

### Study Skills Session

Study skills are integral to every student's success. The further along a student is in their education, the ability to use essential study skills to work 'smart' and have optimal achievement becomes increasingly important. Good study skills take consistent practice and support from educators and parents. We all need to be speaking the same language to enhance the consolidation of study skills. Carey provides information for both our staff and parents so that we can collectively support the building of these important skills. Best practice means that we are reinforcing these skills both in the classroom and at home.

In Year 7, students will need to grasp new skills and engage in new study practices such as self-directed learning and research. The study skills program in Year 7 will focus on:

- SEQTA, Google Drive.
- Effective use of the iCentre.
- Developing a 'growth mindset'.
- Organisation.
- Homework and Study.
- Time Management.
- Goal Setting and Planning.
- Listening Skills.
- Note Taking.
- Problem Solving.
- Critical Thinking.
- Research Skills.

### Homework Session

Increasingly, conscientious students are reporting difficulty completing the amount of set homework due to after school commitments and the amount of set homework. Part of the answer to this is learning to work 'smarter', which is a reason why we have introduced the Study Skills Session.

Another part of the answer is to trial one homework session per week within the timetable to enable Year 7 students to get a head start on the homework that they receive, with the support of teachers.

Carey's desire is that students can excel in all their subjects and do their best to complete all their work

to the best of their ability. We hope to better balance student's homework with their other family activities, particularly as we hope to offer a greater range of extra-curricular activities in the future. In addition, we aim to reduce student stress where we can, and assist them with teacher guidance and time management in their homework.

The homework session in Year 7 will take place once per week. Students will need to be working on homework and the use of computers will be restricted to homework tasks alone. It is important for students to be organised and make sure they plan what they are going to do and bring the required materials to this homework session in order to use the time effectively. Teachers will assist students with their homework in general terms, and ensure they stay on task at these times. If students claim they have no homework to do, this will be reported to the teacher supervisor to check, and then students may use the time for reading.

### House Session

After extensive consultation, 2020 will see the introduction of a new Secondary House system of 6 Houses, with new names, colours and the establishment of new traditions. Each home room will be organised by the House that students are in. Students will attend home room every morning, which will strengthen the House identity, and assist in the organisation of House activities. It is intended that this House system will underpin many of the activities in the College.

The House system will provide leadership opportunities for students. House groups in each year will have two sub-captains, with two senior students elected as the Captains of House. Each of the six houses will be co-ordinated by a Director of House who will act as a mentor to support the student leaders and assist in the development of leadership skills. House Captains are involved in organising teams and umpires for sporting events as well as organising House meetings and assemblies.

House noticeboards will keep students up to date about House activities. The awarding of House colours to individual students will occur at an annual school assembly and House colours can be proudly worn on blazer pockets.

House activities will be an integral part of the life of the College and the winning of House points through the year will culminate in the awarding of the House Trophy at the final College assembly. House activities will be mainly student driven and will include a wide range of sports, and other activities which take place in a session set aside for this purpose once per week.

## Extended Form / Assembly Session

Each Thursday morning, there will be an extended home room / assembly session that takes place during Session 1. A formal Assembly occurs approximately three or four times per term, usually with two Middle School Assemblies (Year 7-9) and one or two Whole School Assemblies (Year 7-12). Student performances, presentations, and events like Easter and ANZAC Day are part of these Assemblies. Assembly dates can be found on the College Calendar and parents are warmly invited to attend.

In the remaining sessions, there will be an extended home room session. At these longer home room times, students will be involved in programs organised by the Year Managers and the home room teachers, including the 'Keeping Safe' program. This time may also be used for guest speakers or for organising House Activities / Carnivals.

## 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 Home Group (based on their House) that meets with their Home Room teacher each day. These teachers 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 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

Students 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](mailto:kchidgzey@carey.wa.edu.au) and [tgraham@carey.wa.edu.au](mailto: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 3:30pm 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.

## Reports

### Academic Progress

Academic progress is reported continually throughout the year via SEQTA Engage (parents) and SEQTA Learn (students). The available information includes students marks in comparison to the class minimum, maximum and averages, and may also include teacher comments.

Academic reports 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. They do not include teacher comments. Further discussion should take place at the Parent-Teacher Interviews.

Subject teachers, Heads of Department and / or Year Managers will keep parents informed of any academic or attendance concern. If parents have any general concerns about their child please contact the Year 7 Year Manager. If your concern is about a specific subject, please contact your child's teacher (in the first instance) or the relevant Head of Department.

If students need extra assistance, 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.

## Interim Reports

Interim reports are made available towards the end of Term 1. The intention of these reports is to give a generalised snapshot (attitude, work habits and behaviour) of the first 6 to 8 weeks of term to reflect how the student has settled in to their new environment. No grades or marks are included in these reports.

## Semester Reports

More detailed and specific reports (marks and grades achieved) are made available to parents at the conclusion of first semester and at the end of the school year. The Semester One reports clarify progress over Terms 1 and 2. Carey's end of year report summarises the years achievements. These reports are available to view and download through SEQTA. We will conduct two sets of Student / Parent / Teacher Interviews each year to facilitate a face to face discussion between parents and teachers. In addition, parents are welcome to contact the College at any time for progress reports (either the individual teacher for a particular subject, or the Year Manager).

The Carey system of grading in Years 7 to 10 is in line with the WA Curriculum Guidelines:

A	Excellent	The student demonstrates excellent achievement of what is expected in this year level.
B	High	The student demonstrates high achievement of what is expected in this year level.
C	Satisfactory	The student demonstrates satisfactory achievement of what is expected in this year level.
D	Limited	The student demonstrates limited achievement of what is expected in this year level.
E	Very Low	The student demonstrates very low achievement of what is expected in this year level.
N	Not Graded	The student was not graded.

W.A. Curriculum grades are recorded on reports in the MESH (Maths, English, Science and Humanities) subjects to allow relative comparisons to be made between the grades achieved across the different streamed classes (e.g. an 'A' in a mainstream class may correspond to a W.A. curriculum grade of a 'B'). The W.A. Curriculum (Stream Distribution) is supplied to indicate how many A, B, C, D and E grades were awarded.

Reports are not issued to students who have left the College during the Semester.

The College Diary and SEQTA partner with the reporting process, providing opportunities for ongoing information and feedback, and parents are welcome to make appointments to meet with College staff. SEQTA Engage is an online portal accessed via the College website which provides parents with up to date information.

## Parent / Teacher Interviews

Education is a partnership between parents and teachers, and communication is crucial in any partnership. Reports and the report interviews (which follow) are an important opportunity for two way conversations to take place. These are intended to make it easier for parents to communicate with multiple teachers at the same time. Two Interview timeslots are set aside for parents to make appointments after the Interim and Semester 1 reports. Students are encourage to attend these interviews with their parents.

The first Parent / Teacher Interviews occurs after the issue of the Interim Reports in Term 1. It is a good opportunity to meet the teacher, and discuss how the students has settled into Year 7. A focus on how the student has settled in, areas where they can improve, any areas of concern or student background, and their study habits is recommended.

The second Parent / Teacher Interviews occurs at the start of Third Term, after the issue of the Semester 1 Reports. If your student is able to attend the interview make sure they engage in the process. Any outcomes are more likely to be successful if they are part of the shared vision. A focus on student progress in Semester 1, and what areas they need to focus on in Semester 2 is recommended. The power of the parent / teacher / student interview is that it can provide a clear pathway for future improvements or continued excellence.

Teacher / Parent Interviews do not need to be limited to the Interview Evenings allocated. Parents who wish to speak to Staff at times other than a formal 'Interview Evening' or who would like a longer session with the teacher, are encouraged to make appointments with individual teachers at any time of the year, as needed.

## 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 to view their son / daughters 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.

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

## 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](mailto: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 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).
- 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. Contact her at [nprince@carey.wa.edu.au](mailto: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](mailto:long@carey.wa.edu.au).

## Streaming

Streaming refers to the grouping of students within a certain ability range. The objective is to allow 'like' students to learn at a pace which matches their abilities. Carey's desire is for each student to develop a **growth mindset** – to set aspirational yet attainable goals and do their best to seek to achieve them. At Carey, we advocate streaming in the case of individual subjects, especially as the level of content becomes more complex. This may mean that students are streamed at different levels in different subjects. Classes are streamed in Maths and Science in Year 7 and 8; and in English, Humanities, Maths and Science in Year 9 and 10, when the differences in development and ability become greater.

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 appropriate for the whole group. In the extension stream, extension tasks can be set so that students can remain actively engaged. In a mainstream class, the content would be very similar. With students that may struggle, a slower pace would be necessary, with more individual support, and an education assistant may be allocated to work with any students who need more extensive support.

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 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 competition, which can be motivational.

Grouped with children of similar abilities, students are able to assist, encourage and motivate each other. They feel a sense of belonging since they are learning in an environment in which they do not feel threatened and are therefore, comfortable.

### 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 / GATE	Extension	Extension	Extension
Extension	Extension	Extension	Extension
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream / Foundation*	Mainstream / Foundation*	Foundation*	Foundation

### Can students change streamed classes during Year 7?

Students will be able to move between streams as appropriate, as levels of progress can differ significantly depending on age, motivation and individual rates of development. For this reason, movement between streams is a normal part of the process of adjusting students to the level most appropriate for them.

Students who perform at a level significantly differently to the students in their class may have the opportunity to move to another stream at specified points in the year (usually at the end of the semester). Students wishing to move from Mainstream to Extension need to achieve **consistently high marks** to be considered.

Students whose marks demonstrate that they are struggling with the content may be moved to a class that is covering the content at a level more suitable for them. Students are moved from one class to another at the discretion of the relevant Head of Department, after

With cohorts of approximately 150-160 students, there will be a wide range of ability, attitude and achievement across the MESH (Maths, English, Science and Mathematics) areas in each of the five classes in the year group. Streaming allocation in Year 7 is based on the available school data: Year 5 NAPLAN; standardised General Ability Tests (attempted during Orientation Day at the end of Term 3); Primary school reports, and Year 6 teacher recommendations.

consultation with the teachers. The Head of Department will notify parents of any stream change in writing.

If you need any further information, please direct your enquiries to the Dean of Curriculum.

### Subject Levies

These levies are an indication only and are based on 2019 charges. Subject levies for 2020 will be published during Term 4. You will be invoiced for these levies at the beginning of the year.

- |               |       |                   |
|---------------|-------|-------------------|
| • English     | \$25  | Education Perfect |
| • Mathematics | \$20  | Mathspace         |
| • Science     | \$25  | Education Perfect |
| • Music       | \$130 | Instrument Hire   |
| • Indonesian  | \$25  | Education Perfect |
| • Japanese    | \$25  | Education Perfect |
| • Mandarin    | \$25  | Education Perfect |

## Teasdale iCentre

The Teasdale iCentre plays an integral part in student learning and development. Students are given direction with research and homework assignments and 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.

The current opening hours are: Monday to Friday from 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.
- Access online reference material.

The Author-in-Residence and “The Sound of Picture Books” programs have been established to further enrich and extend the literacy and creative writing skills of students.

The iCentre provides student access to a vibrant, current collection and students are encouraged to read for information and pleasure, with the objective of creating lifelong, life-wide independent readers.

The iCentre also provides access to printing and photocopying facilities before and after school, as well as during recess and lunch breaks.

The ‘Scribble Club’ operates once per week, under the guidance of a published author and illustrator. Conducted in the College’s Reading Theatre, the Club is a space for keen creatives to meet, write, draw and collaborate.

The iCentre also boasts a unique 'Requests' initiative whereby students have the ability to request books that are of particular interest to them. This collaborative collection-building has demonstrated increased readership and participation from 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 Year 6 to Year 7

While the transition from Primary to Secondary may cause some anxiety at first, there is also considerable excitement at the new subjects and experiences that being a Secondary student brings. The variety of subjects and specialist areas challenges and extends thinking, but does require the development of organisational and time management skills. These take time to develop, but they are an essential part of the educational journey as students proceed through the Middle years of education, in preparation for the Senior years in Years 11 and 12. Students are supported in this process by their teachers in Year 7, Year Manager, Heads of Department, Home Room teachers and the Dean of Curriculum. Year 7s are part of a wide Secondary community who are there to support and encourage students as they develop their future goals and aspirations.

The Chromebooks device provides a common platform in Year 7 learning for students to engage in a technological approach which is a foundation of the knowledge economies of the 21st century. Teachers choose to use technology not as an end in itself, but as a strategy that best lends itself to aspects of the learning program (such as research). The SEQTA Learning system ensures that families are included in the learning process, and this provides a digital framework which scaffolds the learning program.

Carey Staff aim to provide an environment which enables students to be the best that they can be, with an emphasis on building positive relationships. These are critical in these formative years. We desire to provide a learning experience that encourages students to

progress with confidence, and equips them with the skills and understandings that prepare them for their future. Our passion is to see students develop a growth mindset, so that they can learn perseverance, resilience, a great work ethic, a positive attitude and a love of learning to enable them to master the 21st Century skills that are required in the marketplace.

### **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 with them, 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 Direqt 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); Direqt 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.

#### **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.

### 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.



# Year 7 Course of Study

Learning Area	Session per week	
English	4	
Mathematics	4	
Humanities	4	
Science	4	
Physical Education	2	
Health Education	1	
Beliefs and Values	1	
Homework (includes 1 x GATE STEM +)	1	
Study Skills (includes 1 x GATE STEM +)	1	
Media Art / Art and Design (Semester Courses)	1	
House Activities	1	
Extended Form / Assembly	1	
<b>Elective 1</b> (Year Courses) Indonesian* Japanese* Mandarin* * Students with a diagnosed learning difficulty will participate in 3 sessions of Literacy Support.	Students study one Language course for the year.	2
<b>Elective 2</b> (Year Courses) Dance Drama Music / Music Specialist +	Students select one Performing Arts course for the year.	1
<b>Elective 3</b> (Term Courses) Aviation (STEM) Food and Nutrition Metalwork Woodwork	Students select two Design Technologies courses each semester.	2
<b>Elective 4</b> (Term Courses) Computing - Applications Computing - Coding (STEM) Design	Students study two Digital Technologies courses each semester.	2

+ Note that entry to the GATE STEM program and Music Specialist program is by test / audition.

# How to Choose your Electives

## Webchoice - selecting your electives - Year 7

one

A link and Webcode will be in your student pack.

two

Click on the link and type in your Webcode.

three

Click on the Elective Selection button.

four

Choose your electives from the drop down menu in each box.

five

Then choose a reserve elective from each of the elective lines 2, 3 and 4 - in case your first preference is unavailable.

six

Click on the submit button.

seven

Print all your choices so that you have a record of them.

**Your choices are due by 9am Friday 30 August.**

A young man with dark hair tied back, wearing glasses and a blue suit, is singing into a microphone. He is in profile, looking towards the right. In the background, other students in blue suits are visible, some playing instruments like a guitar. The setting appears to be a school or a formal event. The text "Course Outlines" is overlaid on the right side of the image.

# Course Outlines



Mr J. Birt  
Head of Beliefs and Values 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 their life. We do this from a Christian point of view, encouraging students to consider for themselves what they believe.

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

We then move to learning how our beliefs affect our lives, and the factors that shape what we believe. We learn that one of the biggest influencers of Western society is the Bible. Regardless of what we think about the Bible, for better or worse, it has shaped the world we live in. Australian historian Meredith Lake suggests that the Bible is like a tattoo; "The Bible gets under Australian skin."

We slow right down to talk a good look at the sparse yet masterfully insightful cluster of stories around the very first chapters of the Bible. We encounter a dignity-bestowing Creator, Adam, Eve, the talking serpent, the garden, fig leaves and delicious looking forbidden fruit. We consider the many insights to be gleaned from these ancient stories.

The story of Abraham and Sarah then takes us on a journey through faith, doubt, sacrifice and legacy. As we savour this epic story, we imagine what it might mean to leave home, believe the impossible and act with courage when life gets tough!

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



Mr T. O'Connor  
Head of English 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 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 that 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 the Languages time for students with diagnosed learning difficulties. This is organised through the Director of Accessing Curriculum, Mrs L. Ong.

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



Mr C. Bolton

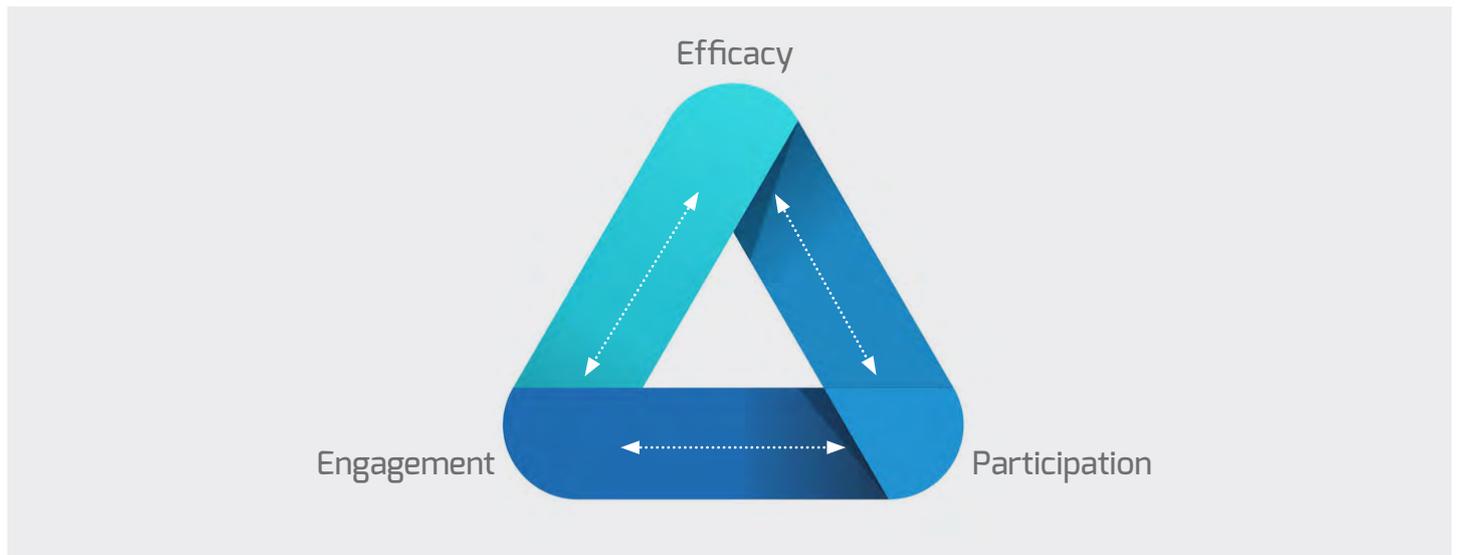
Head of Health and Physical Education Department

# Health and 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, who will study both Health Education and Physical Education. Classes in both Health and PE are taught on a gender basis.

The Health and Physical Education teaching and learning philosophy is such that if a student engages in learning they will participate on a more consistent basis. This, in turn, will then allow students to increase self-efficacy and feeling of self-confidence when participating in Health 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.

## Health Education

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

Students will learn how to take positive action to enhance their health, safety and well-being by applying problem-solving and effective communication skills, and through a range of preventative health practices.

## Physical Education

In Physical Education classes, students will develop and refine specialised movement skills and focus on developing tactical thinking skills in a game based learning environment.

Students 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.

## Carnivals

In Year 7, students will have the opportunity to participate in three House carnival events: Swimming, Cross Country and Athletics. All carnivals are compulsory and form part of HPE assessment.

## Co-Curricular Sport

Students will have the opportunity to be selected in the Carey Interschool Swimming, Cross Country and Athletics teams that participate in the ACC Competition.

Year 7 students can also choose to compete in Carey Interschool teams, including Cricket, Soccer, Netball, Basketball and Hockey. These competitions (except Hockey) take place on Wednesday afternoons after-school during Terms 1 and 2.

## Training

Students selected in co-curricular sport will be expected to participate in team training sessions to prepare for upcoming carnivals and competitions.

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



Mr C. Austin  
Head of Humanities Department

# Humanities

## Course Description

Year 7 Humanities is based around a number of key subject areas:

- Geography
- History
- Civics and Citizenship
- Economics and Business

In Year 7, students develop increasing independence in critical thinking and skill application, which includes: questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena both historical and contemporary. It is hoped that this understanding will enable each student to be better equipped to have meaningful active citizenship within society.

In Year 7 Humanities, students will:

- Explore water as a resource and water's importance as an essential resource on the planet (Geography).
- Learn about the concept of liveability and its use in urban design (Geography).
- Investigate Human pre-history, archaeology and studies of Ancient Rome and China (History).
- Learn about the Australian legal system, trial processes and governments in Australia (Civics and Citizenship).
- Look at the range of businesses and enterprises and the different types of work and income (Economics).

Students learn in a variety of ways and so there will be a range of different tools used. Students will have the opportunity to engage in the content through investigations, research projects, group activities, textbook work, lectures, guest speakers, field trips and online learning programs, such as Quizlet and Kahoot.

Assessments include tests, assignments, presentations, reports and extended investigations. Humanities homework will include tasks that help consolidation of class work, revision and assignment work.

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



Mrs K. Bonciani  
Head of Languages 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.

In Year 7 and 8, students have the opportunity to study Indonesian, Japanese or Mandarin (commencing in 2020). Languages is one of the eight Learning Areas, and is part of the compulsory curriculum for students in Years 7 and 8. The Indonesian, Japanese and Mandarin courses cater for students who have studied the language previously, as well as those with little or no prior language experience. The 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.

Please note that the language chosen in Year 7 will be continued into Year 8. The language courses incorporate a number of hands-on cultural activities, including the following:

### Indonesian

Indonesian students make traditional masks, play Angklung music, make shadow puppets and perform puppet theatre.

### Japanese

Japanese students practice the art of calligraphy and explore paper crafts.

### Mandarin

Mandarin students practice the art of calligraphy and explore paper crafts.

Carey has established ties with Sayama 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. The study of Japanese can be continued as an elective in Year 9 and 10, and as an ATAR (University entrance) subject in Year 11 and 12.

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



Mrs L. Karasavas  
Head of Mathematics 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 W.A. Curriculum, which includes the following strands: Number; Algebra; Measurement; Space; and Chance and Data.

In the Year 7 Maths course, students will learn about integers, fractions, percentages, properties of numbers, statistics and probability, geometry, measurement and algebra.

Mental Maths calculations are also included in class work. There will be at least two tests per term and other assessments which include investigations. A significant proportion of our resources are online. Students will be expected to use their Chromebooks 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, 2020.

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



THE LAB  
Jack Heath

Care  
Primary  
College



**Mr B. Thompson**  
Head of Music Department

# Music

## Course Description:

Study in The Arts learning area is a W.A. Curriculum requirement for all Year 7 and Year 8 students. The Arts is made up of disciplines from both the Performing and Visual Arts. From a Curriculum perspective, Music is considered part of the Performing Arts, but at Carey, it has its own Department and subject description. Students are required to study subjects from both Visual and Performing Arts areas.

## Music

Our teaching and philosophy throughout Carey music is simple and is based on 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 is through this performance experience that learning occurs in a rich and fulfilling way.

All students choosing Music in Year 7 will be required to complete a mini audition on Orientation Day. No previous musical study is required, although it is desirable. Everyone who auditions will be required to complete a brief music aptitude test. Students will be allocated to one of several classes based on musical experience and ability.

## Bursaries

The Music Department offers bursaries to a select number of students (not GATE Music students). These bursaries will cover the cost of individual or small group music lessons for one year, and will be offered for instruments that are traditionally less chosen, depending on the needs of the Music Department at the time. Students may be offered a bursary on an instrument they have not previously played. In this instance, the instrument will be provided for hire by the school.\*

\*The hire fee will be charged to the school account (approximately \$200 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 Program information brochure.

## Co-Curricular Music

The College offers an extensive co-curricular Music program 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 them to audition and participate on a voluntary basis (commitment required), if they wish to do so.



# Year 7 Music Specialist

## Selective Entrance Program

Carey Baptist College has a long and distinguished history in delivering excellence in Music education. Many of our Music graduates have gone on to further studies and are now forging careers as music performers and educators, both nationally and internationally.

The Music Specialist program is an exciting new initiative that further builds on Carey's national reputation. Entry is by application and selection to sit an entrance test and audition at the College in Term 2. This is based on Year 6 Reports, the student's most recent NAPLAN results, and the awards / certificates the student has achieved. Scholarships will be awarded to the top achieving students.

Year 7 Specialist Music students will:

- Attend one classroom sessions per week during school time (as part of the normal timetable).
- Attend at least one co-curricular ensemble (before or after school).
- Receive specialist aural and theory instruction from Carey's expert and experienced Music Staff, incorporating the latest music technology and software.
- Attend and perform in workshops presented by Staff from UWA, ECU (WAAPA) and visiting guest artists (previous guest artists have been James Morrison and the Idea of North).
- Have numerous opportunities to develop their instrumental / vocal performance skills in a wide variety of performance situations.

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



Mr P. van Dam  
Head of Science 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.

In Year 7 Science, students will:

- Recognise the differences between pure substances, mixtures and solutions.
- Investigate and use a range of physical separation techniques for mixtures and solutions.
- Explore the amazing variety and design of living things on Earth.
- Learn how to write and understand organism relationships in food chains and webs.
- Investigate effects of forces on motions.
- Examine simple machines and applications.
- Investigate relationships between the earth, sun and moon.
- Use models to predict and explain events.
- Learn investigative skills.
- Participate in the 'Thinking Science' program to develop metacognition skills and promote cognitive acceleration.

Students learn through a variety of different tools.

They will engage with the content in 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.



# Year 7 STEM GATE

## **(Gifted and Talented Education) Selective Entrance Program**

Carey Baptist College has a distinguished history in delivering excellence in Science education. The STEM GATE program is an exciting new initiative that further builds on Carey's reputation with an interdisciplinary Science, Technology, Engineering and Mathematics (STEM) focus, based on project based learning.

Entry is by application and selection to sit an entrance at the College in Term 2. This is based on Year 6 Reports, the student's most recent NAPLAN results, and the awards / certificates the student has achieved. Scholarships will be awarded to the top achieving students. The class is limited to a maximum of 25 students.

The course aims to cover four streams: Coding and Construction, Challenges, Competition entry and Investigation and will involve each of the four STEM disciplines. Each stream occurs within a context. Where opportunities exist, organizations such as CSIRO, universities and industry are utilised.

## **Challenge Series**

Students are issued a series of short challenges which be school, university or industry based. They will be required to operate individually and in groups.

## **Competition Entry**

Depending on availability students enter an age relevant competition which may include engineering, energy, space, or environmental challenges.

## **Coding and Construction**

Students use coding, science and mathematics in the construction and operation of a given device or one they have constructed.

## **Investigation**

Students are given a problem, or present a problem, they would like to investigate. They collect evidence and offer a solution as a result. The aim is to follow the scientific investigative process and present their findings.

\*Note: This program is likely to alter in response to new opportunities as they arise each year.

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



Mr S. Griffiths  
Head of Technologies Department

# Technologies

## Course Description

Study in the Technologies learning area is a W.A. Curriculum requirement for all Year 7 and Year 8 students. Technologies is made up of disciplines from both Design Technologies and Digital Technologies. Students will be able to choose two subjects from each of these areas, studying each for a term's duration.

# Design Technologies

## Aviation (STEM)

Throughout this course, students will develop a variety of skills, processes and understandings related to aspects of the aviation industry. The course explores aerodynamics, performance and operation, human factors, aviation skills, and aviation development.

Students investigate the importance of aviation to our society and learn skills and knowledge required to make informed decisions on issues relating to aviation. This practical Aviation course provides the opportunity for students to prepare for post-school options of employment and further training.

This elective is available to all students. It is a STEM elective as its approach is a more interdisciplinary one (similar to that used in STEM), based on design elements and on project based learning.

## Food and Nutrition

Food and Nutrition 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 projects in a variety of metals using a wide range of skills and techniques. Machines such as a drill press, bender, buffer and spot welder are used.

Occupational Health and Safety issues are the focus of the course as students learn how to work in an environment where safety is a significant factor.

## Woodwork

In this course, students are exposed to a variety of hand tools and machines to produce projects using timber. Machines such as a strip heater, drill press and sander are used.

Occupational Health and Safety issues are the focus 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.



# Digital Technologies

## Computing – Applications

The main focus of this course is to learn computer applications such as: word processing, spreadsheets, movie editing, basic coding, 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.

## Computing – Coding (STEM)

Software development is a dynamic field and job needs are constantly shifting, so it is important that students engage with trends and technologies that will shape their future. It is estimated that around half of all job openings for coders are in non-tech industries, including finance, manufacturing and healthcare, so coding will be a valuable skill in the future workforce.

This is a fun and engaging computing course that has a coding focus. Students will produce practical solutions to demonstrate a variety of coding techniques which includes projects such as App design, robotics, game and website design.

This elective is available to all students. It is a STEM elective as its approach is a more interdisciplinary one (similar to that used in STEM), based on design elements and on project based learning.

## Design

Design is responsible for shaping the environment we live in; the digital world and the products and services we use. It is design that creates better places, better products, better processes and better performance.

In this course, students will use the latest software and technology to express their ingenuity, creativity and problem-solving skills through design and production. They will develop 3-Dimensional designs using industry-standard programs such as Fusion 360 to produce projects using 3D printers and laser cutters. Projects will be produced in a range of materials such as plastics, wood and textiles.

With industry constantly developing new technologies to stay relevant and ahead of the competition, the future of design has never been brighter.

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



# Oliver!

A CAREY BAPTIST  
COLLEGE PRODUCTION  
MAY 7-9 2020

Mr R. Stirling  
Head of Visual and Performing Arts Department

## Visual and Performing Arts

### Course Description

Study in The Arts learning area is a W.A. Curriculum requirement for all Year 7 and Year 8 students. The Arts is made up of disciplines from both the Performing and Visual Arts. From a Curriculum perspective, Music is considered part of the Performing Arts, but at Carey, it has its own Department and subject description. Students are required to study subjects from both Visual and Performing Arts areas.

The Visual and Performing Arts encompass the creation, performance and exploration of artistic works within areas like Painting, Sculpture, Dance, Drama and Photography and Film. Other subjects, such as Music and Literature, influences the visual and performing arts. It is a field for those who enjoy creative expression in its different forms.

In Visual Arts, all students will study Semester courses in Art and Design AND Media Arts. In Performing Art, students will be able to choose one Performing Art from Dance, Drama OR Music. In Year 9 and 10, students will be able to choose a mixture of these. It is intended that the choice of Performing Arts subject will be a two year commitment in Year 7 and 8. If a student wishes to change into Music in Year 8, and interview and audition with Mr. B. Thompson, Head of Music, will be required.

A major focus for the Visual and Performing Arts students is the College production. In 2018, the inaugural College production was 'High School Musical'.

In 2020, it will be the Musical classic, 'Oliver', which will include both Primary and Secondary students.

## Performing Arts (includes Music)

### Dance

Education in the art of Dance engages each student in the artistic processes of creating, performing and responding. These processes require students 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, education in the art of Dance develops kinesthetic and spatial learning as well as intra- and interpersonal knowledge of self and others in the community.

In Year 7, Dance students build on their understanding of improvising and experimenting with the elements of dance (BEST) and choreographic devices to create dance that communicates an idea. They continue to improve their dance skills, focusing on developing technical competence in relation to body control, accuracy, posture / alignment, strength, flexibility, balance and coordination. They are provided with opportunities to present dance to an audience, developing their performance skills of expression, projection and focus. As they make dance and respond to it, they reflect on the

meaning, interpretations and purposes of dance. Genres or styles that are taught and explored in Year 7 includes contemporary, jazz, hip hop and cultural dance. Students have the opportunity to engage in performances and events such as the Carey Dance Concert and extra-curricular productions within the College.

## Drama

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

In Year 7 Drama, students have the opportunity to work with visiting professional performers, devising original performance material that will be performed to our Carey primary students. Drama students will learn circus skills (juggling, spinning plates, diabolo, scarves and flower sticks) that they will incorporate into new performances for a 'live' audience. Their hand-eye coordination and collaboration skills will be further enhanced as they also learn to workshop these skills with primary-age participants, learning to exercise valuable mentoring and leadership skills with their younger peers.

Year 7 Drama students engage with 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 skills taught and explored in Year 7 Drama include: Mime skills, Greek Theatre, Circus Theatre and Improvisational Playbuilding.

# Visual Arts

## Art and Design

The Year 7 Visual Art and Design course is about exploring creativity through the foundational aspect of drawing. Year 7 students learn the correct techniques of Art making and respond to the language of art through the discipline of Drawing in various media. Students become familiar with terms such as Line, Shape, Tone, Colour, Texture, Balance and Form and apply these terms and techniques to a number of drawing exercises.

Students complete a Visual diary and draw and document their art making in a flexible creative way. Students also work in their Visual diaries at home in order to practice what they have learned within the classroom. As students become more confident and

knowledgeable with their art making, students produce a final authentic drawing using mixed media drawing mediums such as pencil, coloured pencil, fine line, and chalk. This final artwork is then displayed and exhibited around the College. High achieving art students are often selected to represent the College at Various Art exhibitions around Perth.

Students also respond to artworks and are able to analyse artworks from International and Indigenous styles using various art terms and conventions. Work Health and Safety Art Practices is also something that is taught and encouraged within the classroom which is embedded into the National Art Curriculum.

## Artscape

Extra-curricular Art classes are available to those students who desire to foster a passion for creating Art works outside of the normal class time using all types of Art disciplines. This is available for all Visual Art students or by consultation with Mr Leeming. Artscape runs for Terms 2 & 3 and has a limited class size. There will be a set fee for the year for this activity. Guest artists will be invited to be part of this after-school activity.

## Media Arts

In Media Arts, students will have the opportunity to challenge themselves and explore their creative ideas in the vibrant Media Studio, working with a range of technologies and equipment to generate creative media artworks.

In Year 7, we give students to an exciting taster of what they can expect to explore in greater depth in Media Arts in subsequent years. We will focus on the powerful medium of film and explore the techniques film makers use to generate ideas and tell stories.

In particular we will explore the fantastical world of stop-motion animation. Students will work in small crews to create their own storyline, then learn the skills to plan, film and edit their own short, stop-motion film. They will use models and costuming to create compelling characters and build small sets and use green screen technology to create believable settings in which to film. Students will work with video cameras and sound recording equipment to record their film and will then construct their film in iMovie. Students will come away with a basic understanding of the film making process, and, with foundational skills in cinematography (camerawork), editing techniques and with the ability to work effectively in groups.

If you need any further information, please direct your enquiries to the Head of Visual and Performing Arts.



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