



Carey

Baptist
College
Harrisdale

2021 Year 7 Course Information Handbook

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Introduction

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

Year 7 at Carey is a great initiation into secondary schooling. It is a special year of transition, in which students will undertake a wide variety of different subjects. They will experience a stimulating and challenging year where they will gradually take increased responsibility for their own learning. Students will develop organisational and study skills that equip them for the future. As they proceed through Years 8-12, they will increasingly be able to specialise in the areas of their greatest interest and expertise.

Carey's 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.
- Problem solving.

These are 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 aim to 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; 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 grow and understand more about their place in the world. Pastoral care is an integral part of the program, where we encourage teachers to 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 well-being is on the forefront of our hearts and minds.

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

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.

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. Options for each student will depend on gridlines and class sizes.
2. A Course Change Request Form needs to be completed and fully signed (including signatures from teachers, Heads of Department and parents).
3. The Course Change Request Form should be submitted to the Curriculum Office (in Building J).
4. 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 7 and 8, and will begin their first formal exams in Year 9.

| YR | 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 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 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 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 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.

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.

Year 7 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 to **discover 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 subjects.
- **The Arts**, where all students will experience both Visual and Media Arts, and choose between the Performing Arts of Dance, Drama or Music.
- **Languages**, where students may choose between Japanese, Indonesian or Mandarin

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.

These electives integrate disciplines from other fields such as Science, Engineering and Maths. They are

based on design principles, incorporating 21st Century learning strategies and focus on project / problem solving inquiry based learning. This allows a wider number of students interested in STEM to benefit from these extension activities. These electives are:

- **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 elective 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 elective is available to all students.

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 Japanese students, along with a reciprocal visit to Carey by students of this school.

Students with a diagnosed Learning Difficulty will participate in two sessions of Literacy support in Year 7 and 8 instead of the Languages program.

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 are many ways 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

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 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 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**. This is a British musical, with music and lyrics by Lionel Bart, 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.

Year 7 Camp

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

Gifted and Talented (GATE) Programs and Scholarships

Entrance to the Carey GATE program and scholarship is selective and based on academic merit. Applicants must demonstrate ability through an academic entrance test and a music audition (for music applicants). Carey defines gifted and talented as:

- Gifted, whereby a child has the potential for high ability in a certain area. A student may be gifted in one or more areas, such as literacy, numeracy, sport, the arts or more.
- Talented, meaning they can demonstrate outstanding performance or achievement.

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. Carey offers GATE opportunities in STEM (Science, Technology, Engineering and Maths), in Music Specialist and in Academic Excellence. GATE STEM and Music Specialist take place for two sessions per week. GATE STEM occurs during the two Homework sessions, while Music Specialist occurs in the Music Elective and includes an after-hours session. The GATE Academic Excellence students participate in the English and Humanities Extension classes.

One unique aspect of these GATE programs is that **each occurs at different times in the school's timetable, which allows these 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.

Gifted and Talented Scholarships

Entrance to the Year 7 GATE program and the awarding of scholarships is based on academic merit demonstrated by performance in an academic entrance test held at the start of Term 2. The 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 at the start of each year from curriculum@carey.wa.edu.au or from the Curriculum Office (Building J) at the Harrisdale campus.

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 candidates, there will also be an audition, which takes place on the Saturday following the academic entrance test. The minimum level of musical standard expected of a scholarship applicant is AMEB Grade 2 or similar.

GATE 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, or conduct is considered unsatisfactory and their 'Good Standing' is lost.

Round 1 scholarship offers will be made at 75% deduction of academic tuition fees for the remainder of the students schooling at Carey Baptist College; while Round 2 scholarship offers are made at 50% deduction.

GATE 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 and 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 encouraged 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 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, VEX5 in Robotics.
- Areas of study will be selected from: Sustainability; Drones; Alternative Power Solutions; Coding; Rockets / Satellites; Climate Science; and Engineering.

Participation in the GATE STEM class will be limited to a maximum of 24 students. Students in the STEM program will also participate in the Year 7 Science and Maths Extension programs. For further details, refer to the section on Science.

GATE Music Specialist

The Year 7 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.**

Carey's highly respected Music Department offers education in a variety of genres, including:

- Contemporary Popular Music.
- Western Art / Classical.
- Jazz.
- 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.

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 either SEQTA Learn or SEQTA 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.

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. For further details, refer to the section on Music.

GATE Academic Excellence

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

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.

How much time in total?

Students should be developing a regular homework / study timetable from the start of Year 7, and be aiming to complete **5 hours per week** (1 hour + 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 tests.**

We recommend that students 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 is achieved each week. This pattern needs to become a habit for students to be able to manage their 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.
- Developing 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.

NAPLAN – Year 7

Literacy and Numeracy skills are developed over time throughout the school curriculum and are tested through NAPLAN in Years 3, 5, 7 and 9. These tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community. Students are assessed using common national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Please contact **Mrs L. Ong (Director of Accessing Curriculum)** at long@carey.wa.edu.au if you have any questions or concerns about NAPLAN testing.

NAPLAN Year 7 Mean Scores (2015-2019)

The student numbers in Year 7 vary from year to year, with approximately 80 students continuing on from Year 6 at Carey (from its 3 classes), and approximately 60-70 students from other feeder Primary schools in the area. Year 7 Carey NAPLAN results (as demonstrated below) reflect a consistently strong trend in all five of the tested areas when compared to other W.A. schools.

| 2019 (141 students) | | | | | | | | | |
|---------------------|------------|---------|------------|---------|------------|----------|------------|---------------------|------------|
| Numeracy | | Reading | | Writing | | Spelling | | Grammar/Punctuation | |
| Carey | WA Schools | Carey | WA Schools | Carey | WA Schools | Carey | WA Schools | Carey | WA Schools |
| 576 | 558 | 555 | 546 | 531 | 513 | 568 | 547 | 562 | 542 |

| 2018 (141 students) | | | | | | | | | |
|---------------------|------------|---------|------------|---------|------------|----------|------------|---------------------|------------|
| Numeracy | | Reading | | Writing | | Spelling | | Grammar/Punctuation | |
| Carey | WA Schools | Carey | WA Schools | Carey | WA Schools | Carey | WA Schools | Carey | WA Schools |
| 578 | 549 | 559 | 539 | 530 | 505 | 572 | 545 | 572 | 542 |

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

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

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

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

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 Year 6, students are primarily under the care of one classroom teacher. In Secondary school, students have different teachers for all their subjects. This 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 part of providing holistic care for our students, at Carey, we appoint **Year Managers to oversee the pastoral care of each year group.**

Your child's Year Manager will be 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.

At Carey, we run annual year group camps or day trips overseen by the Year Managers. In addition, they have developed our 'Wellbeing' curriculum which runs through the Pastoral Care sessions.

As your child journeys through their Secondary education, your Year Manager will be a key member on the team running school carnivals, Beliefs and Values days and school functions. They also oversee group resources, like 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 7 Home Group teachers, Year 7 Year Manager, the Chaplain, Mr K. Chidzey and the School Psychologist, are part of the team that are here to help. **Mr Chidzey** can be contacted 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 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 the Year 7 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 7 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 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 Semester 1 Reports have been issued. If your son / daughter is able to attend the interview, they are invited to 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, weekly lesson outlines and online lessons, school notices and other school documents.

Subject teachers may communicate any concerns by way of a Direqt 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 in Senior Secondary, 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. **Classes are streamed in English, Humanities, Maths and Science in Years 7 to 10.**

Within a streamed class setting, the teacher is able to set a suitable pace for the class and maintain that pace. The entire class is challenged at a level gauged to be appropriate for the whole group. In the Extension stream, extension tasks / competitions are included so that students can remain actively engaged. In a Mainstream class, the core content would be very similar. In a Foundation class (Year 9 and 10), 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 these cases, 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 be a wide range of ability, aptitude, attitude and achievement across the five classes in each of Years 7-10. Streaming allocations in Year 7 are based on the available school data: Year 6 Reports; and Year 6 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.

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* |

Depending on the number of students needing a Foundation stream, this class may be a stand-alone class or it may be a subset within a mainstream class.

Please note that GATE STEM students will be allocated to the Extension stream in Maths and Science; while the GATE Academic Excellence students will be allocated to the Extension stream in English and Humanities.

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

The answer is ... Yes, but this is much more significant in Years 9 and 10, where it will impact on the range of eligible subject choices in the following ways:

- 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.

Can students change streamed classes during Year 7?

Students will be able to move between streams as appropriate. Students who perform at a level significantly higher or lower than the students in their class may have an opportunity to move to another class at specified points during the year. In order to move to a higher class, **students need to consistently achieve high marks**. 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. If parents would like further information, please direct your enquiries to the Dean of Curriculum.

Subject Fees

All subject fees listed in this handbook 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. The indicative fees are listed in the various subject description to which they apply.

Teasdale iCentre

Open: Monday to Friday 8.15–4.15pm

The Teasdale iCentre (Library) 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.
- Access online reference material.

Accessing 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.

The iCentre provides access to a vibrant, current collection and students are encouraged to read for information and pleasure, with the objective of creating lifelong, independent readers. It 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 are given the use of a **Chromebook** in Year 7. A Chromebook is a laptop running the Linux-based Chrome OS as its operating system. 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.

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.

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 Year 7 teachers, Year Managers, Heads of Department, Homeroom 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.

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 their way around school – they may get lost and result in being late for class.
- Meeting new classmates.
- 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 increases the chances of losing equipment or having incorrect equipment for the next class.

- Learning to use a locker.
- Coping with change determined by others not themselves.
- Independently organising their work and managing their own timetable.
- Coping with more complex activities, such as changing in / out of PE kit for PE and games.
- At break times there is less supervision from teaching staff so the child is able to wander around on their own (not seeking social interaction) or may be more open to bullying.
- Coping with new topics they have not studied before.

Strategies for Parents

Information should be communicated 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.
- Take photos of the buildings, rooms and teachers to aid memory.
- Parents / students should take the opportunity to visit the school.
- Keep several copies of the timetable on view around the house.
- Consideration of adaptations required for classroom / sport and new subjects.
- Consideration of help required for organising work and note-taking.
- Consideration of what method will be used to transport books and equipment.
- Purchase of textbooks so that students are prepared.
- Adaptation of tools (if required) such as protractors, rulers, pens.
- Extra time allowed for homework.
- Work written down for individual on an ongoing basis, if required.
- 3 way communication – meet the teachers and the Year Manager; learn to use SEQTA Engage (Parents); Direqt message the teachers (through SEQTA).
- Consider school uniform – adapt garments for ease of dressing.
- 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. This 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.

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 a 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.

Develop 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. Aim to adopt the following 'growth mindset' approaches:

| 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. |



Year 7 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 |
| Media / Art and Design (Semester course) | | 1 |
| House Activities / Study Skills | | 1 |
| Extended Homeroom / Assembly | | 1 |
| Elective 1: 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 2: Performing Arts Dance Drama Music / + GATE Specialist Music | Students select one Performing Art subject for the year | 1 |
| Elective 3: Design Technologies Aviation (STEM) Food and Nutrition Metalwork Woodwork | Students select two Design Technologies subjects each semester | 2 |
| Elective 4: Digital Technologies Computing – Application Computing – Coding (STEM) Product Design | Students study two Digital Technologies subjects each semester | 2 |



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. We do this from a Christian point of view, encouraging students to consider what they believe for themselves.

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 influences on 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.

We slow right down to take 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.

Further Information

Mr J. Birt

Subject Fee

Nil



Mr P. Fallon
Head of English Department

English

Course Description

Year 7 English is a year of transition. As 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 by the Director of Accessing Curriculum, Mrs L. Ong.

Further Information

Mr P. Fallon

Subject Fee

\$25 – Education Perfect

Mr C. Bolton

Head of Health and Physical Education Department



Health and Physical Education

Course Description

The Health and Physical Education (H and PE) curriculum teaches students how to be part of a healthy, active population and live a healthy, active and fulfilling life. Study in the H and PE Learning Area is compulsory for all Year 7 students, who will study both Health Education and Physical Education. These classes 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. These classes at Carey are highly interactive, with students strongly encouraged to develop confidence.



The H and PE curriculum is shaped by five propositions:

- Focusing on educative purposes.
- Taking a strengths-based approach.
- Valuing movement.
- Developing health literacy.
- Including a critical inquiry approach.

H and PE 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 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 H and PE assessment.

Co-Curricular Sport

Students will have the opportunity to be selected for 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 after-school on Wednesday afternoons during Terms 1 and 2.

Training

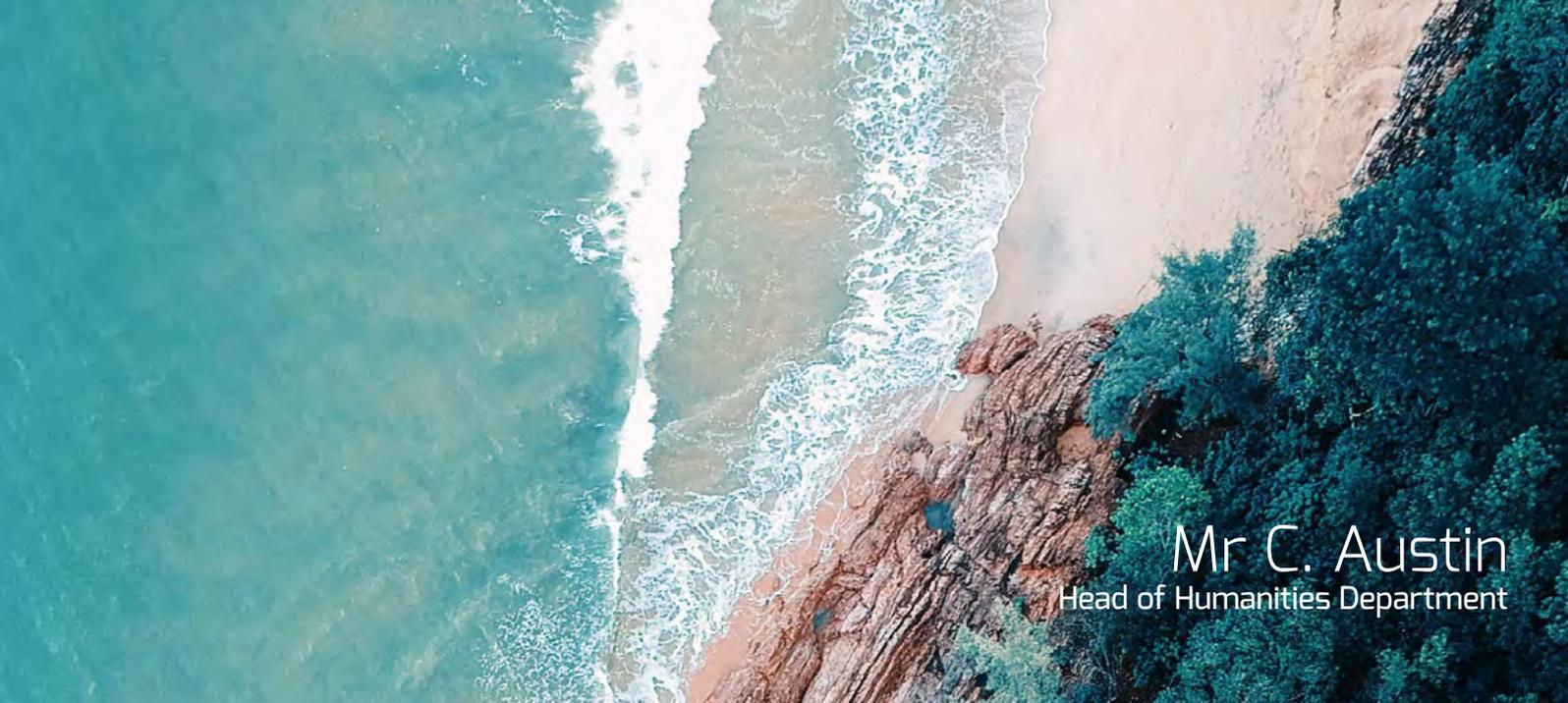
Students selected in co-curricular sport at Carey will be expected to participate in team training sessions to prepare for upcoming carnivals and competitions.

Further Information

Mr C. Bolton

Subject Fee

Nil



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 both historical and contemporary phenomena. 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'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).
- Examine the range of businesses and enterprises and the different types of work and income (Economics).

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.

Further Information

Mr C. Austin

Subject Fee

Nil



Mrs L. Karasavas
Head of Mathematics Department

Mathematics

Course Description

In Year 7 Mathematics, students are encouraged to develop an appreciation of Mathematics, and to recognise its usefulness in everyday life. The course aims to provide students with the means to develop an interest and confidence in the use of Mathematics. Students learn to pose, reason and solve problems in Number, Algebra, Measurement, Geometry, Statistics and Probability.

As part of the Year 7 Mathematics course, students:

- Develop skills in, and solve problems involving comparison, addition and subtraction of integers.
- Make connections between whole numbers and index notation and the relationship between perfect squares and square roots.
- Use fractions, decimals and percentages, and their equivalences.
- Represent numbers using variables. They consider the laws and properties of numbers and connect them to algebra.
- Assign ordered pairs to given points on the Cartesian plane, interpret simple linear representations and model authentic information.
- Are encouraged to investigate, represent and interpret mathematics in real situations.
- Solve simple numerical problems involving angles formed by a transversal crossing two lines.

- Use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms.
- Classify triangles and quadrilaterals.
- Identify issues involving data collection and construct stem-and-leaf and dot plots.
- Calculate mean, mode, median and range for data sets.
- Determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.

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

Further Information

Mrs L. Karasavas

Subject Fee

\$25 – Mathspace



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.

Further Information

Mr P. van Dam

Subject Fee

\$25 – Education Perfect



GATE STEM

The GATE STEM program is an exciting initiative that further builds on Carey's reputation of delivering excellence in Science education. This program has an interdisciplinary Science, Technology, Engineering and Mathematics (STEM) focus, based on project-based learning.

Entry is by **application and selection** to sit an entrance test at the College. Scholarships will be awarded to the top achieving students. The class is **limited to a maximum of 24 students**. **At the end of Semester 1, top performing students in Maths and Science may be invited to join this class.**

STEM (Gifted and Talented Education) Program

The course covers the streams of: Investigations, Coding and Construction, Competitions and Challenges. Each stream occurs in a context. In Year 7-9, one such context is the VEX5 Grades 9-12 program, which is an online curriculum developed to meet national academic standards on key elements in STEM through robotics. Activities include: builds; design; coding languages; and competitions.

The activities give students multiple approaches to problem solving, allowing them to communicate and collaborate, experiment and design creative solutions.

- **Challenge Series**
Students are issued with short problem solving challenges which are generally school based. They will operate individually and in groups.
- **Competition Entry**
Depending on availability, students enter an age relevant competition which may include environmental, energy, space or engineering challenges. Such competitions may include VEX5, and the UWA Solar Car challenge.

- **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: The program may alter in response to new opportunities as they arise.

Further Information

Mr D. Braithwaite

Subject Fee

Nil

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. 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, Photography and Film. Other subjects, such as Music and Literature, influence 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 Media AND Art and Design. In Performing Arts, students will be able to choose one Performing Art from Dance, Drama OR Music (refer to Elective 2 in the Electives section). In Year 9 and 10, the choice of electives is unrestricted and students may choose several of these, or none at all.

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, an 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 2021, it will be the Musical classic, 'Oliver!' which will include both Primary and Secondary students.

Art and Design

The Year 7 Art and Design course is an introduction into Secondary School Art. Visual Art students are taught the beginning steps of how to approach drawing through a step by step process within their A4 Visual diaries over the duration of a semester. At the end of the semester, students will have produced a final artwork in the form of a 'Still Life' drawing in various drawing media. Where possible, the finished art piece produced by students is often displayed around the school and entered into award shows in the metropolitan area.

Alongside the Art Making processes of the Visual diary and finished artwork, students also look at artworks and write an analysis on a particular artist.

As not all Year 6 students have the opportunity to do Art, the Art and Design course philosophy is to provide a safe environment where students can gain confidence in learning about Art and are able to practice various techniques and get sound advice from an Art Specialist. The important thing for Art and Design students is that they feel relaxed and are able to develop their own unique sense of creativity and explore what is great about Art.

Further Information

Mr P. Leeming

Subject Fee

Nil

Artscape

'Artscape' classes are extra-curricular Art classes designed specifically for Art students who have selected one of the many Visual Art courses to develop further 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 as well as having contact with professional Artists who conduct artist workshops.

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.



Oliver!

A CAREY BAPTIST
COLLEGE PRODUCTION

11 - 13 MARCH 2021

Mrs S. Cuellar

Head of Visual and Performing Arts Department

Media

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

In Year 7, we give students an exciting taster of what they can expect to explore in greater depth in Media 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 fantastic 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. They will 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 develop a basic understanding of the film making process with foundational skills in cinematography (camerawork), editing techniques, and the ability to work effectively in groups.

Further Information

Mrs L. Warwick

Subject Fee

Nil

How to Choose your Electives

Your choices are due by 9am on Thursday 27 August.

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 choice from each of the elective lines 2, 3 and 4 in case your first preference is unavailable.

six

Discuss your choices with your parents before clicking on the submit button.

seven

Print out all your choices so that you have a record of them and keep it in a safe place, in case you need to refer to this later.



Elective Descriptions



Mrs K. Bonciani
Head of Languages Department

Elective 1: Languages

Students select one Languages course.

Course Description

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.

These language 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.

Further Information

Mrs K. Bonciani

Subject Fee

\$25 – Education Perfect

Elective 2: Performing Arts

Students select one Performing Arts course.

Dance

Studying 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.

In Year 7, Dance students build on their understanding of improvising and experimenting with the elements of dance 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.

Students 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 include, but are not limited to:

- Contemporary.
- Jazz.
- Hip Hop.
- Cultural Dance.

Incursions and excursions are provided within the program and are led by professional dancers and companies in the arts industry, such as the West Australian Ballet Company. These unique opportunities are provided to inspire and engage creativity within the students. Students have the opportunity to engage in performances and events such as the Carey Dance Concert and extra-curricular productions within the College such as the College musical.

Further Information

Mrs S. Cuellar

Subject Fee

Nil

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 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.
- Improvisational Playbuilding.

Further Information

Mr T. Bowles

Subject Fee

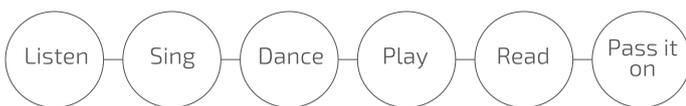
Nil



Mr B. Thompson
Head of Music Department

Music

Our teaching and philosophy throughout Carey music 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 (excluding GATE Music Specialist 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.

Further Information

Mr B. Thompson

Subject Fee

\$200 – Instrument Hire (if required)



GATE Specialist Music

Carey Baptist College has a long and distinguished history in delivering excellence in Music education. Many Carey Music graduates have gone on to further studies and are now forging careers as music performers and educators, both nationally and internationally. Year 6 entry for the Year 7 GATE programs is by selection through an application, test and audition in Term 2.

Scholarships are awarded to the top achieving students.

Specialist Music (Gifted and Talented Education) Program

The Year 7 Specialist Music course is aimed at GATE students AND students with the demonstrated experience and passion. GATE Music Specialist students who were selected for this stream through the testing and audition process in Year 6 will be allocated to this course. In addition, other students may be invited to join this stream by invitation or audition, based on their demonstrated experience and commitment to further their Music studies.

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

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

Specialist Music students:

- Attend one classroom session per week during school time (in their Music elective).
- Attend one Specialist Music session (one hour) per week (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 UWA, WAAPA Staff and visiting guest artists (past artists have included James Morrison and 'The Idea of North').
- Have numerous opportunities to develop their instrumental / vocal performance skills in a wide variety of performance situations.

Further Information

Mr B. Thompson

Subject Fee

\$200 – Instrument Hire (if required)

Mr R. Stirling
Head of Technologies Department



Elective 3: Design Technologies

Students select two Design Technologies courses.

Study in the Technologies learning area is a W.A. Curriculum requirement for all Year 7 and 8 students. Technologies is made up of disciplines from both Design

Technologies and Digital Technologies. In Year 7, students will be able to choose two subjects from each of these areas, studying each for a term's duration.

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.

Further Information

Mr S. Griffiths

Subject Fee

\$100 – Simulations and Excursions

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.

Further Information

Mrs A. Post

Subject Fee

Nil

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 is a focus of the course as students learn how to work in an environment where safety is a significant factor.

Further Information

Mr J. Wilmot

Subject Fee

Nil

Woodwork

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

Occupational Health and Safety is a 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.

Further Information

Mr C. Burns

Subject Fee

Nil

Elective 4: Digital Technologies

Students select two Digital Technologies courses.

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 the 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.

Further Information

Mr S. Murua

Subject Fee

Nil

Computing – Coding (STEM)

Software development is a dynamic field, and job needs are continually shifting, so students must 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 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.

Further Information

Mr S. Murua

Subject Fee

Nil

Product 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 with the use of laser cutters and 3D printers.

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, problem solving, creativity and design thinking are in great demand.

Further Information

Mrs A. Post, Mr S. Griffiths

Subject Fee

Nil



Carey

E info@carey.wa.edu.au
T (08) 9394 9111
F (08) 9394 9112
51 Wright Rd Harrisdale WA 6112
PO Box 1409 Canning Vale WA 6970



Carey
Baptist
Church



Carey
Baptist
College



Carey
Centre



Jump
Carey Early
Development