

2021 Year 8 Elective Selection Handbook



Carey
Baptist
College
Harrisdale

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Introduction

Year 8 students engage in learning experiences that incorporate each of the W.A. curriculum areas. At Carey, we aim to create a curriculum that is full of hands-on, learning-rich, authentic and engaging activities. The curriculum is designed to develop creativity, flexibility, collaboration and problem solving – all attributes of the 21st century learner. Lessons are designed to stimulate higher order thinking skills and challenge each individual, particularly in areas such as critical thinking, and in applying knowledge and skills to new situations.

By assuming more responsibility for their own learning and organisation, students can continue to progress and enjoy success. In Year 8, students need the motivation to be prepared to commit regular time for homework and study. Students need to decide how much time they are going to allow for school work and how much time for other interests.

We encourage our students to develop a growth mindset (based on the research of Dr Carol Dweck) which leads to:

- A desire to learn and embrace challenges.
- Persisting in the face of setbacks.
- Seeing effort as the path to mastery.
- Learning from feedback.
- Celebrating the success of others.

In Year 8, students can look forward to choosing an elective from each of the Performing Arts, Visual Arts, Languages, Design and Digital Technology areas which they can study for the entire year.

Attributes of Carey's Year 8 program include the following:

- A focus on literacy and numeracy across all subjects.
- Assisting students to develop effective learning skills.
- A team of highly dedicated, professional educators, keen to optimise success for every student.
- Opportunities for excellence across a range of activities.

It is our hope that all our students will have an ongoing desire to learn in a positive atmosphere where they are encouraged to do their best and reach their full potential.

If you would like to discuss any of these matters, please contact the Dean of Curriculum.

Ms R. Stirling
Assistant Principal
Curriculum

Mrs K. Lacey
Dean of Curriculum

About Carey

Our History

Established in 1998, Carey Baptist College has grown into a leading Christian education provider in the south-east corridor of Perth. The campus at Harrisdale has grown to more than 1,500 students from Kindergarten to Year 12 and has consistently achieved exceptional educational outcomes. The College is well-known for its holistic education of students as well as its passionate local community. Carey Harrisdale is also home to Carey Baptist Church, Timber Café and Jump Carey Early Development Centre.

Carey's reputation reflects a commitment to outstanding academic achievement, positive pastoral care, and a rich diversity of co-curricular activities, including service learning. Learning takes place within a faith-based values system that encourages students to become independent, creative and flexible. Its Secondary program features:

- A tradition of graduating exceptional young people of character and capacity.
- A wide selection of ATAR and Vocational pathways.
- Highly respected Arts and Music programs.
- GATE, STEM and Aviation programs.
- Year 7 Scholarships in STEM, Music Specialist and Academic Excellence.
- A safe, rigorous and engaging learning community of over 800 students.

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.

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

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 he went on to live out his faith and vision in God.

General Information

Absences

Students should be punctual to their Homeroom at 8.35am. They should not arrive at school before 8.00am unless attending specially organised classes (e.g. Music) or training (e.g. Cheer). Likewise, students are requested to leave the College grounds promptly at the end of the day at 3.25pm, unless involved in a College organised event.

Any absence from school must be confirmed by the student's parent / guardian. This may be in the form of:

- An email to absentees@carey.wa.edu.au
- A text message to 0428 031 096, including: Year, House, date, your name and an explanation for your absence.
- A response to a College generated SMS Attendance alert.

Absences of more than three consecutive days require a medical certificate.

Late Arrival / Early Departure

- 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.

Attendance

Attendance and participation in class is crucial to a 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 a student's education and seriously jeopardises their further opportunities.

Unless there are extenuating circumstances, which will require a medical certificate, **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 reasons other than medical is not advised, but if necessary, parents should advise 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 a detailed explanation of any absences, as records are an essential part of the legislative requirements placed upon schools.

Changing Electives

The process for requesting an elective change is as follows:

1. An initial discussion is held with the Dean of Curriculum to consider the options that are available.
2. Available options for each student will depend on gridlines and class sizes.
3. A Course Change Request Form needs to be completed and fully signed (including signatures from teachers, Heads of Department and parents).
4. The Course Change Request Form should be submitted to the Curriculum Office (in Building J).
5. Students must not move classes until the changes have been updated on SEQTA.

Changing electives is subject to the availability of places. Elective changes can only take place up to the end of Week 4 of Term 1.

College Awards and Citations

Merits

The College uses 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 / courage.
- Reporting harassment.
- Exemplary leadership.

Awards

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

- Medallions for Sport.
- Certificates of Excellence.

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 two categories for these course awards:

- **Outstanding Achievement Award**
This is presented to the student with the highest academic achievement in each course.
- **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

These Curriculum awards recognise and honour academic excellence across all the courses a student studies. They are achieved when a student **receives at least 75% of 'A' Grades across all of their courses** in a Semester's report.

College Colours

College Colours are presented to students who demonstrate excellence in their chosen field and uphold the College values at all times. Colours recipients will be inclusive, service-oriented leaders in any of five fields listed below:

- Academic Colours.
- Arts Colours.
- Health and Physical Education Colours.
- House Colours.
- Colours for Service to the Carey Community.

College Honours

Honours recipients will have first been recognised with College Colours and then have given at least two years of service in their area, whilst also excelling in other areas of College life.

Recipients must demonstrate and uphold the College values of Kindness, Courage, Respect, Humility and Integrity. Honours recipients will be assessed according to their contribution, team spirit, conduct, goodwill, cooperation and proficiency across a range of areas.

College Honours recipients **will have competed at a State level or above and be a recognised leader in their area by their peers and staff.**

Controversial Issues

Carey Baptist College is a Christian College whose mission is to serve the community. The College is mandated to teach the W.A curriculum, but does so within a Christian framework. It is the intention of the College to equip students to be lifelong critical learners, and provide them with a values framework, which we believe will assist them in dealing with the issues that will confront them through our society, and prepare them for future studies.

Many issues that could be viewed as controversial are covered in the curriculum. Carey enables the questions and issues raised to be unpacked and answered by skilled Christian teachers in the context of a loving and caring environment. We are focused on equipping students to be critical thinkers, providing them with a positive framework for critical analysis.

Examples of courses that contain issues which may be controversial could include:

- Health Education (sexuality, drugs, contraception).
- Beliefs and Values.
- Human Biology (sexuality and evolutionary processes and theory).
- English, Media and Arts (text books, reading and viewing materials).

The W.A. curriculum mandates the topics covered, but teachers and Heads of Department ensure that they are delivered in an age and maturity appropriate context. Our task is to teach students to be discerning and equip them with skills to interrogate the material with which they are presented from a position of integrity.

Parents who have a concern with an aspect of a course are welcome to discuss the course with the class teacher and relevant Head of Department in the first instance. All College teachers are active Christians and we consider this to be critical, given the need to instil a values framework based on Christian ideals in the context of a secular curriculum.

Day (Session) Times

ROOM	TIMES
Homeroom	8:35 – 8:40
Session 1	8:45 – 9:40
Session 2	9:45 – 10:40
Recess	10:40 – 11:00
Session 3	11:00 – 11:55
Session 4	12:00 – 12:55
Lunch	12:55 – 1:30
Session 5	1:30 – 2:25
Session 6	2:30 – 3:25

Exams

Students will undergo tests in Year 8, but will begin their first formal exams in Year 9.

	WHEN	DURATION	EXAM LENGTH	SUBJECT
9	Term 4	4 days	1½ hrs + 10 mins (reading)	Maths, English, Science, Humanities
10	Semester 1 (Term 2)	4 days	2 hrs + 10 mins (reading)	Maths, English, Science, Humanities, Languages
	Semester 2 (Term 4)	4 days	2 hrs + 10 mins (reading)	
11	Semester 1 (Term 2)	2 weeks	2½ hrs + 10 mins (reading)	All ATAR courses*
	Semester 2 (Term 4)	2 weeks	3 hrs + 10 mins (reading)	
12	Semester 1 (Term 2)	2 weeks	3 hrs + 10 mins (reading)	All ATAR courses*
	Semester 2 (Term 4 & Holidays)	2 weeks	3 hrs + 10 mins (reading)	

Extension and GATE Programs

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

The four streams at Carey are:

- **Extension**
Aimed at 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 involves extension activities to further deepen knowledge and develop skills.
- **Mainstream**
The majority of students are placed in this stream. Students complete the W.A. Curriculum at a pace that allows them to develop sound knowledge and skills in a particular subject.
- **Foundation**
Aimed at 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**
This is for students who require significant assistance or learning support. Work and assessments for students in this stream are heavily modified.

For further details, refer to the section on Streaming.

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 for 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)**. 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.

Pathways include:

- Jazz (Specialist Music Pathways).
- Contemporary Popular Music (CPM).
- Western Art Music Traditions.
- Music for Leisure.

The advantages of being involved in these AMEB programs are that:

- All examinations successfully completed are reported to the School Curriculum and Standards Authority.
- They are listed on the student's WASSA (Western Australian Statement of Student Achievement).
- They may contribute towards the breadth and depth requirement of WACE.
- They may contribute towards the C grade requirement of the WACE.

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

Tuition is offered for the following instruments:

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

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

Contact Music Administration or **Mr B. Thompson, Head of Music** at bthompson@carey.wa.edu.au for any further enquiries.

Extension Electives

Carey offers a broad range of electives in Year 8. Several of these are specifically designed to extend more able students and provide them with a strong academic background suitable for preparation for ATAR level subjects and University courses.

These programs aim to further develop the skills and abilities of gifted and talented students by providing a challenging environment where students can work with peers who share similar interests, aspirations and abilities. These include:

Languages: Indonesian, Japanese or Mandarin

Students in Year 8 should continue the language chosen in Year 7. Students with a diagnosed learning difficulty will participate in two sessions of Literacy Support at this time.

There are many advantages to learning a language as students:

- Learn to communicate in the language and develop an understanding that there are more ways to interact with people.
- Learn how languages work and develop their literacy skills. A clear link exists between learning another language and literacy development in English.
- Analytical skills are increased along with their ability to transfer skills across languages.
- Problem solving skills are enhanced by thinking laterally and working collaboratively, increasing their self-confidence, self-esteem, resilience and tolerance.
- Learn to develop an understanding and respect for other cultures, people, their ideas and ways of thinking which enriches global connections.
- Career opportunities will be greater as a result of an increasingly globalised market.

Technologies: Aviation (STEM)

The study of Aviation at Carey is not only for students wanting to become pilots, but for anyone interested in the aviation industry, including air traffic controllers, drone operators, engineers, mechanics, administrators and business operators. This is a STEM elective as its approach is an interdisciplinary one (similar to that used in STEM), based on design elements and project-based learning. It is available to all students.

Technologies: Computing – Coding (STEM)

Coding makes it possible to create computer software, games, apps and websites. When students learn to code, it helps them to develop essential skills such as problem solving, logic and critical thinking. Learning to code encourages students to become creators, not just consumers, of the technology they use. This is a STEM elective as its approach is an interdisciplinary one (similar to that used in STEM), based on design elements and project-based learning. It is available to all students.

GATE Programs

This program provides gifted and talented students with a stimulating and challenging learning environment designed to cater for their academic and developmental needs. Students are encouraged to excel in their areas of academic talent and develop their love of learning. Students will be able to apply for the following GATE programs in Year 6 and **undergo a selection process for admission into Year 7:**

GATE STEM

This is a Specialist Selective Academic Program in Science, Technology, Mathematics and Science. The program covers the streams of:

- Investigation.
- Construction and Coding.
- Competitions and Challenges.

One significant context is the **VEX program**, which explores the key elements of STEM through **robotics**. This online curriculum has been developed to meet national academic standards in STEM. Activities include: builds; design; coding languages; and competitions. The activities give students multiple approaches to problem solving, allowing them to communicate and collaborate in teams, experiment and design creative solutions.

The VEX competition is the world's largest and fastest growing educational robotics competition.

Students are withdrawn from the homework classes of the Year 8 timetable to participate in GATE STEM, and so do not miss out on any of their academic or elective classes.

GATE Music Specialist

The Year 8 Specialist Selective Music Program is aimed at GATE students with the demonstrated experience and passion to further their Music studies. **Entrance to this program is by selection, audition or invitation.**

GATE Academic Excellence

This is a Selective Program and is aimed at students who excel in English, Humanities and the Arts. These students are streamed into English and Humanities Extension classes and participate in competitions that take place in class and out of class time.

One unique aspect of these programs is that each occurs at different times in the school's timetable, which allows students the possibility of participating in more than one of these programs. Other Extension students may also be invited to participate in aspects of these programs, especially those involving competitions.

Extra-Curricular / Special Events

Cheer

Carey Jewels Cheer and Pom Team is a competitive performance team available to all students at the College. The aim of the program is to learn new skills, make new friends and belong to a community of amazing people who are working together to achieve the same goals. No experience is needed to join. **Cheer** 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 gymnasts.

Pom

Pom is a mix of cheer and dance. It is predominantly dancing but with quicker, sharper, cohesive movements. If teams work hard and well with each other, students will participate in other genres such as Lyrical, Contemporary, Jazz and Hip Hop as the year progresses. Students train two mornings per week, so a high level of commitment is expected for all team members.

There are several team options for students in Year 7-12 at the College. Students who choose to join Carey Jewels will have many occasions to compete in Perth; at the

Cheer Unlimited Australia Competition Series, Australian All-Star Cheerleading Federation and Aussie Gold State Spectacular.

In 2019 the team travelled overseas to London and Paris to compete at the biggest competition in Europe; Future Cheer Internationals, and won numerous trophies. The team also performed at Disneyland Paris as part of the Walt Disney Performing Arts Program.

Musical / Drama Production

Every two years, the College presents a major production that many students from Year 6-12 can participate in. Auditions and rehearsals occur in Semester 2 of the previous year, but there are many opportunities for students to be involved.

In 2021, the College will present '**Oliver**' from the **11-13 March, 2021**. It is a British musical, with music and lyrics by Lionel Bart, and is based on the 1838 novel *Oliver Twist* by Charles Dickens.

Extra-Curricular Sport

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

Students with limited or extensive experience are welcome to come to the trials and try out for a team. Students also have the opportunity to compete in Inter-School Swimming, Cross Country and Athletics.

JSAS sport is an Inter-School Sport Competition that runs throughout Terms 1 and 2 on Wednesday afternoons. This competition gives students who love sport, an opportunity to represent the College in their chosen sport and compete against other nearby schools.

There are several team options in the JSAS Competition including Boy's Touch Rugby, Soccer and Basketball; and Girl's Netball, Touch Rugby, Soccer and Basketball.

Heads of Department

At Carey, the different subject areas are organised into ten different Departments. The Heads of Department, the Assistant Principal (Mr R. Stirling) and the Dean of

Curriculum (Mrs K. Lacey), coordinate the curriculum content and assessment processes across the College in accordance with the guidelines set down by SCSA.

The Heads of Department are;

DEPARTMENT	HEAD OF DEPARTMENT	EMAIL ADDRESS
Beliefs and Values	Mr J. Birt	jbirt@carey.wa.edu.au
English	Mr P. Fallon	pfallon@carey.wa.edu.au
Health and Physical Education	Mr C. Bolton	cbolton@carey.wa.edu.au
Humanities and Social Science	Mr C. Austin	caustin@carey.wa.edu.au
Languages	Mrs K. Bonciani	kbonciani@carey.wa.edu.au
Mathematics	Mrs L. Karasavas	lkarasavas@carey.wa.edu.au
Music	Mr B. Thompson	bthompson@carey.wa.edu.au
Science	Mr P. van Dam	pvandam@carey.wa.edu.au
Technologies	Mr R. Stirling	rstirling@carey.wa.edu.au
Visual and Performing Arts	Mrs S. Cuellar	scuellar@carey.wa.edu.au

Homework

Setting homework is important for reinforcing good working habits in students. It is also important that the level of homework is gradually increased over the years, but 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 of Year 8, and be aiming to complete **6 hours per week** (1 hour and 15 minutes + 15 minutes of reading, four times per week). **This is a recommended minimum.** It is important to do more than these minimum requirements, rather than less, **especially in the lead up to the Semester 1 and 2 exams.**

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 their 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 is achieved each week. This pattern needs to become a habit for students to be able to manage their revision and time effectively.

Extension students would typically commit to more than the above homework guideline. 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 of an average total of 75% of a student's homework time. Other subjects should comprise of 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 consolidate essential skills and content.
- Completion of assignments and weekly tasks.
- Develop 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 missed work 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

Homework will usually be issued for completion over a week. Students need 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.**

Other Timetabled Sessions

Homework Sessions

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 Carey has incorporated Study Skills Units into its House Session program (see next section).

Another part of the answer is Carey's allocation of two homework sessions per week within the timetable. This is designed to enable Year 8 students to get a head start on the homework that they receive, with the support of teachers.

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 these homework sessions 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.

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.

House Session / Study Skills

Carey has an integrated Pastoral Care and House System in which Homerooms and Houses are aligned. Each morning students begin their day in their homeroom, which is also their House. The House system is designed to empower students to find their place of belonging and to foster a competitive spirit underpinned by a communal ethos within the College.

Through the House system, students will compete in weekly competitions and the school's carnivals. House competitions range from academic challenges to cultural and sporting activities.

Within the House system, there are a range of student leadership opportunities, from captaining teams, helping run activities, through to leading a House and helping to design the House challenges. Student engagement and success in the House program is recognised in a number of ways, from certificates awarded in assemblies, the attainment of leadership positions, to the awarding of House Colours.

The names of the Houses reflect the Indigenous names for the changing seasons in the South-West of W.A.

These are:

- **Birak (Maroon).**
- **Bunuru (Orange).**
- **Djeran (Green).**
- **Makuru (Blue).**
- **Djilba (Purple).**
- **Kambarang (Gold).**

Along with student leaders, the **House system is overseen by the College's six House Coordinators** who develop and resource the House program so that students and staff can engage in and enjoy the House challenges.

The weekly House Session incorporates units on Study Skills, which are taught by the Homeroom teacher. 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 8, students will need to grasp new skills and consolidate study practices such as self-directed learning and research, building on study skills covered in Year 7.



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Carey

Extended Homeroom / Assembly Session

Each Thursday morning, there will be an extended homeroom / 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 focusing on pastoral care. At these longer home room times, students will be involved in programs organised by the Year Managers and homeroom teachers, including the 'Keeping Safe' and 'Wellbeing' programs. This time may also be used for guest speakers or for organising House Activities / Carnivals.

Literacy Support

Students with a diagnosed learning difficulty are exempt from studying a Languages elective, and may 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.

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 are regularly sent by teachers across a range of activities in the daily life of the College.

Each student is part of a Home group that meets with their Homeroom teacher each day, and for an extended session on Thursdays. In addition, there is a Year Manager that has the overall care of each year group. These Year Managers often follow the students for multiple years of their Secondary schooling. **The Dean of Pastoral Care, Mr N. Harris, and the Assistant Principal Pastoral Care, Dr C. Montgomery,** have the oversight of this 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 a student with particular diagnosed disabilities we offer Inclusive Education Plans (IEPs), and employ Education Assistants to provide support for these students where appropriate.

We believe that every child has the right to feel comfortable and safe at school, therefore, at Carey, we have no tolerance for harassment, vandalism or possession of illegal substances or materials.

Year Managers

A key member in Carey's Pastoral Care System is the Year Manager. In Secondary school, the variety of subjects that students study, all taught by different teachers, creates a rich and diverse educational experience. However, it can be slightly harder for families to keep track of who their child's teachers are, and who they need to speak to if they have questions. To simplify this process, and as a part of providing holistic care for our students, we appoint Year Managers to oversee the pastoral care of each year group at Carey.

Your child's Year Manager is their primary point person through the year. Their purpose is to nurture and support the wellbeing of each student as they grow socially, spiritually, emotionally and academically through their adolescent years. Year Managers will provide avenues of support and accountability when students encounter difficulties. They are also instrumental in developing the leadership potential within each child.

Carey runs annual year group camps or day trips and the Year Managers coordinate these programs. In addition, they have developed our **Wellbeing curriculum** which runs through the extended Homeroom sessions.

As students journey through their Secondary education, the Year Manager will be a key member on the team assisting at school carnivals, Beliefs and Values days and school functions. They also oversee group resources, such as student lockers. Year Managers love to help students. The Year 7-9 Year Managers are located in S block, in Office S10.

Chaplain and School Psychologist

Students should always talk to someone and tell them how they feel, especially if they are worried or have concerns. The Year 8 Home Group teachers, Year 8 Year Manager, the Chaplain, Mr K. Chidzey and the School Psychologist, are part of the team that are here to help. Contact **Mr Chidzey** at kchidzey@carey.wa.edu.au. If students see someone else struggling, let us know. We can only act and help if we are aware of the problem.

Phones

Students may only access their phones and headsets before and after school, outside of school activities as we understand they are a prime method of communicating with home and give added security when traveling to and from school.

Whilst at school or engaged in school activities, students' phones should not be seen or heard at any point. **Students are required to store their phones in their lockers at all times between 8.35am and 3.25pm.**

Students may bring their phones on extra-curricular events. However, they should only be used as a mechanism to update parents if an excursion is not running to the expected timing for unforeseen reasons, such as heavy traffic causing delays. Staff will direct students when it is appropriate for them to use their phone in such instances.

Students using phones during school hours and activities without express permission from a teacher will receive a minimum of a Level*. Students caught with a phone in change rooms or bathrooms will receive a minimum Zero Tolerance* consequence. *Please refer to the School Diary for a summary of how the Pastoral Care and Discipline System operates.

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.

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 they should contact their Year Manager. If the concern is about a specific subject, contact the 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 8 parents and students should keep up-to-date on their progress through SEQTA Learn or SEQTA Engage. Students are encouraged to ask their

teachers not only how they are progressing, but also what could be done to improve grades and marks.

Semester Reports

Semester reports are made available in SEQTA Engage in Term 2 (Semester One report) and Term 4 (Semester 2 report). They provide an overview of achievement (marks and grades), and a description of the attributes demonstrated by the student. They do not include teacher comments.

The Semester One report focuses on progress over Terms 1 and 2. Carey's end of year report summarises the year's achievements. These reports are available to view and download through SEQTA.

An explanation of the grade descriptors and the personal attribute descriptors are included in the reports. Carey's system of grading in Years 7 to 10 is in line with the WA Curriculum Guidelines:

A	Excellent	The student demonstrates excellent achievement that greatly exceeds the expected standard.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected level.
D	Limited	The student demonstrates achievement below the expected standard.
E	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

A 'C' Grade indicates that the student is working at the required level for their year.

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'). 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 at any time during the term. 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 Parent / Teacher 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. Students are encouraged to attend these interviews with their parents.

The first Parent / Teacher Interviews occurs in Term 1. It is a good opportunity to meet the teacher, and discuss how the student 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 Semester 1 Reports have been issued. If your son / daughter is able to attend the interview, please 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 / student / teacher / interview is that it can provide a clear pathway for future improvements or continued excellence.

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 their timetable, set goals, contact their teachers, view subject information, assessment schedules, assignments and homework.

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

Subject teachers may communicate any concerns by way of a Direct message in SEQTA Engage, telephone, email or by using the Diary. If parents have any general concerns about their child, they are asked to contact the relevant Year Manager. If parents concern is about a specific subject, please contact the child's teacher or the relevant Head of Department.

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 are provided. 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 access, 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.

If a student who has been granted special provisions is considering an ATAR pathway, these same provisions can be applied for in the final WACE examinations in Year 12. The granting of special examination arrangements is not automatic, but is dependent on the provision of medical and / or psychological and school-based evidence to justify the decision.

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

Special Needs

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

Inclusive Education Plans (IEP)

Some students with special needs who have a particular diagnosis 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 and 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 then plan together. This is **coordinated by Mrs N. Prince**, who can be contacted at nprince@carey.wa.edu.au

Other Special Needs

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

Streaming

Streaming refers to the grouping of students within a certain ability range as a class. The objective is to allow 'like' students to learn at a pace which matches their abilities. At Carey, we advocate streaming in the case of individual subjects, especially when the work becomes complex. This may mean that students are streamed at different levels in different subjects.

Within a streamed class setting, the teacher is able to set a suitable pace for the class and maintain that pace.

Streaming Structure

YEAR 7 English, Humanities, Science And Maths	YEAR 8 English, Humanities, Science And Maths	YEAR 9 English, Humanities, Science And Maths	YEAR 10 English, Humanities, Science And Maths
Extension	Extension	Extension	Extension
Extension	Extension	Extension	Extension
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Foundation*	Foundation*

Can students change streamed classes during Year 8?

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

The entire class is challenged at a level gauged to be appropriate for the whole group. In a class with students who may struggle, the same applies. However, a more measured pace would be necessary, and an education assistant may be allocated to this group to work with students who need intensive support. In either situation, the teacher is able to select an appropriate pace and move ahead.

In a streamed class setting students are able to:

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

With cohorts of approximately 150 students there will exist a wide range of ability, aptitude, attitude and achievement across five classes per year cohort. Streaming allocations in Year 8 are based on the available school data: Year 7 Reports; and Year 7 teacher recommendations. Our desire is for each student to develop a **Growth Mindset** (based on the research of Dr Carol Dweck); to set aspirational yet attainable goals and seek to achieve them.

Alternatively, students who learn at a more measured pace may be moved to a class where they can experience more success and grow in confidence. Students are moved from classes at the discretion of the Head of Department, and in consultation with teachers, **usually at the end of the Semester**. Students and parents will be notified prior to a student changing classes.

Does the stream for a Curriculum Area have implications for Years 11 and 12?

The answer is ... **Yes**. This will impact on the range of eligible subject choices.

- Students in Extension classes are being prepared for Year 11 and 12 ATAR courses.
- Students in Mainstream classes are being prepared for courses in Years 11 and 12, designed for University or TAFE entrance. A target achievement of 65% in this stream (Semester and Exam) is a guide to the appropriateness of a University pathway. The exam score is a good indication of how the student will cope with Year 11 and 12 ATAR courses.
- Students in Foundation classes are being prepared for courses in Years 11 and 12, which lead to TAFE entrance.

Subject Fees

All subject fees (noted in the Elective Descriptions) are a guide only and are based on 2020 data. They are subject to change and the 2021 fee schedule will be published in November.

Success in Year 8

To succeed in Year 8, students should adopt the following approaches:

- Students need to develop **good study habits** and balance extra-curricular activities with homework and study.
- Students need to adjust to an increased workload as they encounter more complex problems. Students need to **revise on a regular basis** to consolidate their learning.

- Students need to start **keeping study notes** to help them prepare for more complex essay and research tasks in a systematic way.
- Students are encouraged to **develop the habit of reading**. It is a great way to improve their literacy, vocabulary and communication skills.

Teasdale iCentre

Open: Monday to Friday 8.15-4.15pm

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

- Locate relevant information.
- Process information.
- Evaluate information including recognising bias.
- Use information ethically, including acknowledging sources.
- Use the Dewey Decimal System to locate sources.

Accessing reference material online assists students to keep pace with the dynamic change of information. Information regarding Medicine, Geography or Technology is usually out of date after three to five years. Online, continually updated information is always current.



Year 8 Course of Study

LEARNING AREA		SESSIONS PER WEEK
English		4
Mathematics		4
Humanities		4
Science		4
Physical Education		2
Health Education		1
Beliefs and Values		1
Homework (+ GATE STEM)		2
House Activities / Study Skills		1
Extended Homeroom / Assembly		1
Elective 1: Performing Arts Dance Drama Music (+ GATE Specialist Music)	Students select one Performing Art subject for the year	1
Elective 2: Visual Arts Art and Design Media	Students study one Visual Art subject for the year	1
Elective 3: Languages Indonesian* Japanese* Mandarin*	Students study one Language subject for the year	2

* Students with a Diagnosed Learning Difficulty will participate in 2 sessions of **Literacy Support**.

+ Note that entry to the GATE programs (STEM, Music Specialist, Academic Excellence) is by entrance test, audition or invitation.

Elective 4: Design Technologies Aviation (STEM) Food and Nutrition Woodwork and Metalwork	Students study one Design Technologies subject for the year	1
Elective 5: Digital Technologies Computing – Applications Computing – Coding (STEM) Product Design	Students study one Digital Technologies subject for the year	1

How to Choose your Electives

Your choices are due by 9am on Thursday 6 August.

one

A link and Webcode will be emailed to your parent's email address.

two

Click on the link and type in your Webcode.

three

Click on the Elective Selection button.

four

Choose your **FOUR** electives **in order of preference – put the one you want to do most first**. You are more likely to get the choices that you rank the highest. In the first box, you must choose Physical Education.

five

Then choose two reserve electives – in case your first references are unavailable.

six

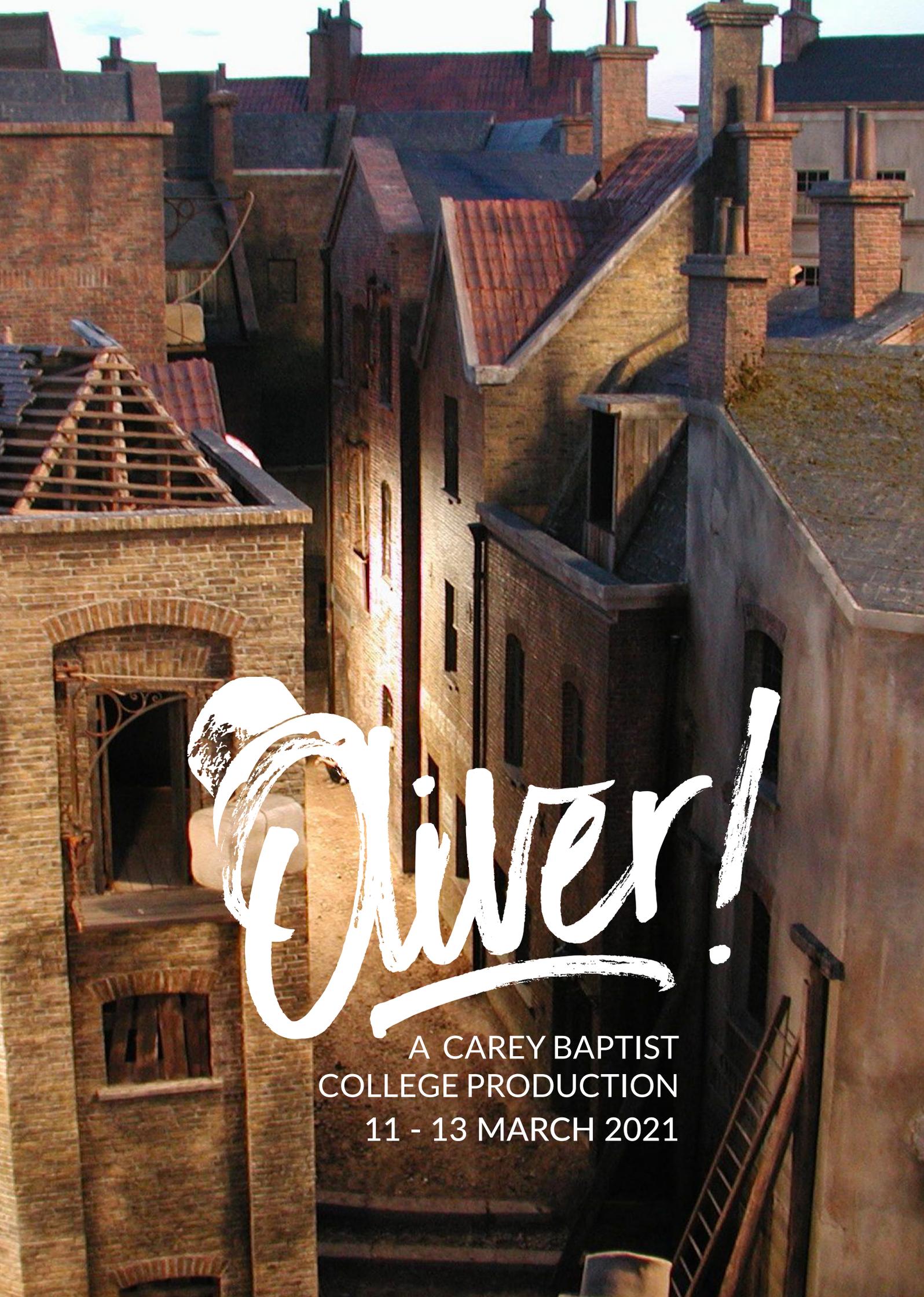
Click on the submit button.

seven

Print out your electives and **get a parent to sign them**; then bring them to the Curriculum Office (in Building J) and put them in the box on the front counter.



Elective Descriptions



Winter!

A CAREY BAPTIST
COLLEGE PRODUCTION
11 - 13 MARCH 2021

Visual and Performing Arts

Mrs S. Cuellar (Head of Department)

PERFORMING ARTS: ELECTIVE 1

All students are required to choose one Performing Arts course. These courses will be studied for one session per

Visual and Performing Arts: 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 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 8, Dance students are given further opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in the styles of jazz, contemporary, hip hop and cultural dance. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality.

They will critically analyse use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They research and present the evolution of Contemporary Dance in case studies.

Compulsory dance performances will include, but are not limited to;

- College Assemblies.
- Carey Orientation Day.
- South of the Swan Dance Festival.
- Carey Dance Concert.
- College Production of *Oliver!*

Various opportunities will arise for students to attend performances and workshops around the Metropolitan area as well as engage in workshops conducted by professional dancers in the Arts industry.

Students will be expected to wear and maintain the standard of the Carey dance uniform (available from the Uniform Shop), along with jazz shoes and sneakers. There may be some additional costs for items such as makeup and hair supplies. However, please be aware that students who have taken the course in previous years will be able to retain many items already purchased (see Mrs Cuellar for further details).

Subject Fee

Nil

Further Information

Mrs S. Cuellar

Visual and Performing Arts: Drama

The Year 8 Drama program introduces students to the vibrant and exciting world of Drama in its many different forms. This interactive elective works to enhance students' creativity and imagination through creating, interpreting, exploring and presenting Drama.

This course provides an introduction to historical forms of theatre while developing students' performance skills in the following specific areas:

- Voice and Movement.
- Playbuilding and Character Development.
- Production and basic Technical Elements (including sound, lighting, props and costume).
- Connecting Theatre History with Contemporary Culture.

In addition to exploring theatre conventions and history, Drama plays an important role in fostering students' self-esteem, confidence and social skills through group interaction and performance.

Drama has developed strong cross-curricular links with English to further enhance student learning in both areas. Students will also experience 'live' theatre, and engage in workshop opportunities with theatre industry professionals.

Subject Fee

Nil

Further Information

Mr T. Bowles

Music

The Year 8 Music course is aimed at significantly expanding students' practical and theoretical musicianship skills through class performance. This course is essentially for those students who are interested in music, but may have less experience.

Music requires students to attend:

- One session per week during school time (as part of the normal timetable).

Students choosing this course must be receiving individual music tuition for a minimum duration of 30 minutes per week. In addition, they may be invited to attend the Music camp during Term 3.

Students explore a range of different music, but will focus on learning about the sounds produced by instruments of the modern symphony orchestra.

Students will rehearse and perform as a class ensemble, investigating the blend between rock, pop symphonic and jazz contexts.

There is an examination fee charged by the University of W.A. for the administration of the **AMEB Grade 1 Musicianship** theory exam. This fee is charged to the annual College account. Students choosing this course will complete the theory books and an online examination.

Students wishing to change into Music in Year 8 need to undergo an interview and audition with Mr B. Thompson, Head of Music.

Subject Fee

\$78 – AMEB Enrolment + Exam

Further Information

Mr B. Thompson

GATE Specialist Music

The Year 8 Specialist Music course is aimed at GATE students and students with the demonstrated experience and passion to further their Music studies. **GATE Music Specialist students and students who were invited to join the Specialist Music stream in Year 7 should choose this elective. Entrance is by selection, audition or invitation.**

Students are given intensive training in all four music outcome areas:

- Performing.
- Composing / Arranging.
- Listening and Responding.
- Culture and Society.

Specialist Music requires students to attend:

- One session per week during school time (as part of the normal timetable).
- One Specialist Music session per week for one hour before or after school time.

Students choosing this course must be receiving individual music tuition for a minimum duration of 30 minutes per week. In addition, they may be invited to attend the Music Camp during Term 3.

There is an examination fee charged by the University of W.A. for the administration of the **AMEB Grade 1 Music Craft** theory exam. This fee is charged to the annual College account. Students choosing this course will complete the theory books and an online examination.

Subject Fee

\$78 – AMEB Enrolment + Exam

Further Information

Mr B. Thompson

VISUAL ARTS: ELECTIVE 2

All students are required to choose one Visual Arts course. These courses will be studied for one session per week for the year.

Visual and Performing Arts: Art and Design

The Year 8 Art and Design course transitions students into a full year of art making where students typically build on key skills they have acquired in Year 7. They also have the opportunity to explore their art making within a number of artistic disciplines.

Year 8 students produce artworks within an A3 Visual diary which is a key part of their practical assessment. Visual diaries usually reflect the students' unique creativity and high skill level developed through the art making process in a variety of wet and dry Art media.

Alongside the process of art making, responding to artworks provides students with a more rounded understanding of why Art and 'The Arts' are so integral to our culture. When we create, we find immense enjoyment in seeing a process culminate into a final artwork that can be both enjoyable to look at and also functional. Safe Art practices and guidelines are also embedded into the Art curriculum as are guest artists who often provide Visual Art workshops to connect the professional Art community to the Carey School Community.

Some of the Artistic disciplines and techniques students learn are:

- **Ceramics and Clay Building Techniques:** Coil pot building using the slab technique, Pinch Pots, Glazing.
- **Painting:** Acrylics, Gouache, Watercolour, Mixed Media painting techniques.

- **Printmaking:** Lino Printing 2–3 colours, Silk-screening – T-shirt designs.
- **Visual Diary Hints and Tips:** Techniques to create stunning Visual diaries that are creative, colourful and functional.

All Art materials used within the Art department are supplied by the College from the Year 8 Art and Design Fee.

Subject Fee

\$60 – Resource Fee

Further Information

Mr P. Leeming

Artscape

Artscape classes are extra-curricular Art classes designed specifically for Art students who have selected one of the Visual Art courses to further develop their abilities and foster a greater passion for the subject they love.

Students pay a set fee over a semester and learn a number of artistic disciplines. They also have contact with professional Artists who conduct artist workshops over the course of the year. To be accepted into the Artscape program, students need to demonstrate a strong commitment to Visual Art within the classroom and be prepared to enter a number of Art exhibitions and competitions (see Mr Leeming for further details).

Visual and Performing Arts: Media

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

In Year 8, we build on the basic skills students were introduced to in Year 7, completing two major projects over the year in the areas of Film and Digital Photography. Students develop their skills to effectively use DSLR cameras to produce photographs that create a point of view or meaning. They will also refine their cinematography (video camera) skills by creating a short film.

In each project, students will work in small crews to develop their concept, plan, film or photograph, edit and present their projects. Students will expand their photographic, camera work and editing skill.

They will use a variety of software to edit their photography (Adobe Bridge, Photoshop) and video (Adobe Premiere). Students will experiment with how to use editing techniques to craft engaging, persuasive and imaginative media products that are appropriate to their chosen audience.

Subject Fee

Nil

Further Information

Mrs L. Warwick, Mr Z. Cottrell

Languages

Mrs K. Bonciani (Head of Department)

LANGUAGES: ELECTIVE 3

All students are required to choose one Language course and should continue the language chosen in Year 7. These courses will be studied for two sessions per week for the year. These courses cater for students who have studied the language previously, as well as those with little or no prior language experience.

All courses emphasise:

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



Languages: Indonesian

This course is designed to enable students to establish and maintain their written, speaking, listening and reading skills, using the Indonesian language. A thematic approach is used throughout this year, based on various topics of interest.

Theme based topics enable students to develop an understanding of various aspects of Indonesian society and culture, while at the same time enabling them to develop their social interaction skills.

Topics covered include:

- Nationalities.
- Likes and Dislikes.
- Family Structure and Relationships.
- Indonesian School Life.
- Daily Routine.
- Hobbies and Interests.
- Indonesian Transport – Traditional and Modern.

Subject Fee

\$25 Education Perfect

Further Information

Mrs K. Bonciani, Mrs A. Parker

Languages: Japanese

The study of Japanese offers students the potential to gain many cultural, intellectual and social benefits. There is a strong emphasis placed on the four macro skills of listening, reading, speaking and writing. As well as contributing to a student's personal development, an understanding of Japanese language and culture also enhances vocational prospects in areas as varied as Economics, Politics, Commerce, Hospitality and Industry.

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

The course is topic based. These include:

- The Family.
- Like and Dislikes.
- Telling the Time.
- Daily Routine.
- Weekend Activities.

Subject Fee

\$25 – Education Perfect

Further Information

Mrs K. Bonciani

Languages: Mandarin

The Mandarin course offers students the opportunity to further their Mandarin writing, speaking, listening and reading skills. Students are given more insight into the Chinese culture, tradition and language, with a focus on immersing themselves in the cultural and social norms of the Chinese people.

As a nation, Australia has close political and trading ties with China. It is Australia's biggest trading partner and is one of the biggest economic powers in the world.

Participation in the Mandarin course will not only enable students to receive a deeper understanding into its complex language system and appreciation for its culture, but also prepare them for a global future.

The topics covered include:

- Culture.
- Religion.
- Festivals.
- Family Life.
- Politics.
- Key Chinese Individuals.
- Trade and Commerce.
- Geography and History.

Subject Fee

\$25 – Education Perfect

Further Information

Mrs K. Bonciani, Miss S. Chew

Technologies

Mr R. Stirling (Head of Department)

DESIGN TECHNOLOGIES: ELECTIVE 4

All students are required to choose one Design Technologies course. These courses will be studied for one session per week for the year.



Technologies: Aviation (STEM)

This course will build upon the foundational skills learned in Year 7 Aviation. Students will study the mechanics of aircraft in greater detail and propulsion systems through fun and engaging model-making. This practical Aviation course provides the opportunity for students to prepare for post-school options of employment and further training.

With the aid of a flight simulator, students will learn about flight navigation, control systems and perform a range of flight calculations.

Students will also learn about flight instrument control through the practical application of Drone Coding and Drone Flight.

In partnership with the Royal Aero Club (Jandakot), students will also have the opportunity to participate in a navigation flight in which they assist with pre-flight and mid-flight calculations.

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

Subject Fee

\$200 – Flight Levy

Further Information

Mr S. Griffiths

Technologies: Food and Nutrition

Food Technology is a creative, hands-on subject encompassing many life skills. With a focus on health, students are encouraged to use their own initiative to solve problems while working cooperatively with others, using appropriate equipment and managing time effectively.

Students will learn to safely produce a variety of healthy snacks and nourishing foods suitable for: breakfast, lunch, dinner, dessert and snacks. Students will examine the relationship between their diet and health.

They will critically analyse what is actually in the foods they eat; what is in the foods that food chains encourage them to eat; and how to make wise food choices. Students will prepare foods that are tasty and nutritious, economical, accessible, easy and time efficient to prepare.

Subject Fee

Nil

Further Information

Mrs A. Post, Miss J. Stone

Technologies: Woodwork and Metalwork

This is an introductory composite-materials course designed to introduce students to various materials, tools, machines and processes within the design and trade industries. Students will undertake problem solving and creative design projects that will extend their knowledge and hand skills in combining various timbers and metals.

Students will have the opportunity to use industry standard machines such as a wood and metal lathe, bandsaw, laser cutter and various other power tools.

There is a focus on the development and understanding of safe, orderly working practices.

This course will equip students with broad educational and industry relevant skills, as well as provide them with future links to further courses of study in the Design and Technology areas.

Subject Fee

Nil

Further Information

Mr J. Wilmot, Mr C. Burns, Mr S. Griffiths

DIGITAL TECHNOLOGIES: ELECTIVE 5

All students are required to choose one Digital Technologies course. These courses will be studied for one session per week for the year.

Technologies: Computing – Applications

This course is for those students who desire to expand their knowledge into the Computer world. They will learn fundamental computer terminology, the relationship between data and information, computer components, the advantages and disadvantages that users experience when working with computers – the uses of the internet, binary number system, and the world wide web.

Students will have the opportunity to build their own Computer, and will navigate through the process of the installation of the Windows Operating System.

Students will be able to transfer these skills into real-life situations, allowing them to be better prepared and organised as they face increased technological demands throughout their schooling and future in the workforce.

Subject Fee

Nil

Further Information

Mr S. Murua

Technologies: Computing – Coding (STEM)

Software development is a dynamic field, and job needs are continually 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. Coding will be a valuable skill in the workforce.

This course will build upon coding skills acquired in earlier years. 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 is a STEM elective as its approach is a more interdisciplinary one (similar to that used in STEM), based on design elements and project based learning. All students may choose this elective.

Subject Fee

Nil

Further Information

Mr S. Murua

Technologies: Product Design

With industry constantly investing in new technologies to stay relevant and ahead of the competition, 'design thinking' is a concept which has applications in the design of a wide range of products, from computers and mobile devices to tableware and bathtubs; from medical equipment to street lighting. This approach to innovation draws from the designer's toolkit to integrate the needs of people, the possibilities of technology and the requirements for business success.

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 prototypes using 3D printers and laser cutters.

Projects will be produced in a range of materials such as plastics, wood and fabrics that will be integrated with technologies such as NFC chips and programmable circuits.

Subject Fee

Nil

Further Information

Mr S. Griffiths, Mrs A. Post



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