



Carey

Baptist
College
Forrestdale

2022 Year 7 Handbook

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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.

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

The Year 7 program is an exciting one that offers variety, engagement and challenge. Educational research informs us that students in Year 7 have unique needs. We aim to deliver a curriculum that provides hands-on, 'real-life' activities that are designed to teach students problem solving skills, creativity and ways of learning that will benefit their later years of study. We aim to encourage our students to develop a growth mindset which leads to a desire to learn and embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from feedback and celebrate the success of others.

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O Day

Early in Term 4, Year 6 students who are transitioning into the secondary school the following year, will be invited to attend 'O Day'. This day is designed to introduce Primary School students to life in the Secondary School at Carey Baptist College Forrestdale.

Students will meet their new teachers, play games, go on a tour of the school and even attend classes! By the end of the day, students will know the other students and staff a lot better which will hopefully reduce the stress about starting in a new schooling environment.

Mr P. Fallon

Assistant Principal – Curriculum



The Transition from Primary to Secondary School

Moving from Primary to Secondary School is a big transition. It can be a time full of fun, excitement and new experiences, but it can also be challenging or worrying for many students. Parents can help by making sure their child is prepared and feels supported.

What is different about Secondary School?

- Bigger school environment.
- No personal desks.
- Subject specific teachers.
- 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 which can 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.
- Coping with change determined by others not themselves.
- Independently organising their work and managing their own timetable.
- At break times there is less supervision from teaching staff so the student is able to wander around on their own (not seeking social interaction) or may be more open to negative behaviour.
- 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 Direct 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 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); Direct 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.

Some tips for Students

Ask questions

Ask lots and lots of questions. If you are unsure about something, don't sit in silence, ask for clarification.

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 complain 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 group

These groups include sport, music, 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 is 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 are 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.



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

Booklists

A booklist will be provided to families of Year 7 students in November of the year before the student commences at Carey Forrestdale. Booklists will also be available on the College website at this time. We encourage families to organise their booklist with the provider well in advance to avoid the usual January rush.

Device Program

Our Year 7 students will be provided with a Chromebook to assist them with their studies. Chromebooks are a low-cost laptop that run a suite of Google applications that suit our IT needs. The device will be provided at a cost of approximately \$200 per year and will be included in the annual tuition fee statement. The device will remain the property of the College and will allow the College to be aware of any cyber threats to our school and put prevention measures into place.

Bus Services

Students are welcome to utilise the existing Harrisdale bus routes and then catch a shuttle bus between the campuses. This service is available in the morning and afternoon and is open to students from Year 1 upwards.

Bus routes can be found on the College website under, 'Current Parent Essentials' for the Forrestdale Campus. All students must be registered for the service on our website and must have purchased a ticket from Administration. The shuttle bus service between campuses is currently free; however, a fee may be introduced at a later date.

Uniform Shop

Families are welcome to visit our uniform shop which is located near Entrance 1 at our Harrisdale Campus – 51 Wright Road, Harrisdale. Our Uniform Shop staff will be able to assist you with fitting uniforms for your child.

The Uniform Shop is open during the school term on a Tuesday and Thursday from 8:30am to 4:30pm. Please check the College website and newsletter for up-to-date opening hours and information around special opening times. We also have an online Uniform Shop, which can be accessed at: uniformshop.carey.wa.edu.au.



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.

Physical Education Uniform

BOYS AND GIRLS

- College teal sports shorts or tracksuit pants.
- College polo shirt.
- Sports shoes – mostly black or mostly white (no skate, canvas or fashion shoes)
- During cooler weather, the College tracksuit may be worn.
- College wide-brimmed hat **MUST** be worn when outside.

'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);
- 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 crucifix 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.

Physical Education and Sport

All students are required to have the:

- College polo shirt
- College sport shorts
- College sport socks
- College hat or cap
- Sports shoes (mostly black or mostly white)
- College tracksuit for winter wear and for Inter-school sport. All students are required to have the sports tracksuit.

Students representing Carey in the Interschool Swimming team are required to wear the College bathers. In PE, students can wear their PE shorts over their bathers for swimming. Girls representing the College for interschool swimming cannot wear additional non-Carey bathers underneath the College's official racing bathers.

Black College sports bags are available from the uniform shop. Non-College sport bags are not acceptable.

Sport-specific uniforms: Students in sporting teams are required to wear correct team attire.

Healthy Practices and Sun Protection: a water bottle, sunscreen, sunglasses, mouth-guard and other protective equipment are recommended. For health reasons, students should refrain from sharing water bottles.

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.



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.
- Using inappropriate language.
- Engaging 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:

- Threatening or striking a staff member.
- Causing significant vandalism to school or personal property.
- Possessing or use tobacco products (including e-cigarettes) on school grounds; whilst in school uniform or at school functions.
- Possessing 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.

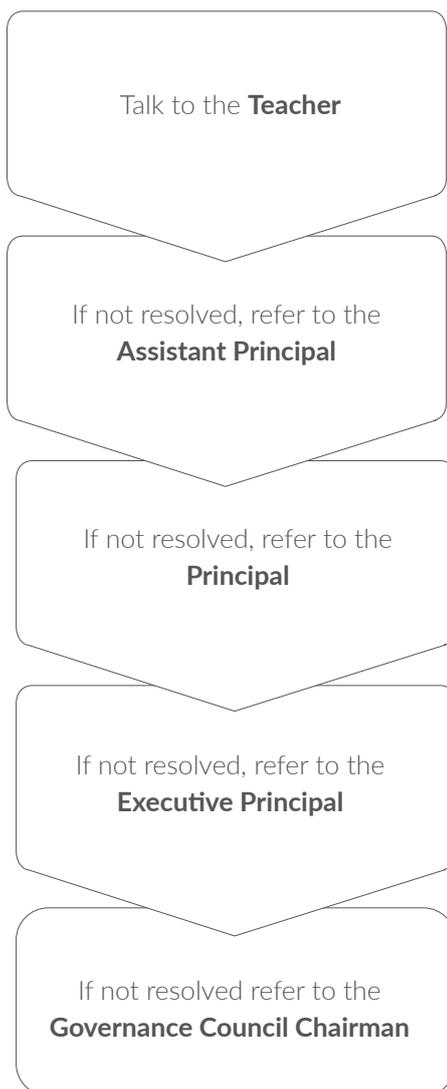


Student Concern Flowchart

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.

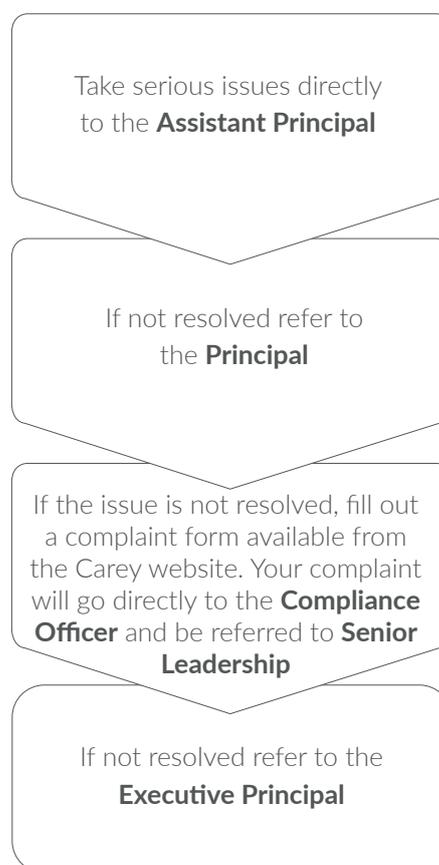
You can talk to whomever you feel most comfortable to help you with your concern or complaint. It is also OK to ask a friend or parent for help. You can contact staff at the College by phone, in person or by email. Our full Complaints Policy is available on the College website.

General Concern



Serious Concern

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



Curriculum

Students in Year 7 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
Dance	1
Drama	1
Outdoor Education	1
Music	1
Digital Technology	1
Horticulture	1
Indonesian	1
Visual Art (Semester Rotation)	2
Woodwork (Semester Rotation)	
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 session 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.

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 compete against students in other homerooms in activities such as:

- 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 an 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 of secondary schooling, 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 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.

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.

NAPLAN – Year 7

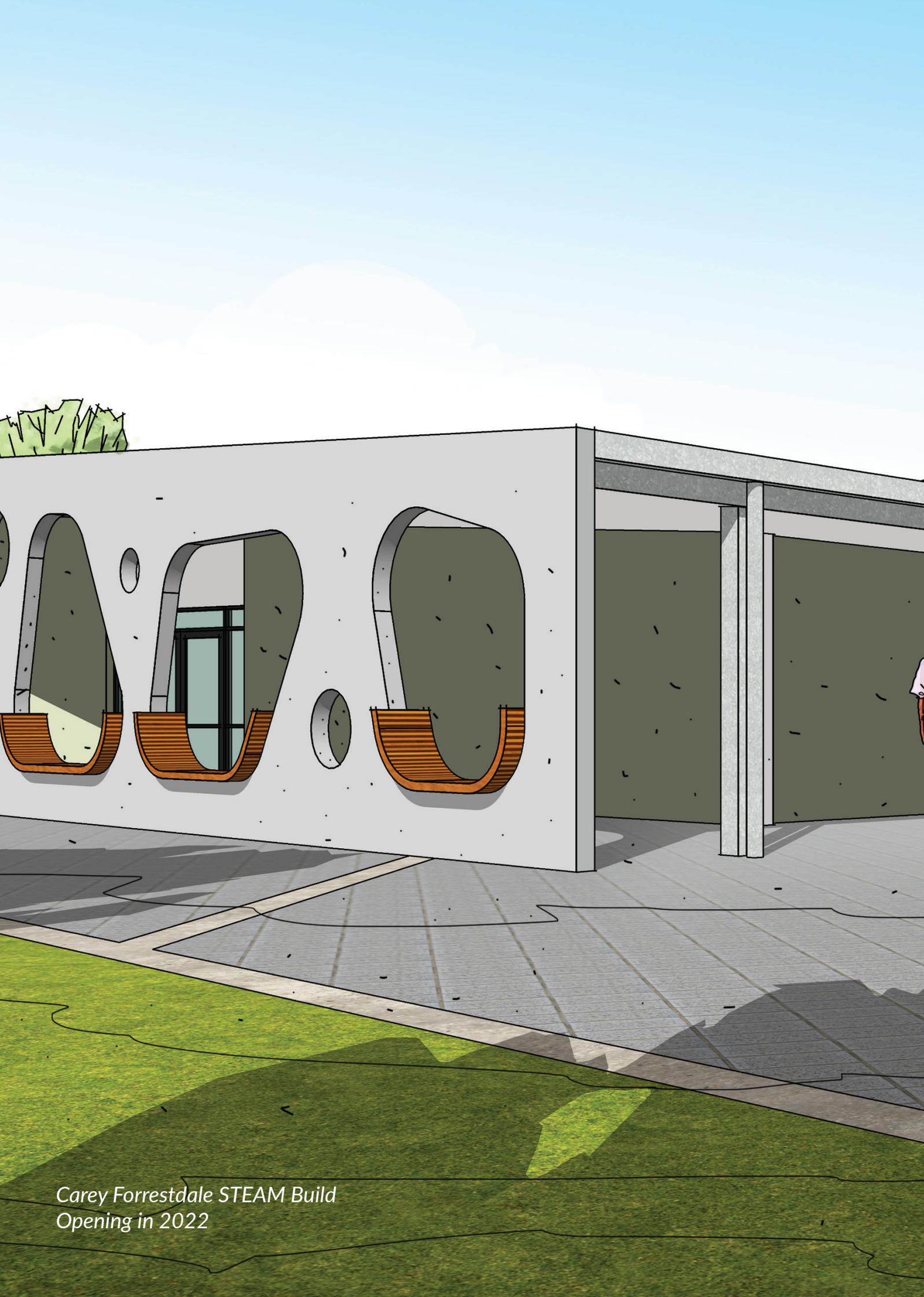
Literacy and Numeracy skills are developed over time throughout the school curriculum and are tested through NAPLAN in Years 3, 5, 7 and 9. These tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning and for their productive 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 Mr. Peter Fallon (Assistant Principal Curriculum) if you have any questions or concerns about NAPLAN testing.



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