

2022 Year 10 Handbook



Carey

Baptist
College
Forrestdale

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Introduction

Students at Carey Baptist College Forrestdale have the opportunity to have a unique high school experience. Surrounded by 20 hectares of natural bushland, our students are inspired to consider their impact on the natural ecosystem and how we can become better stewards of God's creation. But that is not the only thing that sets us apart; students at Carey Forrestdale grow and thrive in a positive learning environment that challenges them academically and supports them pastorally. Teachers care about their students as whole individuals and want each of them to achieve their personal best academically, socially, spiritually and physically.

In Year 10, students are encouraged to become increasingly independent and begin to shape their own educational pathway. Students will choose 4 elective subjects that they will study for 2 sessions a week. This will help students gain the foundational skills and knowledge needed to embark on Year 11 and 12 courses.

In Year 10, students will take greater ownership of their learning. Teachers expect that students in Year 10 will complete their homework and assessments on time and will be engaged and focussed in class. Students will also be given greater responsibility, assuming leadership roles within the College community.

At Carey Baptist College, we do not believe in a 'one size fits all' approach to education; each student has unique gifts and abilities. That is why in Year 10, there will be a strong focus on exposing students to the wide range of careers and academic pathways available to students. Experts from various industries and educational institutions will visit the College to speak to students, students will attend the Careers Expo in Perth and will take part in work experience.

There will be also be a Careers and Subject Selection Information Night, which will provide students and parents information about the variety of courses and careers available to students. Individual subject selection counselling will also be available to all students and their parents during the year leading up to subject selection time.

Year 10 is an exciting part of a student's high school journey. Your child's education is supported by staff who love working with young people 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 or guardian's feedback and involvement.

Mr P. Fallon

Assistant Principal – 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.

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.

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. Sport).

Likewise, students are requested to leave the College grounds promptly at the end of the day at 3:10pm, unless involved in a College organised event.

Absences from school for a half day or more should be notified as soon as possible, either by the SMS hotline: 0429 796 628 or email hotline f.absentees@carey.wa.edu.au.

You only need to communicate your child's absence once; however, a medical certificate is required to explain prolonged absences of more than three consecutive days.

Students who need to attend appointments, or who will be absent during class times, should notify Absentees prior to the event.

All absentee communication to the College should contain the following:

Student name: Jane Smith

Home Room: 7Marri

Date of Absence: 6 May 2014

Reason for Absence: Unwell (or as applicable)

Parent/Guardian Name and Relationship to the Child:
Mary Smith, Mother

If a student is going to be absent for a prolonged period, a letter should be sent to Absentees advising the proposed dates and reason for the absence, this letter will be forwarded to the Principal. Given they will miss their curriculum related course work, encourage students to speak to each of their teachers.

Extended leave for other than medical reasons 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.
- Family holidays.

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

Late Arrival at School

Students who arrive late to school should go to reception.

- An explanatory note in the student's diary written and signed by parent/guardian in the communication column on the day of the student being late; or
- A separate signed explanatory note from parent/guardian; or
- Parent/Guardian to sign in student on iPad kiosk at Reception.
- Email absentees with the explanation for late arrival.
- Parents/Guardians may send an SMS including the student's name, date, reason for lateness and ETA.

On signing in on the iPad, students will receive a printout for that day and this will need to be shown to the teacher upon arrival at class.

Mobile Phones

Student devices are stored during the school day in a secure box. Students may access them before and after school to assist in travel and communication arrangements. During home room they place them in the storage box, receiving them back at the end of the school day.

Session Times

Session	Time
Home room	8:35am
Session 1	8:45am
Session 2	9:40am
Recess	10:35am
Session 3	10:55am
Session 4	11:50am
Lunch	12:45pm
Session 5	1:20pm
Session 6	2:15pm
End of Day	3:10pm

Uniform Policy

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness. The uniform is a symbol of the College and will help students identify with their school and develop a sense of belonging. Wearing a uniform encourages a sense of pride in appearance. Students are encouraged to wear their uniform with a sense of respect and honour.

Scope

This policy applies to students on all Carey Baptist College Campuses.

The uniform is designed to support students by:

- being a mechanism to reduce social anxiety;
- being comfortable and supportive for all-day wear;
- promoting principles of good hygiene; and
- being a vehicle for demonstrating the ability to show respect and self-discipline.

The uniform is designed to support staff by:

- being easy to work with;
- meeting safety and movement requirements across all learning areas and activities;
- being simple to enforce;
- providing a platform for engaging positively with students to enforce boundaries; and
- promoting a positive image of the College both on campus and when representing the College in external activities.

The uniform is designed to support parents and families by:

- being a cost-effective solution for school wear;
- being serviceable – long wearing, easy to clean;
- being easy to obtain; and
- being simple to enforce.

Uniform requirements may change over time to take advantage of new technologies, keep pace with developing trends and support the image of the College.

Summer Uniform

GIRLS	BOYS
<ul style="list-style-type: none">• College summer dress, touching top of knee or College shorts.• College socks.• Black leather school shoes with laces.• College teal jumper.	<ul style="list-style-type: none">• College shorts.• College shirt, tucked in.• College socks.• Black leather school shoes with laces.• College teal jumper.

Winter Uniform

GIRLS	BOYS
<ul style="list-style-type: none">• College winter skirt, touching top of knee or grey College trousers.• College shirt, tucked in.• College tie.• College teal jumper.• Black tights.• Black leather school shoes with laces.• Optional College scarf.• College Jacket.	<ul style="list-style-type: none">• College grey trousers.• College shirt, tucked in.• College tie.• College teal jumper.• Black tights.• Black leather school shoes with laces.• Optional College scarf.• College Jacket.

Example of recommended shoe:

Polished black leather school shoes with laces and a low heel.



The College jacket:

The College jumper is a compulsory part of the winter uniform. The College jacket may be worn outside the classroom only, over the top of the jumper and then removed once inside the classroom.

Cultural additions:

Cultural additions to the uniform in favour of modesty are permitted only in the following forms: black leggings, a plain long-sleeve white top, a plain black or white head covering. Additions to the College uniform must not obscure the College uniform or logo and faces must be visible at all times.

'Uniform Free' Day

When the College has a 'Uniform Free' day, appropriate clothing and footwear must be worn by students.

'Uniform Free' days require students to dress in a way that honours the College values and represents the College in a positive manner. Some guidelines are as follows:

- There should be no offensive wording or graphics on any clothing worn to school;
- The material which students are wearing to the College must not be see-through in any way;
- Undergarments may not be visible;
- The shoes worn must be enclosed (this is an occupational health and safety issue);
- Hair must be tied up for classes that require it (this includes Science, Metalwork, Woodwork, Textiles, Food, Art and P.E.);
- All tops need to be full-length and cover the stomach (this is an occupational health and safety issue);
- The length of any shorts or skirts should be a minimum of mid-thigh;
- Students wearing tights or jeggings must ensure their top is long and loose fitting;
- Students with P.E. classes must either wear clothes suitable for physical activity (including sports shoes) OR they must change into their P.E. uniform for class;
- Students who are unsure about their clothing or costume choices should approach their Home room teacher or Assistant Principal to discuss their clothing PRIOR to the 'Uniform Free' day.

If students are at school dressed in a manner which contradicts Carey's guidelines and ethos, their parents may be asked to bring a change of clothes for the student on the morning of the Uniform Free day.

Excursions/Incursions

Students are required to wear appropriate College uniform when attending excursions/incursions. The organising teacher will advise parents and students of uniform requirements as part of the excursion planning/permission process. Students who do not have the correct uniform may be given the opportunity to rectify this (where possible) prior to leaving on the excursion. Alternatively, students may be required to remain at school.

Body Piercing and/or Tattoos

Visible body piercing, other than the lower ear lobe, and tattoos, are not permitted.

Please note: Leniency will not be shown to students who choose to have extra visible piercing or tattoos done before or during the school year. Piercings with clear plastic studs or plugs; piercings or tattoos with a band-aid or other cover is not acceptable.

Hats

It is compulsory to wear the College hat whilst outside.

Hair

Fashion extremes (some examples are, but are not limited to: Mohawk, dreadlocks, rat-tails, multiple or unnatural colours, and any others as determined by the College), are not permitted.

Girls: Beyond shoulder length, the hair is to be entirely tied and/or clipped back off the face with the College black hair tie and/or scrunchie. Black plain hair slides and knitted black fabric headbands only.

Boys: Beyond shoulder length, the hair is to be entirely tied or clipped back off the face with the College black hair lackey. Faces should be clean-shaven. N.B.: Please check with the Assistant Principal (Secondary) before proceeding with any hairstyle that the College may consider a fashion extreme.

Jewellery

The only jewellery that is permissible is:

- One pair of plain silver or gold colour studs (max. diameter 3mm) or plain sleepers (width 1mm, max diameter approximately 1cm).
- One earring only in the lower lobe of each ear.
- A watch.
- A necklace that has a cruxifix or Christian fish symbol.

Students who choose to wear other jewellery will risk its confiscation. Although care will be taken with these items, the College accepts no liability for confiscated items.

Make-up

No visible make-up is allowed (transparent lip moisturiser is acceptable). This covers all forms of make-up including eye liner, eye shadow, nail polish, patterned acrylic nails and lipstick.

Orthotics

Clarks 'Detroit' are an acceptable shoe and are designed for orthotics. Boots are not acceptable.

Nails

Nails should be kept short (length suitable for sport) with no colour.

Social Functions (e.g. Year 12 Ball)

Dress standards are expected to reflect the College values. The College reserves the right to exclude students from a function if their attire is considered inappropriate by the Assistant Principal or the Principal.

Laptops/BYOD

Students in Years 10 to 12 will be permitted to purchase their own suitable* device for use at school and at home. Many students opt for a Macbook Air or a Windows-based laptop such as a Dell.

A cost-effective solution may be for families to purchase a new Chromebook to replace the one that has been used in Years 7 to 9.

**Whilst iPads and tablets are very powerful these days, they may not be suitable for students needing to write extended essays or large research projects.*

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.



Pastoral Care

To provide Pastoral Care for an individual is to nurture, care for, and support them in both an emotional and spiritual capacity. Pastoral Care at Carey Forrestdale could be summed up using these three words – Nurture, Care, Support.

We believe that as we seek to grow in these areas, strong and healthy connections are built and encouraged as a natural result. We deeply value positive connections between staff, students and their families and because of this we recognise the need for consistent and thoughtful communication.

We are a community who believes that each individual is created by a loving God and as such has incredible value. We believe that Christ-centred care and support is an essential and integral part of our school's fabric.

While our School Chaplain plays an important role in our Pastoral Care provision, each of our staff are valued for their contribution to communicating care and concern within our community.

We aim to maintain a community culture that is inclusive and safe for everyone attending Carey Forrestdale. There are many regular activities that are offered at Carey Forrestdale with this in mind. Some examples include:

- Programs designed to promote healthy life frameworks for issues such as self-esteem building or anxiety management.
- Chaplain class visits incorporating tailored lessons.
- Individual/small group Chaplain appointments.
- Mentoring Program.

Pastoral care is central to relationships at Carey Forrestdale between students, parents and staff and we actively look for opportunities each day to express care and concern for people in our school community. We view this as a privilege and as such continually seek to encourage those we interact with. We choose to model kindness and compassion as we seek to serve Christ in our everyday lives.

It is envisaged that as Carey Forrestdale grows so will our team of Pastoral Care Professionals.

Next Gen Pastor - Shelby O'Reilly

Carey Youth is a space for secondary students to explore relationships, big issues, and faith in a fun and nurturing environment. It runs fortnightly, meeting at school in the Forrestdale Community Hub.

This youth program is an initiative of Carey Baptist Church, Forrestdale and is coordinated by the Next Gen Pastor, drawing volunteers from both the church and school community.

Pastoral Care Time (PCT)

Each Friday afternoon, there will be an extended homeroom session that takes place during Session 6. A formal Assembly or engage service occurs approximately two or three times per term.

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 classes, 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 Assistant Principal (Curriculum) and homeroom teachers, including the 'Wellbeing' programs. This time may also be used for guest speakers or for organising House Activities/Carnivals.



Extra-Curricular and Special Events

Extra-Curricular Sport

Carey competes in several Inter-School competitions including our own Sub-association of the ACC known as the South Eastern Associated Schools Competition (SEAS).

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

Outdoor Learning and Nature Pedagogy

We believe that opportunities to get outside and be immersed in the natural world are essential for healthy lives. We use the phrase 'Going Outside - Growing Inside'. Our teaching philosophy includes a Nature Pedagogy - a belief that nature is a great teacher, that incorporating aspects of outdoor learning is good educational practice and valuable for mental and spiritual health. Teachers are encouraged to incorporate this approach in their learning area, and as a school we offer students a range of outdoor learning opportunities - Year Level camps, an Outdoors Club and several small group expeditions.

Year 10 'Coral and Gorges' Camp

All students attend a residential camp, as a focus point for outdoor learning and an opportunity to build our school community. We are offering an exciting new program for our 2022 Year 10 students - a once-in-a-lifetime opportunity to explore two spectacular WA icons - the gorges of Karijini National Park, and the stunning coral coastline of the Ningaloo Reef. 'Coral and Gorges' camp will run for 9 days/8 nights at the end of Term 2 2022, taking students on a road trip North into the Pilbara. Along the way we will go on gorge adventures, experience indigenous culture, tour an Iron Ore mine, swim and snorkel with amazing marine life and camp in the outback.

Each camp includes action-reflection cycles where students try new experiences and spend time in small group discussion reflecting on what they have learnt. Full details and costs for the 'Coral and Gorges' camp will be provided to families well in advance.

Outdoors Club and Small Group Expeditions

Outdoors Club offers interested students opportunities to learn outdoors skills in a relaxed fun environment. In the past we have learnt hiking skills, held an introductory kayaking program, learnt to cook over a campfire and on a Trangia stove, and worked out how to tie a range of knots.

We offer hiking and kayaking expeditions for smaller groups of students. These operate at various levels from introductory short trips through to longer wilderness-based expeditions. Our hiking trips centre on the Bibbulmun Track, equipping students to prepare for and complete multi-day bushwalks.

Outdoor programs have specific risk management plans, and are run by suitably qualified and experienced teachers and instructors.



Student Code of Conduct

Secondary

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness.

We believe that all people are made in God's image, having equal value and the right to be treated with dignity and respect. The student Code of Conduct sets out the responsibilities and expectations for every student at Carey Baptist College.

Kindness

- We choose to be kind in our interactions with others.
- We act appropriately to keep ourselves and others safe.
- We respect the privacy and confidentiality of others at all times, including online.
- We do not engage in any form of harassment or violence; online, at school or at College events.
- We do not share others' personal information

Courage

- We persevere in our learning to develop our strengths and overcome our weaknesses.
- We protect ourselves and others from harm.
- We take care of our environment.
- We do not stand by and allow others to be mistreated.
- We report unsafe behaviour to trusted staff members.

Humility

- We accept responsibility for our actions and celebrate our achievements with grace and humility.
- We behave in a way that honours others and does not offend.
- We do not behave in a way that discriminates, belittles or abuses others.
- We treat others in a manner we believe they would appreciate.

Respect

- We treat everyone with respect, courtesy and professionalism.
- We encourage teamwork in an effort to achieve common goals.
- We respect the College uniform and ensure that our conduct whilst in uniform or at College events remains consistent with College values and the law.
- We do not touch, push or otherwise physically engage with others in a manner that is harmful.
- We do not engage in romantically physical displays of affection at school or at College events.
- We do not engage inappropriately in a sexual manner, online, at school or at College events.
- We do not use any harmful or illegal substances including narcotics, drugs or alcohol on campus or at any College-related activity.
- We are punctual and come expecting to engage and learn.

Integrity

- We speak with truthfulness and act honestly.
- We attend school and all appropriate College events.
- We use technology in ways that are consistent with College policy.
- We do not cheat or plagiarise.
- We do not steal or damage property belonging to others or the College.
- We do not create, share or look at harmful content such as offensive, pornographic or violent text messages, images or digital content.
- We do not put ourselves in unsupervised locations at the College or at College events.
- We uphold the values of Carey Baptist College.

Behaviour Management Process

Behaviour (During Lessons)

The student has the right to:

- Learn free from disruption.
- Be treated courteously and with respect.

The student has the responsibility to:

- Refrain from disrupting the learning of others.
- Speak to teachers and students with respect.
- Avoid interfering with others' belongings.
- Avoid any behaviour that endangers the health or safety of another person.

Positive Behaviour

The majority of students at Carey Baptist College Forrestdale consistently behave in a way that demonstrates respect for themselves, their peers and their teachers. In an effort to recognise these students, teachers are encouraged to:

- Give a word of encouragement to these students.
- Contact parents.

Prevention of Behaviour Management Issues

In order to prevent potential behaviour management issues from arising in class, teachers are encouraged to:

- Demonstrate respect for each student in their care, loving them as God loves us.
- Provide an engaging and relevant teaching and learning program. Lessons will be well-organised and demonstrate sound pedagogical practices.
- Use good behaviour management strategies such as using seating plans, moving disruptive students, asking for students to raise their hands if they have a question, proximity, having a quiet discussion with the disruptive student.

If these strategies do not bring about a change to unproductive behaviour, teachers will follow the following process:

1. The teacher will name the student and explain the behaviour that is unacceptable. The teacher will put the student's name on the board.
2. If the unacceptable behaviour continues after the teacher has made every effort to assist the student in de-escalating the behaviour, the student will receive a mark next to their name. The teacher will tell the student that any further unacceptable behaviour will result in the student visiting the Assistant Principal (AP) and receiving a First Breach of Behaviour Form (Minor).

3. If the student continues to misbehave, and the teacher has made every effort to assist the student in de-escalating the behaviour, the student will be sent to the front desk where they will receive a reflection sheet to fill out.

The AP will collect the student to discuss the matter. After discussing the matter with the student and the student's teacher, a First Breach of Behaviour Form (Minor) may be issued to the student. This form will specify a consequence for the breach and must be signed by a parent or guardian and then returned to the AP.

The student will not return to class until the session finishes. If the AP is not available when the student is sent out, the student will remain seated at the front office until the next class starts. The student can then give their reflection sheet to the office staff and go to their next class. The AP will follow up this matter with the student at the next available time.

4. If a student is sent out a second time, they will receive a Second Breach of Behaviour Form (Minor). This form will specify a consequence for the breach and must be signed by a parent or guardian and then returned to the AP.

5. If a student is sent out a third time, they will be given an in-school suspension. A parent interview will also be requested so that the intervention plan can be reviewed. The student and their parents will also be invited to attend a three-way conference to discuss the ongoing behaviour issues. A formal Behaviour Management Plan will be formulated and implemented.

6. If a student is sent out a fourth time, they will be given an at-home suspension. They will also be referred to the Principal for review of the support measures provided and to discuss the student's enrolment at the College.

7. If a student receives further 'reflection sheet' incidents, they may be given a suspension or have their enrolment in the College terminated.

Behaviour (During Breaks)

The student has the right to:

- Be treated courteously and with respect.
- Work and learn in a clean, safe and healthy environment.

The student has the responsibility to:

- Speak to teachers and students with respect.
- Avoid intimidation, bullying and abuse.
- Avoid interfering with others' belongings.
- Avoid entering classes without the permission of a teacher.
- Clean-up after any mess that is made.
- Avoid any behaviour that endangers the health or safety of another person.

Positive Behaviour

The majority of students at Carey Baptist College Forrestdale consistently behave in a way that demonstrates respect for themselves, their peers and their teachers. In an effort to recognise these students, teachers are encouraged to:

- Give a word of encouragement to these students.
- Contact parents.
- Issue the student with a Learning Asset Certificate.

Prevention of Behaviour Management Issues

In order to prevent potential behaviour management issues from arising outside of class, teachers are encouraged to:

- Be on time to their yard duty.
- Be vigilant on yard duty – keep watching and moving.
- Interact with students.
- Target potential 'blind spots'.

If a student is found to be contravening the behaviour policy, the following process will apply:

Level 1 Behaviours including:

- Bringing electronic equipment to school other than that specifically approved.
- Use inappropriate language.
- Engage in inappropriate physical contact.

The TEACHER will impose a penalty such as:

- Yard duty, parent notification, loss of privileges.

Level 2 Behaviours including:

- Truancy.
- Physical altercations with another student.
- Committing minor theft or cause minor vandalism.
- Continual Level 1 behaviour.

The AP will impose a penalty such as:

- Breach of Behaviour Form, parent interview, restitution of the stolen or damaged property and/or suspension.

Level 3 (Severe) Behaviours including:

- Threaten or strike a staff member.
- Cause significant vandalism to school or personal property.
- Possess or use tobacco products (including e-cigarettes) on school grounds; whilst in school uniform or at school functions.
- Possess or use controlled or illegal substances such as alcohol or other drugs whilst in school uniform.
- Repeated Level 2 behaviour.

The PRINCIPAL will impose a penalty such as:

- Restitution of the stolen or damaged property, suspension, expulsion, referral to the Police.

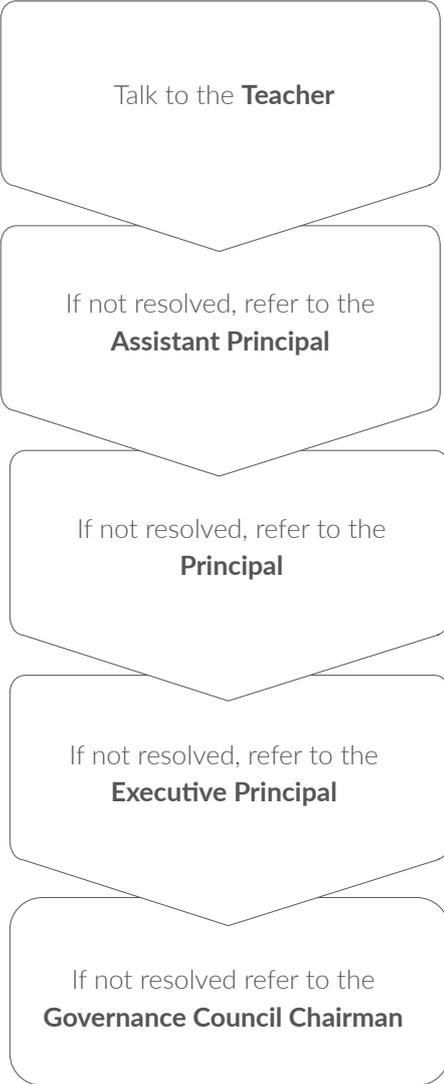
Please note: The list of behaviours and penalties are examples only and are not exhaustive.

Student Concern Flowchart

At Carey we value courage, respect and humility; and we are committed to acting with integrity and kindness. If you have a concern we recommend you follow these procedures to achieve the best outcomes.

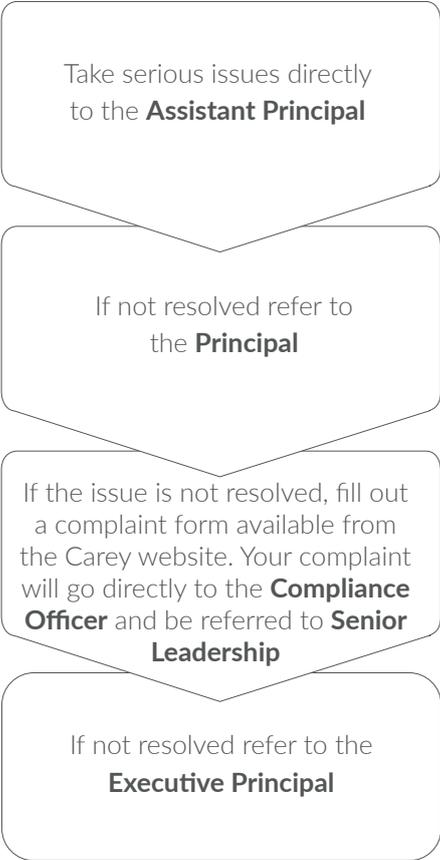
You can talk to whomever you feel most comfortable to help you with your concern or complaint. It is also OK to ask a friend or parent for help. You can contact staff at the College by phone, in person or by email. Our full Complaints Policy is available on the College website.

General Concern



Serious Concern

If the issue is serious, for example, you feel your own or another student's safety is at risk.



Planning Ahead for Year 11

One of the key decisions that needs to be made in Year 10 is what subjects do students wish to study in Year 11 and 12. These choices should reflect their strengths and interests to ensure they achieve their best, and graduate with the skills and qualifications that provide a stepping stone to their career of choice.

Different subject choices are required for different educational pathways. Those wishing to attend University must choose academic subjects that count towards the Australian Tertiary Admission Rank (ATAR). Those wishing to do a trade, apprenticeship or traineeship; study at a registered training organisation; or wishing to enter the workforce after school should look at vocational and general subjects.

Students may find that a mix of academic, vocational and general subjects is right for them (especially if they want to keep their options open or are undecided about what they want to do after school). Please make an appointment with Mr Fallon if guidance is needed, especially to examine the different options open to students.

Many students are unsure which subjects they should choose in Year 11 and base their decisions on their 'like' for the subject or teacher, rather than basing it on the prerequisite or recommended subject guidelines. Sources of information include University Handbooks, University and TAFE websites, and University Open Days/Careers Expos. Choosing subjects becomes easier if students have some idea about their future goals and aspirations. Students who have a clear idea of what subjects they plan to study in Year 11 and 12 often take Year 10 subjects seriously and therefore be more successful.

Subject Prerequisites

Students cannot simply choose whatever subjects they like in Year 11. Many courses have prerequisites that must be achieved for students to be eligible to choose that course. Prerequisites are used to assist the student to choose appropriate courses that match their level of ability, and give them a good opportunity for success.

This system is used in most schools and many University courses. Prerequisites are based on the stream that the student is in, and the grade and mark achieved.

Subject Selection for Year 11 each year occurs during the first part of Term 3. This means that the marks that are achieved on the Semester 1 report in Year 10 are the ones used in determining the subjects that can be chosen in Year 11. Students must demonstrate that they have achieved minimum marks (i.e. prerequisites), or they will NOT be accepted into some of the subjects they may wish to do. A minimum of 4 ATAR subjects need to be chosen to achieve an ATAR score for University entrance, and most students choose five. If prerequisites are NOT met, students must choose from other subjects where they do meet the prerequisites.

The Semester 2 report represents a second chance to achieve the prerequisites, and students can change their selections at this point. In exceptional circumstances, a student may be permitted to attempt a subject where they have not quite achieved the prerequisite. Past experience confirms that prerequisites are minimums, and that students who don't meet them will struggle in Year 11 and 12.

Why mention this now?

It is so that students can begin to work hard from the outset of Year 10 to achieve the levels they need to enrol in their desired courses.



Curriculum

Students in Year 10 will enrol in the list of subjects in the table below. Please read the elective subject descriptions at the end of this booklet to give you an indication of what each subject will involve. Please note that not all subjects listed will run in 2022. In the coming weeks, Mr Fallon will distribute an 'expression of interest' form which will determine which subjects will run and on which lines they will run. Students will then be asked to complete an online subject selection form.

Subject	Sessions per week
English	4
Mathematics	4
Humanities and Social Sciences	4
Science	4
Physical Education	2
Health Education	1
Study Class	1
Pastoral care session	1
Beliefs and Values	1
Elective 1	2
Elective 2	2
Elective 3	2
Elective 4	2
Total	30

Study Class

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 Pastoral Care Time (see next section).

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

This system is used in most schools and many University courses. Prerequisites are based on the stream that the student is in, and the grade and mark achieved.

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.

Pastoral Care Time (PCT)

One session a week, students will take part in a range of activities with their home group. There are three main types of activities that will take place in PCT.

Home room Activities

These activities will be led by their home room teacher and may cover topics such as:

- Study skills
- Staying safe online
- Building Social and Emotional skills
- Conflict resolution

Inter-form Challenges

In these activities, students from one home room will complete against students in other homerooms in activities such as:

- Paper Plane making
- Sporting activities
- Cooking
- Kahoots

Secondary Assemblies and Engage Services

At least twice a term, the whole of Secondary will meet in the Hub for an assembly or Engage service. Sometimes we will have guest speakers from outside the school or we may have a special assembly for ANZAC day or Easter.

Changing Electives

The process for requesting an elective change is as follows:

An initial discussion is held with the Assistant Principal (Curriculum) to consider the options that are available. Available options for each student will depend on gridlines and class sizes.

A Course Change Request Form needs to be completed and fully signed (including signatures from teachers and parents). The Course Change Request Form should be submitted to the Assistant Principal (Curriculum). Students must not move classes until the changes have been updated on SEQTA.

Homework

Setting homework is important for reinforcing good working habits in students. It is also important that the level of homework is gradually increased over the years, but is not too time-consuming for the age of the student.

The recommended time is a balance between reinforcing and extending the work covered in class, while allowing for other pursuits and family time. Homework is assigned weekly to enable students to plan their study and other activities. All assessments for the term, with the dates they are due, can be found on SEQTA Learn and Engage, under Assessments.

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

How much time in total?

Students should be developing a regular homework/study timetable from the start of Year 10, and be aiming to complete 8 hours per week (1 hour and 45 minutes + 15 minutes of reading, four times per week).

What is the purpose of Homework?

- Revision and study – to prepare for future lessons and consolidate essential skills and content.
- Completion of assignments and weekly tasks.
- Develop study skills and organisational habits
- Completion of tasks because of missed lessons due to illness, College events, and so on.

Revision

As students encounter more complex problems, and face more difficult exams, they need to revise on a more regular basis to develop confidence and mastery of the core skills. It is important for students to begin a revision program early in a regular and systematic fashion (as part of their weekly study routine), and discuss how to do this with their teachers.

Research suggests that 15 minutes of revision per content subject per day has been shown to increase memory retention dramatically.

Exam marks make up a large component of the final marks, and exams are important practice for Year 11 and 12, where exams make up an increasing percentage of the final mark in each year. Performance in exams are also the best indication of how students will cope in Year 11 ATAR courses. .

Exams

Carey's Year 10 program encourages creative thinking, learning via discovery and most importantly – teaching students how to learn. We believe that it is important that students learn the skill of sitting exams to equip them for the demands of Senior Secondary.

Carey runs Year 10 exams at both mid-year and end-of-year in: English, Humanities, Maths and Science. These exams are weighted a minimum of 20% of the Semester's grade. The results obtained in Year 10 exams are a good indication of how a student will cope in Year 11 ATAR subjects.

Teachers will prepare students for these exams, explaining the process and providing revision tips. It is also important that parents work with their child to ensure that they are dedicating some time to study in the lead up to the exams. These semester exams are usually held in an exam block which runs over 3 days and occur in June and November.

To assist students with preparing and studying for exams, no other assessments or homework are set in the week prior to the exams.

Exam Schedule

Year	When	Duration	
9	Term 4	1.5 hours plus 10 mins reading time	MESH subjects
10	Term 2	2 hours plus 10 mins reading time	MESH subjects
	Term 4	2 hours plus 10 mins reading time	MESH subjects

OLNA – Year 10

Students who have achieved Band 8 or higher in any of the 3 components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in that component and will not be required to sit the corresponding OLNA component.

If students have NOT achieved this level, there are two further opportunities to achieve this in Year 10, two in Year 11 and two in Year 12. This level is required to satisfy the minimum literacy and numeracy requirement needed to achieve the WACE in Year 12.

Tutoring is provided for these students in Literacy and Numeracy to assist them in achieving this level.

An architectural rendering of a modern building with a prominent, slanted, corrugated metal roof. The building features large glass windows and a covered walkway supported by columns. In the foreground, two male students in school uniforms are walking towards the left, and two female students are walking away towards the right. The ground is paved with large, light-colored tiles. The sky is a clear, bright blue.

Year 10 Elective Subjects 2022

Carey Forrestdale STEAM Build
Opening in 2022



Health and Physical Education

Specialist Sport

This exciting new course will begin to equip students with the ideas and theories associated with Physical Education Studies. It will extend their understandings of physical activity and all its associations. It will provide students with a greater opportunity to increase and refine motor skills, apply and evaluate movement skills, concepts and strategies to respond confidently and competently in a variety of physical activity contexts and settings. This course will enhance enjoyment and participation in a range of sports and activities to promote lifelong learners and participators in physical activity.

Subject Fee: Nil

Further Information: Mr Harris

Students should choose this subject if they are interested in...

- Getting to play more unique and less common sports.
- Learning about sport and specialized methods of training.
- Coaching.
- Sport Psychology.
- Enhancing your own physical literacy and health.

Outdoor Education

The overall aim in Outdoor Education is to develop an understanding of our relationships with the environment, others and ourselves. At Carey we say 'Going Outside - Growing Inside'. The methodology used is action/reflection cycles, where students plan, experience and then reflect upon structured outdoor activities. This elective is a highly desirable course for those wanting to pursue a pathway of Outdoor Education into Years 11 and 12.

All students undertaking this course will participate in a 3 day/2 night camp each Semester (1 hiking, 1 kayaking), which is part of their assessment, and as such is a compulsory aspect of the course. The camp will allow students an opportunity to demonstrate their skills in an outdoor context. This course has requirements of out-of-school time, including some days before or after school.

Subject Fee: \$275 (camps and consumables)

Further Information: Mr Boldy

In this course, students will:

- Learn kayaking skills.
- Learn navigation, mapping, bush cooking, first aid and survival skills.
- Undertake hiking and kayaking expeditions.
- Practice 'Leave No Trace' environmental principles.

Students should choose this subject if they are interested in...

- General outdoors skills and specific pursuits such as hiking and kayaking. Contributing towards a sustainable world.
- Developing leadership and teamwork.
- Growing personally and spiritually through outdoor experiences.



Languages

Indonesian

In this course, students will:

- Use the language to talk and write about daily routines and household chores.
- Gain an understanding of various types of food and drink.
- Learn and play traditional sports and games.
- Discuss and make comparisons between Indonesian climate and seasons.

Subject Fee: \$40 (software)

Further Information: Mrs Parker

Students should choose this subject if they are interested in...

- The study of Indonesian offers students the potential to gain many cultural, intellectual and social benefits.
- This course provides students with the opportunity to further extend their language skills and cultural awareness by participating in activities organised around the Indonesian language.



Technology

Food Technology

In this course, students will:

- Learn how to cook for a 'healthy lifestyle'.
- Learn about multicultural cooking and how flavours and techniques have influenced Australian cooking.
- Plating up and creating visually appealing food.
- Learn how to cater and prepare food for catering purposes.
- Cook with Indigenous ingredients.
- Learn about sustainability in the food industry and how as consumers we can support our environment.

Subject Fee: \$100 (consumables)

Further Information: Ms Blackburne

Students should choose this subject if they are interested in...

- Enjoy cooking and eating.
- Enjoy working with friends to create food together.
- Motivated to learn about hospitality.
- Creative outlet where you are encouraged to be creative with food.
- Learn a life skill that will prepare you for the future.

Permaculture

In this course, students will:

- Establish and manage gardens around the school.
- Establish and manage chickens.
- Get involved in local land care projects.
- Learn practical sustainability skills.
- Learn how nature works.
- Learn how to design practical sustainable living areas.

Subject Fee: \$50

Further Information: Mr Montgomery

Students should choose this subject if they are interested in...

- Getting involved in practical hands on projects.
- Learning how nature works and copying nature in managing our environment.
- Learning how to live sustainably.
- Learning how design environmentally friendly outdoor spaces.

Robotics

In this course, students will:

- Learn how to build and code a variety of robotics platforms such as Lego EV-3, Arduino and Edison.
- Develop their understanding of algorithms - breaking tasks into logical sequences with loops and switches.
- Create solutions to problems using design thinking and hands-on projects.
- Learn how various types of sensors and motors function and can be combined to create autonomous robotic devices.

Subject Fee: Nil

Further Information: Mr Boldy

Students should choose this subject if they are interested in...

- Coding and Digital Technology
- STEM and Engineering
- Problem solving and developing creative and innovative solutions.

Woodwork

This course extends the knowledge and hand skills students have gained in previous years. Theoretical and practical aspects of Woodwork, which are intended to develop design and problem-solving techniques, are explored. This course provides an integration of theory and practice and a springboard for other advanced accredited courses in Years 11 and 12.

Subject Fee: \$50

Further Information: Mr Fallon

The course is designed to introduce students to:

- Increase knowledge and application of the correct use of tools, machines and materials.
- An understanding of safe, orderly working habits.
- The self-discipline required to efficiently complete an assigned or selected task.
- An understanding of industrial processes and related occupations.
- Using the design process to develop a concept, communicate ideas graphically and produce a unique product.



Visual & Performing Arts

Art and Design

In this course, students will:

- Design and create unique 2D and 3D art pieces using a given topic.
- Learn to critically analyse or 'decode' artworks to find their conceptual meanings.
- Learn to manipulate the elements of art including line, shape, colour, texture, value, shape and form to skilfully create messages within their own artwork for an audience to view.
- Relax and enjoy the therapeutic side of creating beautiful masterpieces.

Subject Fee: \$50 (materials)

Further Information: Mr Fallon

Design Photography

In this course, students will:

- Learn how to compose better photographs.
- Learn how to operate and control the manual settings on an SLR camera for artist effect.
- Learn how to use natural and artificial light for artistic effect.
- Learn how to analyse and better appreciate photography by learning about the art elements and design principles.
- Use software such as Adobe Lightroom and Photoshop to enhance photos.

Students should choose this subject if they are interested in...

- Photography
- Graphic Design
- Visual Art

Subject Fee: Nil

Further Information: Mr Fallon

Dance

In Year 10, Dance students are given opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. They continue to build on and refine technical competence in their dance skills in specific dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They investigate the evolution of particular dance genres/styles.

This Dance unit enables students to create, interpret, and explore a variety of dance forms, in meaningful and engaging ways. Students explore the purposes of dance, dance as a sport, study the elements of dance and various dance cultures. They investigate alternative styles of dance, media in dance and responses to dance. Throughout the weekly lessons, students will demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

Subject Fee: Nil

Further Information: Mrs Povey

Drama

In Year 10 Drama, students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop original performance material based on devised drama processes and appropriate, published material (e.g. Australian Drama and World Drama scripts). This course is designed to prepare students to undertake further Drama study in Year 11 and 12.

Drama is a language-rich subject, and provides opportunities for developing reading, writing, listening and speaking skills, as well as providing foundations for interpreting and reasoning.

Subject Fee: Nil

Further Information: Mr Bowles

Each week, students will also participate practically in warm up exercises, learn small step choreographed movements and a dance routine. This dance will also serve as a performance piece.

In this course, students will:

- Develop their performance skills of expression, projection and focus.
- Learn about how their body moves to make dance and respond.
- Students understand why they dance, the components and holistic aspect, including the theory of dance.
- Students will perform in front of an audience.

Students should choose this subject if they are interested in...

- Dancing.
- Performing.
- Learning how your body moves.
- Expressing yourself through movement to music.

The ability to communicate orally and physically is a key life skill for successful participation in contemporary society.

Students will also have the opportunity to expand their knowledge and experience of the elements of Drama in production by learning about stagecraft and completing production team roles, including lighting, costume, make-up, set and properties for performance.

Various opportunities will arise for students to attend theatrical performances. They will also participate in workshops and performances facilitated by Drama professionals both at Carey and at other venues.

Media Arts

In this course, students will:

- Explore media such as television, radio, print and film.
- Learn how to operate media equipment such as video cameras, tripods and video editing software
- Use software such as Adobe Premiere Pro to edit videos.
- Create your own short films and television programs.

Subject Fee: Nil

Further Information: Mr Fallon

Students should choose this subject if they are interested in...

- Learning about and creating your own television shows and short films.
- Journalism.
- Video editing.
- Watching and discussing TV shows and films.

Music

In Year 10 Music, students extend their music skills and knowledge through performing, composing, and listening activities and projects. They are encouraged to explore their own personal style and ideas in their music. They are provided with opportunities to develop opinions about their own music and music of others, with consideration given to historical and cultural backgrounds and influences.

In this course, students will:

- Continue to develop keyboard and/or any other extra-curricular instrument skills.
- Participate in ensemble performances in a variety of genres (including but not limited to film music, game music, popular music and classical music).
- Listen to music from a variety of styles, eras and cultures to learn the elements required for creating.
- Write and record their own music or arrangements using a combination of loops, MIDI sounds and live recorded audio using tools such as Bandlab.
- Develop a digital portfolio of performances and compositions.

Subject Fee: \$40

Further Information: Mrs Bryce

The course is designed to introduce students to:

- Playing music!
- Being part of a group and working together to produce music.
- Creating and recording music using technology.
- Understanding how different types of music works.

Attempt the Extraordinary



Carey

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