

2026

Year 7-8

Course Information Handbook



Carey
Baptist
College
Harrisdale



Carey Attempt
the Extraordinary

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Carey Baptist College Harrisdale is committed to developing a balanced and holistic education that emphasises character formation and lifelong learning.



Introduction

Welcome to Carey Baptist College Harrisdale, where we are committed to developing a balanced and holistic education that emphasises character formation and lifelong learning. Each teacher is passionate about helping students develop knowledge and skills that will help them enjoy academic achievement at Carey, and beyond. We believe that it 'takes a village to raise a child' and welcome parent's partnership and feedback as we work together in the journey ahead.

Our learning programs are consistent with the W.A. Curriculum and form the foundational links to the curriculum of the senior years. Students will develop organisational and study skills that equip them for the future.

As they proceed through secondary school, students will increasingly be able to specialise in the areas of their greatest interest and expertise. The curriculum is designed to provide students with the opportunity of developing the 21st century learning skills of creativity, flexibility, collaboration and problem solving.

The Year 7 and 8 programs are exciting ones that offer variety, engagement and challenge. We aim to create a curriculum that is full of hands-on, learning-rich activities which are designed to not only engage the

students, but also teach them ways of learning that will benefit their later years of study.

At Carey, we encourage students to develop a growth mindset (based on the research of Dr Carol Dweck) which leads to:

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

Years 7 and 8 at Carey are a great transition into secondary schooling, in which students will undertake a wide variety of different subjects, where they will gradually take increased responsibility for their own learning.

Year 7 students will commence in **unstreamed** classes in Maths, English, Science and Humanities (MESH) classes in Semester 1, while they adjust to the demands of Secondary schooling. **Streaming commences in Semester 2 on the basis of their Semester 1 results.**

Year 7 is an ideal time for students to develop a sense of discovery in their own learning, as they grow and understand more about their place in the world. As a College, we value your children as individuals. Their progress and well-being is on the forefront of our hearts and minds.

Pastoral care is an integral part of the program, where we encourage teachers to develop a relationship with their students that will enable them to understand each student's needs and abilities – academically, socially and pastorally.

We aim to build a learning culture that fosters excellence and challenges students to work towards achieving 'big tomorrows'. Learning to work hard now, develop persistence, good strategies and resilience will lay strong foundations for their future.

Mrs K. Lacey

Assistant Principal Curriculum

Mr M. Gethin

Dean of Curriculum

About Carey

Our History

Established in 1998, Carey Baptist College has grown into a leading Christian education provider in the south-east corridor of Perth. The campus at Harrisdale has grown to more than 1,500 students from Kindergarten to Year 12 and has consistently achieved exceptional educational outcomes.

The College is well-known for its holistic education of students as well as its passionate local community.

Carey Harrisdale is also home to Carey Baptist Church, Timber Café and Jump Early Development Centre.

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

- A tradition of graduating exceptional young people of character and capacity.
- A wide selection of ATAR and Vocational pathways.
- Highly respected Arts and Music programs.
- GATE, STEM and Aviation programs.
- Year 7 Scholarships in STEM, Music Specialist and Academic Excellence.
- A safe, rigorous and engaging Secondary learning community of over 900 students.

Our Values

All members of the Carey Community are encouraged to uphold and behave according to these values:

- **Kindness:** A concern for others, which compels us to act for their good.
- **Courage:** The willingness to act well in the face of uncertainty and fear.
- **Respect:** Sensing and honouring the God-given worth in another.
- **Humility:** Embracing a clear perspective for one's place with God and others and seeking to benefit others above ourselves.
- **Integrity:** Being honest and consistently living out our moral principles.

Our Vision

Carey is a community of people united by a common dream. We long for nothing less than a world transformed by Christ's love. We believe as a community that we are called to be on mission with God to attempt the extraordinary. Our strategy is to connect with the community and the world to develop community platforms through which people can:

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

Our Motto

The College motto is 'Attempt the Extraordinary'.

This motto is taken from the words of Professor William Carey, a British missionary to India. Carey influenced the social structure of India and left a legacy of colleges and universities. He refocused missionary work throughout the world to help people choose to become liberated from oppression, disease and hunger through education. All of this came from a man who simply believed his only talent was perseverance.

Before setting out for India, William Carey preached a sermon titled '**Expect great things from God, attempt great things for God**', and then he went on to live out his faith and vision in God.



Mr Brenden Gifford
Carey Harrisdale Secondary Principal

Transition from Year 6 to Year 7

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

Change can bring uncertainty and anxiety for all of us - new situations are a time of learning and adapting, of making mistakes and learning from those mistakes. It is a time where your child is making lots of choices and developing a set of new routines, in the first few weeks they will be in a state of cognitive overload, where their brains are trying to make sense of all of this new information. During this time they will probably be tired and irritable at the end of the day, and sometimes overwhelmed. To give students time and space at home to relax and process their day, no homework is issued to Year 7 students in the first four weeks of Term 1.

The Year Manager, Homeroom teachers and subject teachers are also there to support students through this important period of transition, and to assist students with strategies as well as programs to make the process as seamless and as engaging as possible.

O-Day

At the end of Term 3, Year 6 students are invited to attend 'O-Day'. This is a day that is designed to introduce your child to our campus and some of our students. It is a student-free day for the campus and some of our student leaders from Years 7 to 12 come to school to be there for the day - to guide, talk with and answer the questions of the Year 6 students.

During the day the Year 6 students will learn some circus skills, play games, meet students from other schools, have a tour of the campus and even attend some classes! By the end of the day, students will know some of the students in their Year 7 Homeroom, be more familiar with the campus and expectations, know some students from other year groups and hopefully make at least one new friend! All of this helps to reduce the stress about starting secondary school.





What is different about Secondary School?

- + Bigger school environment.
- + No personal desks.
- + Subject specific teachers.
- + Independent travel to school.
- + Homework – greater volume and expectation.
- + The need for greater organisational skills and meeting deadlines.

Key Transition Difficulties from Year 6 to Year 7

- + Negotiating their way around school – they may get lost, resulting in lateness to 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 equipment required.
- + Coping with change.
- + Carrying equipment around increases the chances of losing items or having incorrect equipment for the next class.
- + Learning to use a locker.
- + Independently organising their work and managing their own timetable.
- + Coping with more complex activities, such as changing in / out of PE kit for PE and games.
- + At break times there is less supervision from teaching staff, so the student is able to wander around on their own (not seeking social interaction) or may be more open to bullying.
- + Coping with new topics they have not studied before.

Strategies for Parents

- + Keep information on Consent2Go current.
- + If you have specific concerns about the transition for your child, make a time to call or meet with the Year Manager.
- + Draw up a map of the school – giving an opportunity for greater campus familiarity.
- + Take photos of the buildings and rooms to aid memory.
- + Take the opportunity to visit the school in late January to re-familiarise with your child to re-connect with the campus.
- + Keep several copies of the timetable on view around the house.
- + Consider if there is any help required for organising work and note-taking.
- + Consider what method will be used to transport books and equipment.
- + Purchase of textbooks so that students are prepared.
- + Ensure you have all the tools required such as protractors, rulers, pens.
- + Become familiar with the myCarey platform.
- + Adapt shirts, shorts or dresses for comfort and ease of dressing.
- + Colour code books and folders by subject.
- + Prepare for the school day on the night before.

From the students' point of view:

'The transition from Primary to Secondary School may seem scary, but there is actually a lot to look forward to. This is because there are lots of chances to make new friends.'

'My first day at Carey was lots of fun. I already knew some people from Orientation day – and it might help you if you find at least one person who you can hang out with on your first day. Don't stress about it if you don't; you'll meet lots of people from your homeroom on your first day too' (SB).

'Carey has lots of new students starting in Year 7 that you can easily be friends with. The sports programs are a great place to make friends, as well as Drama productions' (BC).

Helpful tips for Year 7 students

Ask questions

Ask lots and lots of questions. If you are unsure about something, don't sit there in silence, ask a question. If you feel uncomfortable asking the teacher directly, ask a friend or ask the teacher after class. There are probably many other students with the same question and they will be thankful that someone asked the question they also had.

Find a buddy

It is much easier if you have someone to talk to about what you are both experiencing. This is someone you can check things with, even just someone to listen to you when you want to moan, or celebrate. You don't have to specifically say ... 'let's be buddies', but look out for a like-minded person so that you can help each other along the way.

Consolidate

When you are learning new things, or have lots of new information heading your way, it's important to take time to consolidate. This could be explaining what you are learning to someone like your parents, or it could be writing a short list or summary of what you have been told so you don't forget it. Write things down in your diary so that you remember them.

Aim for your

'Personal Best'

Don't compare yourself to other people. Aim for your own 'personal best'. Strive to be the best you can. We all have different skills and strengths and sometimes these aren't always evident in the school situation. Celebrate your strengths and gifts – in whatever arena you have them.

Join a special interest group

These groups include sport, music, cheer, hobby or other groups, which tend to be smaller than regular classes. This can be an easy way to connect with others who have similar interests, while building a support network at school. Don't be afraid to try something new – this is part of the experience of being in secondary school.

Develop homework routines

Family support and parental engagement are linked to academic success. It's important to start building study habits early, even if there is no assigned homework to do. Students should plan for 50 to 60 minutes of reading, homework and project work per night.

It is often best to schedule a regular time, such as just before or after dinner. It's also important to take breaks after school and enjoy the outdoors. Plan time carefully so that homework does not drag on (work for shorter amounts with breaks).

Succeeding in Year 8

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

- + Develop good study habits and balance extra-curricular activities with homework and study.
 - + Plan your time as an increased workload may be encountered with more complex problems being studied.
 - + Review your work on a regular basis to assist you in consolidating your learning.
 - + As students have a less restricted choice of electives in the areas they wish to pursue, it is important for them to have discussions with parents and teachers, so they can choose what is right for them for the future.
 - + Keep study notes to help you prepare for more complex essays and research tasks in a systematic way.
 - + Develop the habit of regular reading of a variety of text formats. It is an excellent way to help improve student's literacy, vocabulary and communication skills.
- + As students are given more responsibility for their own learning, they need to research and discover information for themselves.
 - + Students may need to ask for more teacher assistance, and may require additional guidance in subjects like Maths.
 - + Try out different study techniques to find out what works best for you. If a visual learner, use colour in your note taking to highlight relevant points. If auditory works better for you, read your notes out aloud to yourself or to a friend.
 - + If you are studying for a test, get someone to test you. Try doing practice examples or tackle a quiz. Using multiple techniques is the best way to go, as different approaches work better for different people and in different subjects.

Growth Mindset

If something goes wrong and you're thinking something like, 'What an idiot,' catch yourself and say, 'Everyone makes mistakes ... at least now I know what I need to do for next time.' Develop the habit of positive self-talk, rather than running yourself down. Aim to adopt the following '**growth mindset**' approaches:



Want to know more about the growth mindset - check out Carol Dweck on YouTube.

Pastoral Care

Pastoral care is at the heart of relationships at Carey, forming the foundation for meaningful connections between students, parents, and staff. Every day offers multiple opportunities to show care and support within our school community. We believe that true pastoral care is grounded in strength, sacrifice, and service, and that every student has the right to feel safe, valued, and comfortable at school.

The Assistant Principal - Pastoral Care, Mr J. Luis and the Dean of Pastoral Care, Dr C. Montgomery, have oversight of pastoral care.

Each student belongs to a Home Group, meeting daily with their Homeroom teacher and participating in extended sessions every Thursday, as well as house competition activities on Wednesdays. In addition, each year level is guided by a dedicated Year Manager, who often remains with the same cohort for multiple years, providing consistent support throughout their secondary schooling.



Year Managers

Year Managers play a central role in overseeing the pastoral care of each year group. They serve as the primary point of contact for both students and parents throughout the school year. The Year 9 Year Manager is based in S Block, while the Year 10 Year Manager is located in M Block.

Year Managers are dedicated to supporting the social, emotional, spiritual, and academic development of students during their adolescent years. They provide guidance, offer support during challenging times, and help foster leadership potential in each student.

If parents have general concerns regarding their child's wellbeing, the Year Manager should be their first point of contact. Year Managers also help coordinate responses when students face personal challenges, such as health issues, family crises, parental separation, or bereavement. Support may include tailored plans to assist with attendance, engagement, behaviour, or academic expectations.

For students with diagnosed learning or developmental needs, Carey provides Inclusive Education Plans (IEPs) and, where appropriate, support from Education Assistants.

We strongly encourage students to speak up if they are feeling worried, overwhelmed, or concerned—whether for themselves or others. Communication is essential. We can only provide support if we are aware of the issue. A strong support network is in place, including Homeroom Teachers, Year Managers, the School Chaplain, and the School Psychologist.

Year Managers will also keep parents informed of any concerns regarding student attendance or engagement.

Year Managers for 2025

YEAR GROUP	YEAR MANAGER	EMAIL ADDRESS
Year 7	Miss R. Bennett	rbennett@carey.wa.edu.au
Year 8	Ms J. Roberts	jroberts@carey.wa.edu.au
Year 9	Mr A. Kilminster	akilminster@carey.wa.edu.au
Year 10	Mr J. Birt	jbirt@carey.wa.edu.au
Year 11	Mrs A. McElroy	amcelroy@carey.wa.edu.au
Year 12	Mr M. Scaddan	mscaddan@carey.wa.edu.au

House System

Carey's integrated Pastoral Care and House System aligns Homerooms with Houses, creating a strong foundation for community, identity, and student wellbeing. Each morning, students begin their day in their Homeroom, which is also their House group, strengthening connections and a sense of belonging.

The House system is designed to help students find their place within the school community while encouraging a healthy spirit of competition. Students participate in weekly House competitions and major school carnivals, with activities spanning academic, cultural, and sporting domains.

A range of leadership opportunities exists within the House system. Students may take on roles such as team captains or House leaders, contributing to the planning and delivery of House challenges. These initiatives are supported by six dedicated House Coordinators who oversee the program, ensuring it is engaging, inclusive, and well-resourced for both students and staff.

Carey's six Houses are named after the seasons of the Indigenous Noongar calendar, reflecting the natural rhythms and seasonal changes of the South-West of Western Australia. This connection to culture and place enriches the identity of each House and the broader school community.

HOUSE COORDINATORS			
HOUSES		COORDINATOR	SEASONS
	Birak	Mr B. de Vries	Dec - Jan First Summer
	Bunuru	Mr J. Rai	Feb - Mar Second Summer
	Djeran	Mrs B. Filardo	Apr - May Autumn
	Makuru	Mr B. Golding	Jun - Jul Winter
	Djilba	Mr J. Norton	Aug - Sept First Spring
	Kambarang	Mr D. Lin	Oct - Nov Second Spring



General Information

Attendance

Regular attendance and active participation in class are critical to a student's academic success and overall development. Research consistently shows that students who attend school consistently are more likely to achieve positive educational outcomes. At Carey, students are expected to aim for 100% attendance. Acceptable reasons for absence include illness or participation in approved College activities such as excursions.

Parents play a vital role in supporting regular attendance. By prioritising school attendance, parents help their children develop a strong work ethic, take responsibility for their learning, and build skills essential for future success.

Attendance habits and attitudes toward school are formed early. Students who establish consistent attendance patterns are more likely to maintain them throughout their education. In contrast, irregular attendance can significantly impact a student's learning, limit achievement, and jeopardise future opportunities.

If a student's attendance drops below 90%, the College will initiate a process to discuss concerns with both the student and their parents—unless there are extenuating circumstances supported by a medical certificate.

Extended leave for non-medical reasons is strongly discouraged. However, if such leave is unavoidable, parents must submit a written request to the College Principal in advance.

Absences for reasons such as the following are not considered acceptable:

- Celebrating a birthday
- Fatigue due to a late night
- Missing a full day of school for a short appointment
- Family holidays during term time
- Adverse weather conditions (e.g. hot weather)

All absences must be explained in detail, as schools are legally required to maintain accurate attendance records in compliance with government regulations.

Opportunities to Participate in College Life

Cheer and Pom

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

Students train two mornings per week, so a high level of commitment is expected for all team members.

Cheer

Cheer is a challenging and dynamic sport, which takes an extreme amount of physical work as well as practice. Cheerleaders must be as graceful as dancers, and as athletic as gymnasts.

Pom

Pom is a mix of cheer and dance. It is predominantly dancing but with quicker, sharper, cohesive movements. If teams work hard and well with each other, students will participate in other genres such as Lyrical, Jazz, Contemporary and Hip Hop as the year progresses.

College Production (Musical Theatre)

Students from Year 5-12 can participate in this biennial production. Auditions and rehearsals occur in Semester 2 of the previous year, but there are many opportunities for students to be involved onstage and offstage.

Co-Curricular Sport

Carey offers students a variety of opportunities to participate in interschool sport competitions, promoting physical activity, teamwork, and an opportunity to represent the College in their chosen sport. These include the ACC Junior Sport Competition (SASJ), ACC Swimming and Athletics Carnivals, and other sporting events throughout the year.

The SASJ competition runs during Terms 1 and 2 as a single day carnival with weekly trainings, and allows students with a passion for sport to represent Carey in their chosen discipline against other local schools. Students of all skill levels are encouraged to attend trials and 'have a go' at joining a team.

Carey also participates in ACC competitions through its Sports Development programs in Basketball, Football (Soccer), and Netball. These programs are available as electives in Years 9 and 10, offering students the chance to further develop their skills and compete at a higher level.

Year 7 Day Camp

The Year 7 day camp consists of three activity packed, fun filled days that help build a sense of belonging to both their Homeroom/House and their Year group. There are opportunities to stretch, grow and be challenged in different aspects of their lives. They will be provided with opportunities to develop team-work skills, to be connected to the wider community and to develop optimistic thinking skills.

In 2025 the Year 7 day camp included a STEM challenge to build solar lamps for developing countries with the Solar Buddy program, continuing Aussie Optimism and writing letters to their Year 12 self, as well as a high-ropes adventure course and an excursion to AQWA.

Year 8 Camp

The Year 8 camp is a three-day camp in which students learn to bond and grow both as a year group and as a Homeroom, whilst undergoing a variety of challenging activities. It usually occurs at the end of the first term of school and is a fantastic opportunity for students to get to know one another and their teachers. They engage in pastoral content regarding the effect of their words on themselves and others, and in a variety of physical activities that promote teamwork and environmental awareness.



Educational Resources

Education Perfect

Education Perfect is an online platform designed to make learning fun, engaging and effective. It is used by over 1,200 schools for students' daily learning, revision and assessment.

Through the Education Perfect Championships, students are able to join with others from all around the world to earn points towards individual and school awards as an incentive to their learning. Carey uses this program in **English, Science and Languages**.

Mathspace

Mathspace is an online Maths platform used from Year 7 which challenges high achievers; supports those who struggle; and empowers all Maths students. Using Mathspace, students can access standards-aligned lessons which include videos and hands-on resources.

Mathspace encourages self-directed learning through its mastery-based platform which focuses on: knowledge, not grades; its real-time step-by-step feedback; and personal record tracking for students to keep tabs on what they have learnt.

Music Tuition

At Carey, we believe a well-rounded music education includes a mix of learning experiences. While classroom music teaches core skills and theory, and ensembles build teamwork and performance confidence, it's often in individual lessons that students make the most personal progress. These one-on-one sessions allow tutors to give focused guidance on technique, interpretation and style, helping students grow in both skill and confidence.

As a guide, we recommend students aim for a balanced music experience each year:

- one individual music lesson;
- one extra-curricular ensemble;
- one classroom music subject.

Our tutors are professional musicians and experienced educators who teach over 270 lessons each week.

Lessons are offered on a wide range of instruments, including:

- Woodwind – Flute, Clarinet, Saxophone.
- Strings – Violin, Viola, Cello, Classical Guitar, Acoustic Guitar, Electric Guitar, Bass Guitar.
- Brass – Trumpet, Trombone.
- Percussion – Drum Kit, Keyboard, Piano.
- Voice – Jazz, Contemporary.

To find out more or to enrol, contact Music Administration or Mr J. Florisson (Head of Music) at jflorisson@carey.wa.edu.au.



Controversial Issues

Carey Baptist College Harrisdale is a Christian College whose mission is to serve the community. The College is mandated to teach the W.A. Curriculum and does so within a Christian framework.

It is the intention of the College to equip students to be lifelong critical learners, and provide them with a values framework. We believe this will assist them in dealing with the issues that will confront them in our society, and prepare them for future studies.

Many issues that could be viewed as controversial are covered in the curriculum. Carey enables the questions and issues raised to be unpacked and answered by teachers in the context of a loving and caring environment.

Our focus is on equipping students to be critical thinkers, providing them with a positive framework for critical analysis.

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

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

Teachers and Heads of Department ensure that topics are delivered in an age and maturity appropriate context. Our task is to teach students to be **discerning and equip them with skills to interrogate the material** they are presented with from a position of integrity.

Parents who have a concern with an aspect of a course are welcome to discuss the course with the class teacher and relevant Head of Department in the first instance.

All College teachers are active Christians and we consider this to be critical, given the need to instil a values framework based on Christian ideals in the context of a secular curriculum.

Homework

Setting homework is important for reinforcing good working habits in students. It is also important that the level of homework is gradually increased from Year 7 to Year 12.

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 myCarey, under Due Work.

Two sessions each week in Year 7 and 8 are allocated for homework during school time for students to work independently on their homework, assisted by teachers.

Carey students are encouraged to develop 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.

We recommend that students draw up a timetable outlining what they are planning to do each night, and include other commitments and activities. It is important for students to negotiate the timetable with parents so that it is as realistic as possible.

If the timetable is varied for some reason, then the time should be made up at the end of the week, making sure that a minimum is achieved each week. This pattern needs to become a habit for students to be able to manage their time effectively.

Extension students would typically commit to more than these homework guidelines. Parents are encouraged to communicate directly with teachers if students are unable to complete homework within the above timeframe on a regular basis.

English, Humanities, Mathematics and Science can be expected to comprise of an average total of 75% of a student's homework time. Other subjects should comprise approximately 25% of a student's homework time.

What is the purpose of Homework?

- Revision and study – to prepare for future lessons and consolidate essential skills and content.
- Completion of assignments and weekly tasks.
- Development of study and organisational skills.
- Completion of tasks because of missed lessons due to illness, College events, holidays, music lessons, sport etc.



Heads of Department

At Carey, the different subject areas are organised into ten different Departments. The Heads of Department, the Assistant Principal - Curriculum (Mrs K. Lacey) and the Dean of Curriculum (Mr M. Gethin), coordinate the curriculum content and assessment processes across the College in accordance with the guidelines set down by SCSA.

DEPARTMENT	HEAD OF DEPARTMENT	EMAIL ADDRESS
Beliefs and Values	Mrs K. Lockwood	klockwood@carey.wa.edu.au
English	Mr P. Fallon	pfallon@carey.wa.edu.au
Health and Physical Education	Mr Z. Cottrell	zcottrell@carey.wa.edu.au
Humanities	Mr C. Austin	caustin@carey.wa.edu.au
Languages	Mrs N. Prince	nprince@carey.wa.edu.au
Mathematics	Mrs L. Karasavas	lkarasavas@carey.wa.edu.au
Music	Mr J. Florisson	jflorisson@carey.wa.edu.au
Science	Mr D. Braithwaite	dbraithwaite@carey.wa.edu.au
Technologies	Mrs A. Post	apost@carey.wa.edu.au
Visual and Performing Arts	Mrs S. Cuellar	scuellar@carey.wa.edu.au

College Awards and Citations

Merits

The College uses Letters of Affirmation and Commendations to positively encourage students in all aspects of student life.

Examples of situations in which these may be awarded include:

- Outstanding effort on an assignment.
- Helping other students or teachers beyond what is normally expected.
- Acts of bravery / courage.
- Reporting harassment.
- Exemplary leadership.

Subject Awards

We believe that it is equally important to recognise the diligence and work ethic that students bring to their studies, as well as academic achievement. Subject awards are presented at school assemblies.

Medals of Excellence

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

College Colours

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

- Academic.
- Arts.
- Sports.
- House.
- Community.

College Honours

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

Recipients must demonstrate and uphold the College values of Kindness, Courage, Respect, Humility and Integrity. Honours recipients will be assessed according to their contribution, team spirit, conduct, goodwill, cooperation and proficiency across a range of areas. College Honours recipients will have competed at a state level or above and be a recognised leader in their field by their peers and staff.

Gifted and Talented (GATE) Programs

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

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

The GATE programs are additional to the standard curriculum and are designed to provide gifted and talented students with a stimulating and challenging learning environment to cater for their academic and developmental needs.

Carey offers GATE opportunities in Music Specialist, REACH (Reasoning, English, Arts, Commerce and Humanities), and STEM (Science, Technology, Engineering and Maths). **There are a limited number of scholarships available for these programs.**

GATE REACH and GATE STEM take place for two sessions per week, during the two Homework sessions. Whilst GATE Music Specialist occurs in the Music Elective and includes an after-hours session.

At the start of each year, and at the end of Semester 1, places will be offered to high achieving students to give them the opportunity of participating in the GATE programs.

These students may:

- Have joined the College after the initial application process.
- Be excelling later in Year 6 or during Year 7 or Year 8.

These additional positions are not scholarship ones, but an opportunity to work side by side with some of the strongest GATE students in a program that will extend them for later ATAR studies in Year 11 and 12. GATE classes are limited to a maximum of 24 students.

GATE Music Specialist

The Year 7 GATE Music Specialist Program is aimed at GATE students with the demonstrated experience and passion to further their Music studies. Entrance to this program is by selection, audition or invitation.

Students participate in a variety of Music ensembles and bands, and have multiple opportunities to perform during the year; at Carey, across Perth and Western Australia, and in national competitions.

GATE REACH

Participants in the GATE REACH program will have consistently demonstrated an excellent academic standard and potential in a number of areas, particularly in English, Humanities and / or the Arts.

The integration of critical thinking, creativity, communication, persuasion, leadership and entrepreneurship in real world contexts will engage students in collaborative problem solving and competitions which will enhance their research, analytical, writing and reasoning skills. It is aimed at equipping students to successfully contribute to the rapidly changing and increasingly global society in which they live.

GATE STEM

STEM integrates the disciplines of Science, Technology, Engineering and Mathematics into real-world, rigorous, and relevant learning experiences as a way of engaging students in imaginative and collaborative problem solving and reasoning.

The GATE STEM program incorporates 21st Century learning strategies, focusing on project / problem solving and inquiry-based learning where students are encouraged to excel in their areas of academic talent and develop a love of learning. STEM skills are crucial to innovation and development in our contemporary technological knowledge-based and competitive global economy.

Further information on the Carey Harrisdale GATE Programs and the application process will be available in the 2027 GATE Handbook. This Handbook will be released in October 2026 and will be accessible via the Carey Baptist College website.

Year 7 Electives

Unlike many schools that offer a predetermined course in Year 7, Carey offers a range of electives within the prescribed W.A. Curriculum areas. These are designed to give students the opportunity to discover what their skills and abilities are, and provides them with subjects which will give them a hands-on, practical experience.

Students will have the opportunity to make choices in the following areas:

Design Technologies: Aviation, Food and Technology, Metalwork, Woodwork

Students choose two of the four design technologies to study during the year. Design technologies are studied for one term each.

Languages: Indonesian, Japanese or Mandarin

Language courses are aimed at students for whom the language is a second (or subsequent) language. These students have usually not been exposed to, or interacted in the language outside the Language classroom and have learnt about the language and its culture in an Australian classroom context. They may have studied this language at Primary level, or may be starting the language for the first time.

Languages are chosen and studied for Year 7 and Year 8.

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

Performing Arts: Dance, Drama, Music

Students will study one of the performing arts once a week for the whole year.

Year 8 Electives

In Year 8 we begin to widen the number of decisions that they need to make around electives. These electives run for one session per week for the whole year. They will have the opportunity to make choices in the following areas:

Design Technologies: Aviation, Food and Technology, Metalwork or Woodwork

Students choose one of the design technologies to study for the year.

Digital Technologies: Computing or Product Design

Students choose one of the design technologies to study for the year. They will study the subject for one session per week for the whole year.

Performing Arts: Dance, Drama, Music

Students choose one of the performing arts to study for the year. Students changing their performing art from Year 7 will need the permission of the Head of Department, Mrs S. Cuellar.

Visual Arts: Visual Arts or Media Arts

Students choose one of the visual arts to study for the year.



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 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.

Students will complete NAPLAN on their Chromebooks in Term 1. The NAPLAN Lockdown browser is installed on all Carey Chromebooks and updated as necessary for different year groups.

The table below compares the difference in average growth in NAPLAN scores between Year 7 and Year 9 students nationally and at Carey.

	National Results (Average)			Carey Results (Average)		
	Year 7 (2022)	Year 9 (2024)	Improvement from Year 7	Year 7 (2022)	Year 9 (2024)	Improvement from Year 7
Numeracy	547	565	+18	588	618	+30
Reading	543	565	+22	553	606	+53
Writing	531	574	+43	558	615	+57
Spelling	548	567	+19	583	595	+12
Grammar and Punctuation	534	555	+21	565	609	+44

Student Academic Progress and Support

Academic Progress

Academic progress is reported continually throughout the year in myCarey. The available information includes students' marks in comparison to the class minimum, maximum and averages, and may also include teacher comments. Parents and students are encouraged to keep up-to-date on their progress through this platform. Students are encouraged to ask their teachers not only how they are progressing, but also what could be done to improve grades and marks.

Subject teachers and Heads of Department will keep parents informed of any academic concerns. If parents have any concerns about a specific subject, contact the child's teacher (in the first instance) or the relevant Head of Department. If students need extra assistance, they are encouraged to see their teachers.

Semester Reports

Semester reports are made available in myCarey at the end of Term 2 (Semester 1 report) and Term 4 (Semester 2 report). These reports provide an overview of achievement (marks and grades), and an indication of the attributes demonstrated by the student. They do not include teacher comments.

The Semester 1 report focuses on progress over Terms 1 and 2. Carey's Semester 2 report summarises the year's achievements.

An explanation of the grade descriptors and the personal attribute descriptors are included in the reports.

'C' Grades indicate that the student is working at the required level for their year.

W.A. Curriculum grades are recorded on reports in the MESH (Maths, English, Science and Humanities) subjects to allow relative comparisons to be made between the grades achieved across the different streamed classes (e.g. an 'A' in a Mainstream class may correspond to a W.A. Curriculum grade of a 'B').

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

Parent / Teacher Interviews

Education is a partnership between parents and teachers, and communication is crucial in any partnership. The Parent / Teacher interviews are an important opportunity for conversations to take place. Students are encouraged to attend these interviews with their parents.

The Parent / Teacher Interviews occur after the Semester 1 Reports have been issued. If your son / daughter is able to attend the interview, they are invited to engage in the process. Any outcomes are more likely to be successful if they are part of the shared vision.

myCarey

myCarey is a learning management system that provides ongoing information and feedback.

This platform allows students to log in to check their timetable, set goals, contact their teachers, view class information, due work and completed work.

Parents can view their child's timetable, due work and completed work as well as pastoral care information, academic results and courses. Parents will also be able to use this platform to see news and announcements, all courses offered at the College from Year 7 to 12, academic reports and some school policies.

Subject teachers may communicate any concerns by telephone or by email. If parents have any specific subject concerns about their child, they are asked to contact the child's teacher directly.

Special Provisions

As a means of providing support for students with documented medical and / or learning difficulties the College recognises that individual students may need special assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses.

Special provisions are available for written assessments and examinations.

The College follows the WACE Special Provisions guidelines set by the SCSA when considering what arrangements are appropriate for students to access, depending on their diagnosis. Some examples of special provisions for in-class assessments include (but are not limited to):

- Extra working time (10 minutes per hour).
- Rest breaks (non-working time).
- Use of a computer.

The granting of special provisions is not automatic. It is dependent on the provision of appropriate medical or specialist documentation. Special provisions are managed by: Mrs L. Ong (Director of Accessing Curriculum) at long@carey.wa.edu.au if there are any questions.

Special Needs

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

Inclusive Education Plans (IEP)

Some students with significant needs, who have a particular diagnosis with sufficient supporting documentation, may be eligible for an IEP. An IEP is a written statement of the accommodations the school is able to offer, appropriate to the child's individual needs, and the impact of the diagnosis.

The IEP has two general purposes:

- To set reasonable goals for the child (for example, learning, social and independence goals).
- To document the agreed accommodations, modifications and strategies that are possible within the school context.

The IEP is developed by a team of individuals that includes the Secondary Psychologist, key school staff and the child's parents. The team meets with the student and their parents, reviews the diagnostic assessment information available about the child, and then they plan together.

This process is coordinated by Mrs E. Beal, who can be contacted at ebeal@carey.wa.edu.au.

Other Special Needs

Students who have less severe learning difficulties are also supported with accommodations and a systematic plan to notify their teaching staff of their difficulties and appropriate teaching strategies that can be implemented. This includes the management of students in Numeracy and Literacy support.

These students are managed by Mrs L. Ong, who can be contacted at long@carey.wa.edu.au.

Streaming

Streaming is aimed at supporting students in their education, in ways that will maximise their success. It only occurs in Maths, English, Science and Humanities (MESH subjects). The objective is to allow students to learn at a pace which matches their abilities. Classes are streamed in the MESH subjects in Years 7 to 10.

All Year 7 students begin the year in mixed ability classes and are streamed at the end of Semester 1. Movement is common between streams in Years 7 and 8, and less common in Years 9 and 10 as the difference in content between the streams is greater.

Streaming allocations are based on available school data, Semester Reports, standardised testing and teacher recommendations. All streaming changes are communicated to parents before they are implemented.. Streaming changes are managed by the appropriate Head of Department, in consultation with the student's teacher.

Extension Program

There are usually a maximum of two extension classes in each year group. Extension classes have a faster pace of lesson delivery and content, as well as greater expectations around the depth of knowledge and skill types that students need to demonstrate. GATE students are equally divided between the two extension classes.

The extension program focuses on knowledge depth and is **not an acceleration pathway**.

Mainstream Program

Mainstream classes consist of the majority of students. They follow the pace and content as set by the WA Curriculum. Lesson pace is slightly slower than in extension classes, allowing students more time to grasp the core concepts and to practice skills.

Foundation Program

The Foundation program offers more support for students who are struggling with the pace or content of the Mainstream program. The work is more scaffolded and the course is modified to reduce the content, allowing students to focus on the concepts that are fundamental to the subject. Students in this stream usually study the Vocational Pathway in Years 11 and 12.

Support Program

Students on an IEP who have significant learning difficulties may be placed in a support program, where there is further scaffolding and reduction of content.



Teasdale iCentre

Open: Monday to Friday 8:00am to 4:30pm

The Teasdale iCentre (Library) is a dynamic space accessible to all secondary students before, during and after school.

Here students have access to cafe style booths which encourage collaborative or private study, as well as use of photocopying and printing facilities.

The Library has a huge variety of classic and contemporary fiction, including Manga and graphic novels and students can request their favourites for the library to add to the collection. We know the positive impact that literacy has on learning, and our library staff will work hard to get just the right book into students' hands.

Staff are also available to assist students in their research needs, and help them to find the information they need, whether that be online or in our physical collection.

In collaboration with the English department, the library will host authors and illustrators throughout the year, as well as running a House Points competition where students can gain points for their House by borrowing, reading, or reviewing books.

Students are welcome to spend time in the library space during opening hours to chill out with a card or chess game or contribute to a community puzzle.

There are also many clubs hosted in the library at lunchtimes such as Scribble Club for crafters and creatives, the Teasdale Writing Club or the Teasdale Advisory Board, who help to organise activities in the library for students. A Chess Club is also held in the Library after school.

Technology / Chromebooks

Computers and other technologies have become an important tool in our society. In an increasingly technological and complex world, we consider it is important to develop knowledge and skills to analyse and creatively respond to design and / or digital challenges.

Students use technology in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students are given the use of a Chromebook in Year 7. A Chromebook is a laptop running the Linux-based Chrome OS as its operating system. The devices are primarily used to perform a variety of tasks using the Google Chrome browser, with most applications and data residing 'in the cloud' rather than on the machine itself.

The Chromebooks device provides a common platform in Year 7 learning for students to engage in a technological approach which is a foundation of the knowledge economies of the 21st century.

Teachers use technology not as an end in itself, but as a strategy that best lends itself to aspects of the learning program (such as research). The SEQTA Learning Management system ensures that families are included in the learning process, and this provides a digital framework which scaffolds the learning program.

In the Year 7 program, students will be taught the skills to use this technology in a wise manner, developing a worldview that is well informed. Students will be given the opportunity to examine the impact that computers and the Internet have made on shaping world values and develop skills of discernment in their use.

The use of laptops and access to the internet during class is only for educational purposes. Students sighted by staff accessing non-educational material will be redirected to appropriate work and parents will be informed.



Year 7 Course of Study

LEARNING AREA		SESSIONS PER WEEK
English		4
Humanities		4
Mathematics		4
Science		4
Physical Education		2
Health Education		1
Beliefs and Values		1
Homework Sessions or GATE STEM + / GATE Academic Excellence + or Numeracy Support*		2
Digital Technologies		1
Media Arts / Visual Arts (Each subject is studied for one Term)		2
House Session		1
Extended Homeroom / Assembly		1
* Students with a Diagnosed Learning Difficulty will participate in 2 sessions of Support. + Note that entry to the GATE programs is by an entrance test, audition or invitation.		
ELECTIVES		SESSIONS PER WEEK
Languages Students study one Language subject for the year.	Indonesian Japanese Mandarin Literacy Support	2
Design Technologies Students study two Design Technologies subjects. Each subject is studied for one Term.	Aviation Food and Nutrition Metalwork Woodwork	2
Performing Arts Students study one Performing Arts subject for the year.	Dance Drama Music GATE Music Specialist +	2

Year 7 Elective choices are due by 9:00am Monday 25 August

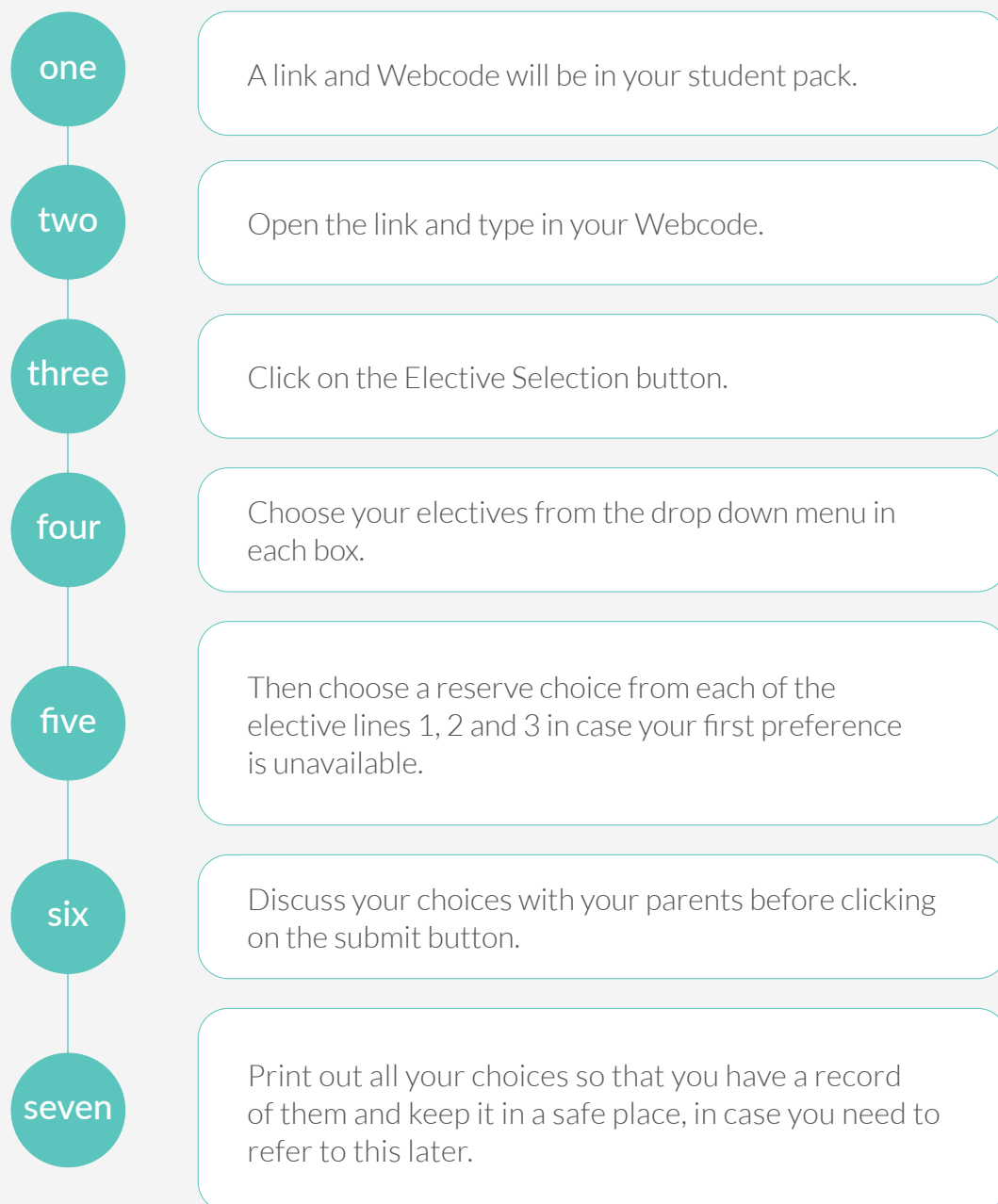
Year 8 Course of Study

LEARNING AREA		SESSIONS PER WEEK
English		4
Humanities		4
Mathematics		4
Science		4
Physical Education		2
Health Education		1
Beliefs and Values		1
Homework Sessions or GATE STEM / GATE REACH or Numeracy Support*		2
House Session		1
Extended Homeroom / Assembly		1
* Students with a Diagnosed Learning Difficulty will participate in 2 sessions of Support. + Note that entry to the GATE programs is by an entrance test, audition or invitation.		
ELECTIVES		SESSIONS PER WEEK
Students choose one elective from each category below, which they will study for the whole year.		
Performing Arts	Dance Drama Music / GATE Music Specialist +	1
Visual Arts	Visual Arts Media Arts	1
Languages	Indonesian Japanese Mandarin Literacy Support*	2
Design Technologies	Aviation Food and Nutrition Woodwork and Metalwork	1
Digital Technologies	Computing Product Design	1

Year 8 Elective choices are due by 9:00am Tuesday 19 August

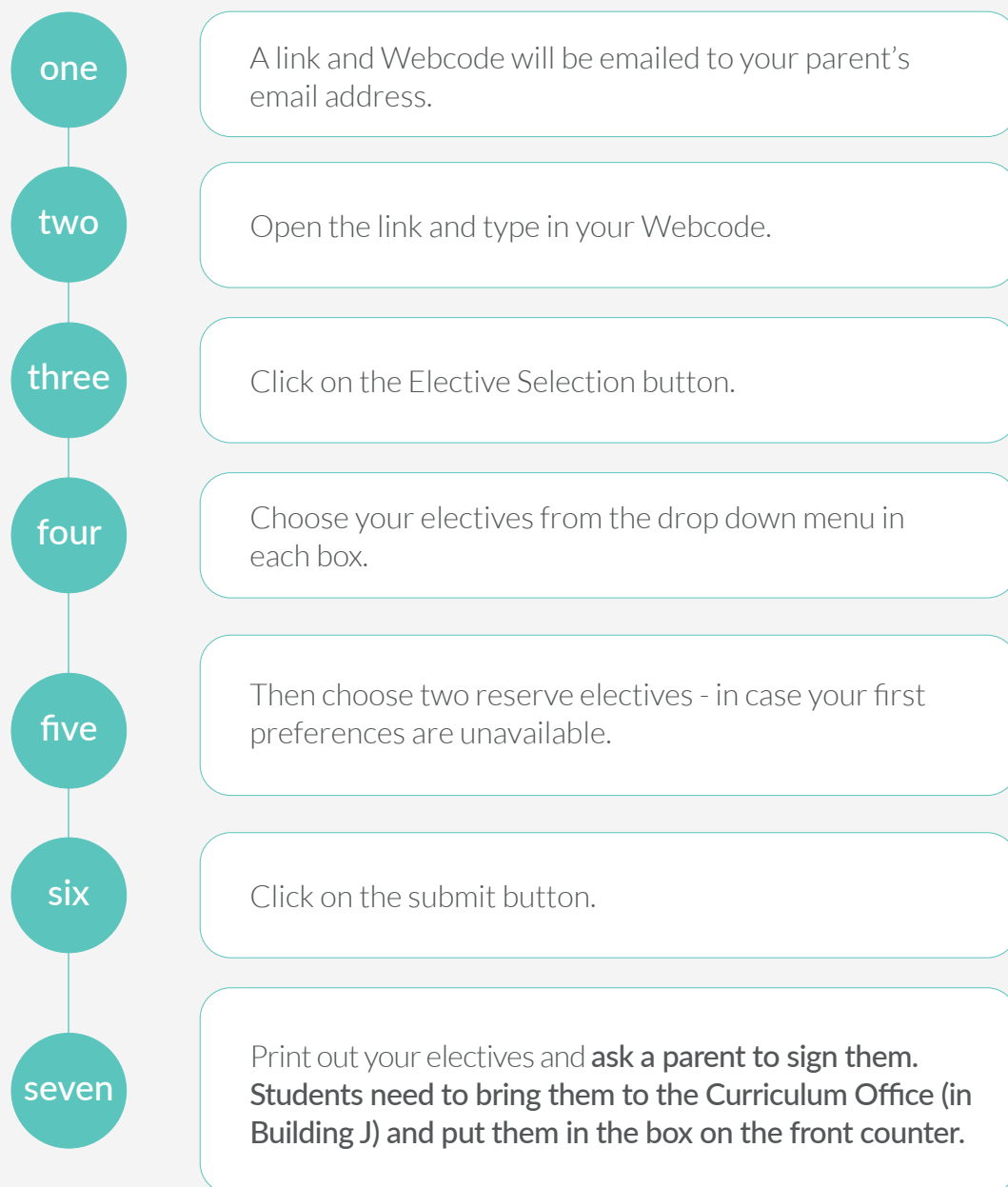
How to Choose your Electives for Year 7

Choices are due by 9:00am on Monday 25 August



How to Choose your Electives for Year 8

Choices are due by 9:00am on Tuesday 19 August





Course Descriptions

All subject fees are indicative and based on fees charged in 2025.

They are subject to change and the fee schedule for 2026 will be published in November.



Beliefs and Values

Mrs K. Lockwood
Head of Department

Course Description

Beliefs and Values classes are held once a week and are not formally assessed, allowing students the freedom to explore ideas without the pressure of grades. The course provides a valuable space for students to reflect on some of life's bigger questions and to develop thoughtful, informed perspectives. Grounded in a Christian worldview, the program encourages students to consider their own beliefs and values as they engage with their own experiences, the culture around us, and the Bible.

Year 7

Subject Fee: Nil

Further Information: Mrs K. Lockwood

At the start of the year, we explore Carey's core values and how to live them out in everyday life. We then look at how personal beliefs are shaped and influenced, especially by the Bible, which has had a major impact on Western civilisation and values.

We study some of the key stories at the beginning of the Bible—including creation, Adam and Eve, Abraham and Sarah, and Joseph—looking at themes like human dignity, faith, doubt, and sacrifice. These stories help us understand many of the bigger ideas found throughout the Bible.

Later in the year, we use C.S. Lewis's *The Lion, the Witch and the Wardrobe* to explore the life of Jesus and the biblical theme of sacrifice. We also engage with Dr. Ben Carson's biography, thinking about how we learn, who supports us, and how we can use our talents well.

Year 8

Subject Fee: Nil

Further Information: Mrs K. Lockwood

At the start of the year, we explore how authority figures influence our beliefs and decisions, using *The Karate Kid* (1984) to reflect on mentorship, discipline and personal growth. Later in the year, we watch *The Bridge to Terabithia*, to help us explore themes of friendship, growing up, and grief.

We then look at the big picture of the Bible, using a simple diagram to understand its structure and asking how it has been preserved over time.

As we continue our exploration of the Bible story, we follow Abraham's descendants—through slavery in Egypt, the wilderness journey, and the giving of the Ten Commandments—discussing how these teachings still shape life today. In the story of Daniel, we reflect on how young people can be brave and stand up for what they believe in.

To end the year, we examine the events leading to Jesus' birth and compare the biblical Christmas with the one we often see in shops and greeting cards.



English

Mr P. Fallon
Head of Department

Course Description

The English curriculum focuses on three key strands: Language, Literature and Literacy. Students engage with a wide range of texts for enjoyment and learning, including novels, poetry, non-fiction, drama, and media texts such as newspapers, magazines and digital content.

Students read texts from genres such as fantasy, historical fiction, and realistic fiction, featuring complex plots and diverse characters. Themes explored include relationships, ethical dilemmas, and different worldviews, both real and imagined.

Year 7

Subject Fee: \$40 – Education Perfect

Further Information: Mr P. Fallon

During the year, the focus will continue to be placed on the importance of reading. Opportunities will also be provided to enhance each student's:

- Creative expression.
- Writing competency.
- Critical thinking.
- Problem solving.
- Communication and collaborative skill.
- Appreciation of different texts and genres.

Year 8

Subject Fee: \$40 – Education Perfect

Further Information: Mr P. Fallon

Over the year, students will create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Opportunities will also be provided to enhance each student's:

- Creative expression.
- Writing competency.
- Critical thinking.
- Problem solving.
- Communication and collaborative skill.
- Appreciation of different texts and genres.

Health and Physical Education

Mr Z. Cottrell
Head of Department

The Health and Physical Education (HPE) curriculum equips students with the knowledge and skills to lead healthy, active, and fulfilling lives. All students are required to study both Health Education and Physical Education, with classes taught in gender-specific groups.

The program is founded on the belief that active engagement in learning fosters more consistent participation. Through this approach, students develop self-efficacy and confidence, promoting a positive and enduring attitude toward health and physical activity.

The HPE department focuses on creating opportunities for students to develop in 3 key spaces:

- **Grit** - Unwavering determination, demonstrating the courage to try and try again.
- **Growth** - Continuous development and improvement, Driven by kindness and humility
- **Gratitude** - Expressing genuine appreciation, demonstrated by showing respect and acting with integrity.

As a department we are always supporting students towards becoming lifelong participants in healthy living, throughout all spheres of their wellbeing; physical, mental, emotional, social and spiritual.





Health Education

Course Description

Health Education expands students' knowledge and understanding to help them be successful in personal, social, movement and online situations. Students will learn how to take positive action to enhance their health, safety and wellbeing by applying problem- solving and communication skills, and through a range of preventative health practices.

Year 7

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 7 students explore a range of topics in Health including - making good food choices, relationships, cyber safety, puberty, physical activity, sun safety and first aid.

Year 8

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 8 students will study the topics of: transitions, wellbeing, diversity, relationships, drugs, bullying, physical activity and first aid.



Physical Education

Course Description

In Physical Education classes, students develop and refine specialized movement skills while enhancing tactical thinking through game-based learning. They also learn about health and skill related fitness components and the activities that improve them. Fair play and ethical behavior are key focuses throughout.

Students engage in a variety of sports in Years 7 and 8, through invasion games, net/wall games, and striking/fielding games.

Carnivals

At Carey Harrisdale, all students participate in three compulsory House carnivals—Swimming, Cross Country, and Athletics.

Year 7

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 7 students will be involved in sports such as:

- Cricket
- Ultimate Frisbee
- Netball
- Fundamental Movement Skills
- Soccer
- Pickleball
- Student Facilitated Sports Program

Year 8

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 8 students will be involved in sports such as:

- Softball
- Floorball
- Basketball
- Modcrosse
- Mini Volleyball
- Fundamental Movement Skills
- Student Facilitated Sports Program



Humanities

Mr C. Austin

Head of Department

Course Description

Each year, Humanities, students will explore the following areas of study:

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

Assessment

Students will complete tests, research assignments, presentations, extended investigations and homework tasks that will help consolidation of class work, revision and assignment work. Assessments will be on content, knowledge and skills.

Year 7

Subject Fee: Nil

Further Information: Mr C. Austin

Year 7 students begin their Humanities journey in Secondary school with Geography. Students will have the opportunity to develop their investigating skills by discovering where water is in the world and who does not have access to clean drinking water. History follows as students learn about the Ancient World and how our present and future is shaped by what has come before us.

With Civics and Citizenship they will discover the main structures of our federal system and how it contributes to Australian society. In Term 4, students will use their reflection skills to discover how they contribute to Australia's economy as producers and consumers. Students will have the opportunity to engage in the content through investigations, research projects, group activities, textbook work, lectures, guest speakers, field trips and online learning programs.

Year 8

Subject Fee: Nil

Further Information: Mr C. Austin

The Year 8 Humanities curriculum is focused on helping students understand their place within the world and how they impact upon it, as well as how the world impacts upon them. Expanding upon the Humanities skills taught to them in Year 7, students will use their research methods and critical and creative thinking to investigate how they can be active citizens in our government and in our economy. They will discover how the world was transformed from the medieval world to the early modern world. Students will have the opportunity to engage in the content through investigations, research projects, group activities, textbook work and guest speakers, e.g. Gina and Guy, local Noongar musicians.



Carey students participating in the Da Vinci Decathlon.

GATE REACH

Course Description

The GATE REACH program has a focus on collaborative project-based learning in the English and Humanities contexts. The program aims to develop the 21st Century skills of critical thinking, creativity, communication, persuasion, leadership and entrepreneurship.

Its purpose is to provide students with experiences and skills that will support them in upper years and beyond.

GATE REACH consists of two sessions per week, which takes place during the two Homework sessions.

Students participate in a variety of competitions and challenges that will foster their teamwork skills through rewarding and challenging tasks that will extend them. This is not about adding another class to their workload, but to reframe education as a group activity, where students learn through dialogue and discussion.

Year 7

Subject Fee: Nil

Further Information: Mr N. Turner

The Year 7 Academic Excellence program is developed around the following in-depth studies:

- Multidisciplinary problem solving and working towards the Da Vinci Decathlon.
- Oratory development and formal debating.
- Creative writing and publishing; working towards the 'Write a Book in a Day' project.
- Entrepreneurial project and commerce investigation.

At the end of Semester 1, top performing students in English and Humanities may be invited to join this program, depending on the availability of places. The class size is limited to a maximum of 24 students.

Year 8

Subject Fee: Nil

Further Information: Mr N. Turner

The Year 8 Academic Excellence program is developed around the following in-depth studies:

- Multidisciplinary problem solving and working towards the Da Vinci Decathlon.
- Creating, producing and editing podcasts.
- Ethical frameworks and an introduction to Philosophy.
- Sustainable architecture and community development.

Year 8 GATE REACH students will be allocated to this class. At the end of Semester 1, top performing students in English and Humanities may be invited to join this program, depending on the availability of places. The class size is limited to a maximum of 24 students.

Languages

Mrs N. Prince
Head of Department

Language study is a W.A. Curriculum requirement for all Year 7 and Year 8 students. They can choose from Indonesian, Japanese, or Mandarin and continue the same language into Year 8, with classes held twice weekly throughout the year.

These courses accommodate both beginners and students with prior experience. Key focus areas include:

- Comprehension and communication through listening, speaking, reading, writing and appropriate use of gestures and body language.
- Development of language learning skills and strategies.
- Awareness and appreciation of different cultures, customs, and lifestyles.

Beyond preparing students for a globalised economy, learning a language improves overall academic performance, cognitive development, and fosters positive attitudes towards other cultures. It also equips students to thrive in today's global marketplace.

Criteria for enrolling in a WACE language course (Years 11 and 12):

Applications for ATAR language courses are assessed by SCSA based on:

- Educational background
- Residency or time spent in the country where the language is spoken
- Use of the language outside the classroom for communication

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A WACE LANGUAGE COURSE		
	Education	Residency and/or time spent in-country	Use of the language for communication outside the language classroom
Second language courses	Less than one (1) year in total of formal education (from Pre-primary) in schools where the language is a language of instruction.	Less than two (2) years in total of residency and time spent in a country where the language is a medium of communication.	Use of the language for communication outside the language classroom with a speaker/s of the language is not permitted.



Indonesian

Students choose one language elective for Years 7 and 8. Switching languages between Year 7 and 8 is only permitted in exceptional cases, as vocabulary and writing skills build cumulatively. Such changes require a meeting and interview with the Head of the Languages Department.

Course Description

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

Theme based topics enable students to develop an understanding of the various aspects of Indonesian society and culture, while at the same time enabling them to develop their social interaction skills. The Indonesian course incorporates a number of hands-on cultural activities.

Year 7

Subject Fee: \$40 – Education Perfect

Further Information: Mrs N. Prince, Mrs A. Parker

In Year 7 Indonesian, students have the opportunity to:

- Learn and play the traditional Angklung music.
- Experience the taste of traditional Indonesian food, such as serabi (coconut pancake) and nasi goreng (fried rice).
- Create shadow puppets.
- Perform a play in a simulated puppet theatre.

Year 8

Subject Fee: \$40 – Education Perfect

Further Information: Mrs N. Prince, Mrs A. Parker

In Year 8 Indonesian, students will study the Indonesian language in the following contexts: :

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



Japanese

Students choose one language elective for Years 7 and 8. Switching languages between Year 7 and 8 is only permitted in exceptional cases, as vocabulary and writing skills build cumulatively. Such changes require a meeting and interview with the Head of the Languages Department.

Course Description

The study of Japanese offers students the potential to gain many cultural, intellectual and social benefits. There is a strong emphasis placed on the four macro skills of:

- Listening.
- Reading.
- Speaking.
- Writing.

As well as contributing to a student's personal development, an understanding of Japanese language and culture also enhances vocational prospects in areas as varied as Economics, Politics, Commerce, Hospitality and Industry.

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

The study of Japanese can be continued as an elective in Year 9 and 10, and is also offered as an ATAR (University entrance) subject in Years 11 and 12.

Year 7

Subject Fee: \$40 – Education Perfect

Further Information: Mrs N. Prince, Mrs K Bonciani

In Year 7 Japanese, students, as well as learning the written and spoken language, will have the opportunity to:

- Practice the art of calligraphy known as Shodo.
- Explore Japanese origami paper craft.
- Experience a unique and fascinating range of traditional Japanese games, such as: Karuta, Kendama, Otedama, and Janken.

Year 8

Subject Fee: \$40 – Education Perfect

Further Information: Mrs N. Prince, Mrs K Bonciani

In Year 8 Japanese, students will study the language in the following contexts:

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



Mandarin

Students choose one language elective for Years 7 and 8. Switching languages between Year 7 and 8 is only permitted in exceptional cases, as vocabulary and writing skills build cumulatively. Such changes require a meeting and interview with the Head of the Languages Department.

Course Description

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

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

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

Year 7

Subject Fee: \$40 – Education Perfect

Further Information: Ms C. Chua, Mrs N. Prince

The Year 7 Mandarin course incorporates a number of hands-on cultural activities. Students have the opportunity to:

- Learn how to replicate the beautiful art of Chinese Festival lantern-making.
- Explore Chinese New Year red packet paper craft and cutting.
- Learn the correct technique for using chopsticks, which includes the rules, customs and etiquette of eating with chopsticks.
- Experience the taste of traditional Chinese food, such as mooncakes and glutinous rice balls (tang yuan).

Year 8

Subject Fee: \$40 – Education Perfect

Further Information: Ms C. Chua, Mrs N Prince

In Year 8 students will study Mandarin in the contexts of:

- Culture
- Countries and Holiday
- Events and Festivals
- Family
- Weather
- Dining experience
- Occupation

Mathematics

Mrs L. Karasavas
Head of Department

Course Description

Over the first two years of secondary school, students are encouraged to build an appreciation for Mathematics and understand its relevance in everyday life. The course is designed to help students develop confidence and interest in using Mathematics, while building their skills in key areas such as number, algebra, measurement, space, statistics, and probability.

Students are taught to apply mathematical concepts and processes to pose and solve problems, reason logically, and make connections across different areas of maths. They also explore how mathematics can be used to model real-world situations in a variety of fields, building an appreciation and understanding of Mathematics and its relevance in everyday life.

Mental calculations are included as part of regular classwork in order to prepare students for calculator-free assessments. Assessment includes investigations. Many learning resources are online, and students are expected to use their Chromebooks in class and at home.

Year 7

Subject Fee: \$30 – Mathspace

Further Information: Mrs L. Karasavas

As part of the Year 7 Mathematics course, students:

- Learn to compare, add, and subtract integers.
- Explore whole numbers, index notation, square numbers and square roots.
- Work with fractions, decimals and percentages.
- Use variables and connect number properties to algebra.
- Plot and interpret points on the Cartesian plane and model real-life data.
- Solve real-world maths problems.
- Understand angles formed by lines crossing each other.
- Use formulas to find area, perimeter, and volume of shapes.
- Classify triangles and quadrilaterals.
- Collect and display data.
- Calculate averages (mean, mode, median, range).
- Work out possible outcomes in simple chance experiments.

Year 8

Subject Fee: \$30 – Mathspace

Further Information: Mrs L. Karasavas

As part of the Year 8 Mathematics course, students:

- Solve everyday problems using rates, ratios, percentages, profit and loss.
- Expand and factorise algebra expressions, and use strategies to work with positive and negative numbers.
- Solve and graph linear equations.
- Work out the volume of prisms, understand triangle congruence, and explore quadrilateral properties.
- Convert between area and volume units, and calculate the area and perimeter of shapes like circles, rhombuses, and kites.
- Apply maths to real-life situations.
- Understand how outliers affect data and averages.
- Use two-way tables and Venn diagrams to model real situations.
- Work out probabilities and understand that all probabilities add up to 1.
- Learn how to justify the result of a calculation or estimation as reasonable.



Music

Mr J. Florisson
Head of Department

Program Overview

At Carey, we believe music is an art form that helps students create and experience meaning. Music expresses emotion, tells stories, and connects people. It shapes who we are and how we relate to the world.

Students choose music for many reasons. Some want to become skilled musicians or explore a career. Others enjoy the challenge of learning an instrument or want a creative outlet for life. Whatever the reason, music education helps students create meaning on purpose. While anyone can enjoy music, structured learning helps students grow, understand more deeply, and express themselves with confidence.

The Carey music program is built around four core areas:

- Classroom Music
- Individual Tuition
- Ensembles
- Events and Performances

The course descriptions below focus on Classroom Music. These subjects include both practical and written work. Students learn to perform, while also studying how music is built and understood. This balance supports steady progress. Students who only focus on playing often reach a point where they feel stuck and lose interest. Learning how music works helps them keep growing and enjoying the journey.

As a guide, we encourage students to take part in:

- one classroom music subject;
- one co-curricular ensemble;
- one instrument through individual tuition.

Together, we want to help you learn, grow, and discover your own musical journey.

Music Tuition

Students not wishing to study Music in the classroom setting are still able to enrol in individual music lessons. More information on Individual Music Tuition can be found in the Music Tuition Program information brochure.

Extra-Curricular Music

The College offers an extensive extra-curricular Music program including approximately twenty ensembles that regularly rehearse, perform and tour. Involvement in an extra-curricular Music ensemble group is not compulsory for Year 7 students, however the opportunity is available for them to audition and participate on a voluntary basis (commitment required) if they wish to do so.



Year 7 Music General

Course Description

This course focuses on playing music as a group to develop musical skills at an introductory level. Lessons include a mix of practical work, theory and technology. In practical sessions, students choose a classroom instrument such as piano, keyboard, bass, guitar, drums, glockenspiel or vocals and work towards playing contemporary music together.

In theory sessions, students build a deeper understanding of how music works so they can enjoy the richness and variety of the arts throughout life. They learn the basics of reading and writing music, including notes on the stave and major scales such as C, F and G.

Students also use the music lab to create original pieces and explore music through digital tools.

Students attend one session each week.

Subject Fee: Nil

Further Information: Mr J. Florisson

Year 7 GATE Music Specialist

Course Description

This course focuses on playing music as a group to build musical skills at an intermediate or advanced level. In practical sessions, students start by developing solid fundamentals in pitch, rhythm and technique, then move towards expressive elements like dynamics, phrasing and articulation. Each student also prepares and performs a solo piece during the year to build confidence and receive feedback.

In the written sessions, students build a stronger understanding of how music works so they can enjoy the richness and variety of the arts throughout life. They develop theory skills and prepare for the AMEB Preliminary Grade Music Craft Theory exam. This course includes more advanced listening and notation than the general program.

Students attend one session each week and are also welcome to join an optional before-school class for extra theory, ensemble work and composition.

All GATE Music Specialist students must be receiving individual tuition for at least 30 minutes per week, either through the College or an external teacher. A regular weekly practice routine is expected.

All students can select this course, but places are allocated based on mini auditions during Orientation Day, in consultation with the Head of Department and curriculum team.

Subject Fee: \$85 AMEB exam fee (charged by the AMEB and passed on at cost)

Further Information: Mr J. Florisson



Year 8 Music General

Course Description

This course focuses on playing music as a group to develop musical skills at an introductory level. It builds on the Year 7 course, although Year 7 Music is not a prerequisite. Lessons include a mix of practical work, theory and technology. Students choose a classroom instrument such as piano, keyboard, bass, guitar, drums, glockenspiel or vocals, and work towards playing contemporary music as a group.

In theory sessions, students develop a deeper appreciation of music so they can enjoy the richness and variety of the arts throughout life. They will cover the basics of reading and writing music, including notes on the stave, intervals, triads and major and minor scales.

Students will also use technology in the music lab to create original music. Students attend one session each week.

Subject Fee: Nil

Further Information: Mr J. Florisson

Year 8 GATE Music Specialist

Course Description

This course focuses on playing music as a group to build musical skills at an intermediate or advanced level. In practical sessions, students are encouraged to move beyond the basics of accurate pitch, rhythm and technique to explore expressive elements like dynamics, phrasing and articulation that bring the music to life. Each student also prepares and performs a solo piece during the year to build confidence and receive feedback.

In the written sessions, students develop a stronger understanding of how music works so they can enjoy the richness and variety of the arts throughout life. They learn theory skills and prepare for the AMEB Grade 1 Music Craft Theory exam. This course includes more advanced listening and notation than the general program.

All GATE Music Specialist students must be learning an instrument or voice through regular lessons of at least 30 minutes per week, either through the College or with an external teacher. Students are expected to commit to a regular weekly practice routine on their instrument or voice.

The course continues from Year 7 GATE Music Specialist, but it is not a prerequisite. Any student can apply for this subject. In consultation with the Head of Music, students will be placed based on their ability, experience and available spaces. Priority is given to students continuing from the Year 7 group.

Subject Fee: \$89 AMEB exam fee (charged by the AMEB and passed on at cost)

Further Information: Mr J. Florisson



Science

Mr D. Braithwaite
Head of Department

Course Description

The Science course equips students with the scientific knowledge, skills, attitudes and values that will further their enjoyment and understanding of Science in everyday life. Students will learn through a variety of different tools. They will engage with the content in Science through laboratory experiments, investigations, research, textbook work, lectures, online learning with programs such as Education Perfect, Quizlet and Kahoot.

Assessment

Assessments include tests, assignments, experiment reports and extended investigations. Science homework will include tasks that help in the consolidation of class work, revision and assignment work.

Year 7

Subject Fee: \$30 – Education Perfect

Further Information: Mr D. Braithwaite

In Year 7 Science, students explore our created universe. From the smallest atoms and molecules to the largest stars and planets and the wide variety of living things on Earth. Students also learn how to separate substances and how forces affect movement.

In Year 7 Science, students will:

- Learn how and why scientists classify and organise living organisms into groups.
- Use models like food chains and food webs to show how energy moves through ecosystems and think about how human activities can affect these systems.
- Learn about the particle theory to understand how atoms and molecules behave in solids, liquids, and gases. Explore different methods used to separate mixtures into pure substances.
- Learn about objects like stars, planets, and moons, and investigate how the Earth, sun and moon interact to explore how forces affect movement.
- Use models to show how unbalanced forces change motion.
- Learn how simple machines (like levers and pulleys) make work easier by giving a mechanical advantage.
- Use and learn about the scientific method.

Year 8

Subject Fee: \$30 – Education Perfect

Further Information: Mr D. Braithwaite

Year 8 Science students explore the microscopic world of cells and how they specialise and build into living organisms and the organ systems that sustain life. Students also look at the structure of atoms, how energy transfers between objects, and the geological processes that have formed our Earth.

In Year 8 Science, students will:

- Learn about cell theory and the organelles that make up cells.
- Learn about specialised cells and their function.
- Learn about and investigate the cardiovascular and respiratory systems.
- Describe the structure of atoms and their subatomic particles.
- Identify between elements and compounds using chemical symbols and formulas.
- Classify elements as metals or non-metals based on their physical properties.
- Learn about and identify physical and chemical change.
- Identify different types of energy and describe how it transfers between objects.
- Learn about how sound is formed and travels.
- Explore the geological processes that have formed our Earth and the resources in our rocks.
- Continue to develop science inquiry skills.



GATE STEM

Course Description

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

At the end of Semester 1, top performing students in Maths and Science may be invited to join the GATE STEM program, depending on the availability of places.

The course covers the streams of: Investigations, Coding and Construction, Competitions and Challenges. Each stream occurs in a context. In Year 7-8, one such context is the VEX V5 program, which is a program developed to explore STEM through robotics. Activities include: builds; design; coding languages; and competitions.

In the course, students engage with multiple approaches to problem solving, allowing them to apply knowledge to experiment and design creative solutions, and develop communication and collaboration skills.

The GATE STEM program consists of various activities which include the following:

- **Challenge Series**
Students are issued with short problem solving challenges which are generally school based. They will operate individually and in groups.
- **Competitions**
Depending on availability, students enter an age relevant competition which may include environmental, energy, space or engineering challenges. Such competitions may include VEX V5, and the Infinite Energy Solar Car Challenge.
- **Coding and Construction**
Students use coding, science and mathematics in the construction and operation of a given device or one they have constructed.
- **Investigation**
Students are given a problem, or present a problem, they would like to investigate. They collect evidence and offer a considered solution. The aim is to follow the scientific investigative process and present their findings.

Subject Fee: Nil

Further Information: Mr G. Choo

Technologies

Mrs A. Post
Head of Department



Study in the Technologies learning area is a W.A. Curriculum requirement for all Year 7 and Year 8 students. Technologies is made up of two distinct but related disciplines:

- **Digital Technologies** – where computational thinking and information systems are used to define, design and implement solutions.
- **Design Technologies** – where design thinking and technologies are used to generate and produce solutions for authentic needs and opportunities.

Technologies enrich and impact on the lives of people and societies globally. Society needs students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and / or digital challenges.

Technologies motivates students and engages them in a range of learning experiences that are transferable and can be used to develop solutions to make sense of complex ideas and relationships in all areas of learning.

In Year 7, students study both of the Digital Technologies in the year. These are:

- Computing.
- Product Design.

As their Elective 2, students can choose two Design Technologies subjects from a choice of four. These are:

- Aviation.
- Food and Nutrition.
- Metalwork.
- Woodwork

In Year 8, students choose one Design Technologies subject and study it for the whole year. In Year 9 and 10, the choice of electives is unrestricted and students may choose several of these, or none at all.



Design Technologies

Aviation

Course Description

In year 7 and 8, aviation students explore the inspiring stories of aviators, build scaled WWII aircraft models, and visit the Aviation Heritage Museum to see full-size planes up close. Using a flight simulator, they learn the principles of flight and control, performing basic takeoffs, manoeuvres, and landings, while also being introduced to drone technology.

In partnership with the Royal Aero Club (Jandakot), students can experience a scenic flight (Year 8). The course develops skills and knowledge across aerodynamics, aviation performance, human factors, and industry practices, preparing students for future pathways in aviation.

Aviation is ideal for students interested in careers such as piloting, drone operation, engineering, or air traffic control. It can be studied as an elective up to Year 10, with a Certificate III in Aviation (Remote Pilot) offered in Year 11. As a STEM elective, the course takes a project-based, design-focused approach that encourages hands-on, interdisciplinary learning.

Year 7

Subject Fee: \$100 – Simulations and Consumables

Further Information: Mr M. Pollock

The Year 7 course will include:

- The Wright Brothers.
- Aerodynamics.
- Aircraft Parts.
- Communication.
- Careers in Aviation.
- Flight Simulation.
- Jandakot Airport excursion.

Year 8

Subject Fee: \$250 – Flight Levy

Further Information: Mr M. Pollock

The Year 8 course will include:

- Famous Aviators History.
- Scale Aircraft Model Making.
- Simulator Flying.
- Introduction to Drones.
- Aviation Heritage Museum excursion.
- Scenic flight excursion at Jandakot Airport.



Design Technologies

Food and Nutrition

Course Description

Food and Nutrition is a practical course providing students with the opportunity to develop the skills to make informed food decisions. Students will prepare a range of dishes using a variety of cooking techniques. Practical activities will focus on healthy snacks and foods for special occasions.

Students will learn to apply safe routines and efficient cooking practices as they familiarise themselves with various cooking utensils and equipment.

Year 7

Subject Fee: Nil

Further Information: Mrs A. Rushby, Mrs A. Post

Students are given insight into event management and food and beverage service. The class will learn the benefits of sharing food and the way food is used in social situations to bless others.

Students will be able to demonstrate their skills at the end of the term by presenting an afternoon tea to their family and friends. They design an invitation to be sent to their chosen guests for this occasion.

Year 8

Subject Fee: Nil

Further Information: Mrs J. Stone, Mrs A. Post

Students will learn to safely produce a variety of healthy and nourishing foods suitable for: breakfast, lunch, dinner, dessert and snacks. They will learn to cater for a variety of dietary requirements by modifying as well as creating their own recipes.

Students will examine the relationship between their diet and health. They will critically analyse what is actually in the foods they eat; what is in the foods that food chains encourage them to eat; and how to make wise food choices.

Students will prepare foods that are tasty and nutritious, economical, accessible, easy and time efficient to prepare.



Design Technologies

Year 7 Metalwork

Course Description

Students are exposed to a variety of hand tools and machines to produce projects in a variety of metals using a wide range of skills and techniques.

Machines such as a drill press, bender, buffer and spot welder are used to create interesting projects that build students' design skills.

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

Subject Fee: Nil

Further Information: Mr J. Wilmot

Year 7 Woodwork

Course Description

This is an introductory materials course that is designed to introduce students to a variety of materials. During this course, students will have the opportunity to learn about and use many hand tools and machines, including the band saw, drill press and sanders.

They will begin to explore the design process to create products such as a pencil holder, spinning top and small games. During the construction of these projects, students will learn the art of creating projects that they imagine in their mind, sketching concepts through to full completion of the project.

Occupational Health and Safety is an important focus in this course as students learn how to work in an environment where safety is a significant factor.

Subject Fee: Nil

Further Information: Mr C. Burns



Design Technologies

Year 8 Woodwork and Metalwork

Course Description

This is an introductory composite-materials course designed to introduce students to various materials, tools, machines and processes within the design and trade industries.

Students will undertake problem solving and creative design projects that will extend their knowledge and hand skills in combining various timbers and metals.

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

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

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

Subject Fee: Nil

Further Information: Mr C. Burns, Mr J. Wilmot

LOADING....



Digital Technologies

Computing

Course Description

The Computing program at Carey is designed to equip students with essential digital skills and prepare them for success in an increasingly technology-driven world. Across Years 7 and 8, students engage in fun, hands-on projects that build confidence, creativity, and critical thinking.

Through activities like coding, game design, app development, and robotics, students learn not only how technology works, but how to use it to solve real-world problems. They begin to see themselves as creators of technology—not just consumers.

It is estimated that around half of all job openings for coders are in non-tech industries, including finance, manufacturing and healthcare, so coding will be a valuable skill in the future workforce.

Year 7

Subject Fee: Nil

Further Information: Mr G. Southwood

In Year 7, students are introduced to core computing skills such as touch typing, file management, and coding. They apply these skills in practical projects that include programming microcontrollers and developing simple games, to produce practical solutions and demonstrate a variety of coding techniques.

Students also explore how digital systems and networks operate, and how data can be used to model everyday objects and events. These experiences help develop logic, problem-solving abilities and computational thinking, while encouraging an understanding of the role technology plays in daily life.

With many coding-related job opportunities found in industries like finance, healthcare, and manufacturing, these skills will be highly valuable in the workforce of tomorrow.

Year 8

Subject Fee: Nil

Further Information: Mr G. Southwood

In Year 8, students build on their previous learning with more advanced and creative digital projects such as robotics, app design, and game development. They will continue to grow their confidence and ability in coding and problem-solving and will also work on creating interactive applications or simulations, investigate how networked systems operate, and explore how data can be used to understand real-world events

As part of the course, students will also begin to develop more advanced skills such as designing algorithms, managing digital projects, and communicating effectively in online spaces—all while learning about the importance of acting responsibly and understanding legal and social considerations in the global digital world. This course supports students in becoming capable, creative, and ethical users of technology.



Digital Technologies

Product Design

Course Description

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

In this subject, students are introduced to the concept of 'design thinking'. The design thinking process seeks to understand the users, challenge assumptions, redefine problems and create innovative solutions to prototype and test.

Year 7

Subject Fee: Nil

Further Information: Mr G. Southwood

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

Projects will be produced in a range of materials such as plastics, wood and fabrics that will be integrated with technologies such as NFC chips and electronics. With industry constantly developing new technologies to stay relevant and ahead of the competition, problem solving, creativity and design thinking are in great demand.

Year 8

Subject Fee: Nil

Further Information: Mr G. Southwood

This course introduces students to the dynamic world of product design, where creativity meets practical and digital skill-building. Students begin by exploring the fundamentals of **design thinking** and learning how to use digital tools to bring their ideas to life. They then apply these skills to create a simple, hands-on product—establishing a strong foundation in the design process.

As the course develops, students dive deeper into how **technology enhances design**, including the creation of smart, automated products. This helps them understand how innovation and design are used in real-world problem-solving.

Students will take on projects such as designing user experiences (UX) for apps, developing simple websites, and creating marketing strategies. They'll even explore how to sell their designed products online.

Students will learn how to design with the environment in mind—using recycled materials and considering eco-friendly solutions—developing an awareness of the role design plays in shaping a more sustainable future.



Visual and Performing Arts

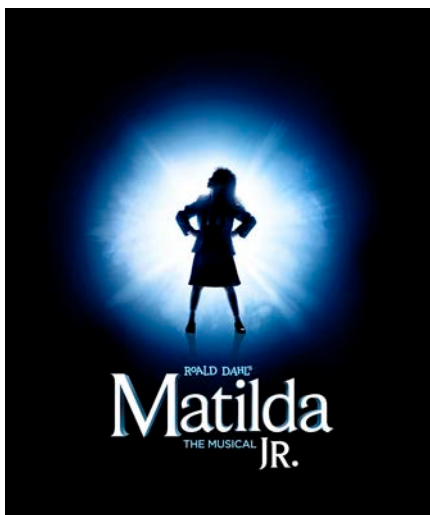
Mrs S. Cuellar
Head of Department

Study in The Arts learning area is a W.A. Curriculum requirement for all Year 7 and Year 8 students. The Arts is made up of disciplines from the Performing and Visual Arts. These encompass the creation, performance and exploration of artistic works within such areas as:

- Painting.
- Sculpture.
- Dance.
- Drama.
- Photography.
- Film.
- Digital Design.

Other subjects, such as Music and Literature, influence the visual and performing arts. It is a field for those who enjoy creative expression in its different forms. A major focus for the Visual and Performing Arts students is the College Production (Musical Theatre).

2026 College Production:



In Year 7, students study both of the Visual Arts for a Semester. These are made up of:

- Visual Arts.
- Media Arts.

Students can choose one elective in the Performing Arts subject from a choice of three. Please note that it is intended that the choice of Performing Arts subject is a two year commitment in Years 7 and Year 8.

The Performing Arts electives are:

- Dance.
- Drama.
- Music.

From a Curriculum perspective, Music is considered part of the Performing Arts, but at Carey, it has its own Department, with Mr J. Florrison as the Head of Music.

In Year 8, students choose one Visual and one Performing Arts subject and study it for the whole year. In Year 9 and 10, the choice of electives is unrestricted and students may choose several of these, or none at all.



Visual Arts

Visual Arts

Course Description

In Visual Arts, students develop their skills in the use of a visual diary to record their artistic development. The diary showcases their creative process, personal ideas, and understanding of the social and historical role of art. In the art room, students are encouraged to be creative in a relaxed and safe environment. Safe practices with art materials and tools are taught as part of the curriculum.

Year 7

Subject Fee: Nil

Further Information: Mr P. Leeming

The Year 7 course teaches students how to draw accurately and introduces them to basic drawing techniques. They learn how to blend, use a tonal scale, create strong line work with pencil and fine liner, and use coloured pencils to render their drawings. The goal is to produce a finished artwork, such as an A3 still life.

Students are assessed in two areas: **Art Making and Art Responding**. Studies show that creative thinking is linked to high achievement, making Visual Art an important subject for future creative careers.

Students use an A4 visual diary to record their artistic development. It includes all the techniques they learn using dry drawing materials.

High-achieving students may be selected to represent the College in art competitions and exhibitions.

Year 8

Subject Fee: \$130 - Resource Fee

Further Information: Mr P. Leeming

The Year 8 course introduces students to basic painting and portraiture skills. It helps them build confidence in their creativity by exploring a range of art materials and techniques in their A3 visual diary.

Students complete work in two main areas: **Art Making and Art Responding**. Art students often develop strong problem-solving skills, as art encourages multiple solutions and interpretations.

They learn to construct an A3 visual diary using various techniques such as drawing, painting, collage, paper cutting, lettering, and layout design. Their visual diary reflects both practical and reflective work, using materials like pencils, ink, paint, and mixed media to show artistic growth and experimentation.

High-achieving students may be selected to represent the College in art competitions, such as the prestigious National Lester Portrait Prize at the Museum.



Visual Arts

Media Arts

Course Description

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

Year 7

Subject Fee: Nil

Further Information: Miss L. Marais

In Year 7, students are given an exciting taste of what they can expect to explore in greater depth in Media in subsequent years. We will focus on the powerful medium of film and explore the techniques that filmmakers use to generate ideas and tell stories.

In particular, we will explore the fantastic world of stop-motion animation. Students will work in small crews to create their own storyline, then learn the skills to plan, film and edit their own short, stop-motion film. They will use models to create compelling characters and build small sets. They will use green screen technology to create believable settings for their films.

Students will work with DSLR cameras to record their film and will then construct their stories in iMovie.

Students will develop a basic understanding of the filmmaking process with foundational skills in cinematography (camerawork), editing, and the ability to work effectively in groups.

Year 8

Subject Fee: \$30 Resource Fee

Further Information: Miss L. Marais

In Year 8 we build on the basic skills students were introduced to in Year 7, as they venture into the exciting worlds of film and photography. They will develop their video camera and editing skills as they work in small crews to challenge themselves and recreate famous film scenes.

Delving into the world of digital photography, students will also learn the features of DSLR cameras and some basic editing techniques in Photoshop in order to generate advertising images and digital layouts.

Students apply theory and techniques used by professionals to craft media products with a clear message or meaning. The importance of creating with a chosen audience in mind remains central as students' progress through the stages of developing their concepts, planning, filming or photographing, editing and presenting their work.

In each medium studied, students will reflect on the effectiveness of their own projects and respond to the inspiring work of professionals.



Performing Arts

Dance

Course Description

Studying the art of Dance engages each student in the artistic processes of creating, performing and responding. These processes require students to improvise, use critical thinking skills, excel in communication, exchange ideas, work cooperatively with others, and interact within a multicultural society.

Incursions and excursions are provided within the program and are led by professional dancers and companies in the arts industry, such as the West Australian Ballet. These unique opportunities are provided to inspire and engage creativity within the students.

Students have the opportunity to engage in performances and events such as the Carey Dance Concert and extra-curricular productions within the College, such as the College musical.

Uniform

Students will be expected to wear and maintain the standard of the Carey dance uniform (available from the Uniform Shop), along with dance items such as shoes and performance items which will be outlined by Mrs Cuellar and Ms Rowney at a later date. There may be some additional costs for items such as hair and make-up supplies. Please note that students who have taken the course in previous years will be able to retain many items already purchased (please see the Dance teachers for further details).

Co-Curricular Requirements

Dance performances include:

- College Assemblies.
- Dance Festivals.
- Carey Orientation Day.
- Carey Dance Concert.
- College Production (Musical Theatre).



Year 7

Subject Fee: \$30 – Equipment

Further Information: Mrs S. Cuellar, Ms S. Rowney

In Year 7, Dance students build on their understanding of improvising and experimenting with the elements of dance and choreographic devices to create dance that communicates an idea.

They continue to improve their dance skills, focusing on developing technical competence in relation to body control, accuracy, posture / alignment, strength, flexibility, balance and coordination.

Students are provided with opportunities to present dance to an audience, developing their performance skills of expression, projection and focus. As they make dance and respond to it, they reflect on the meaning, interpretations and purposes of dance.

Genres or styles that are taught and explored include, but are not limited to:

- Contemporary.
- Ballet.
- Bollywood.
- Cultural Dances.

Year 8

Subject Fee: \$30 – Equipment

Further Information: Mrs S. Cuellar, Ms S. Rowney

Students will be given the opportunity to choreograph for various productions and events where they will use critical thinking skills, excel in communication, work cooperatively and collaboratively with others.

Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression, and musicality. They will critically analyse use of the elements of dance, choreographic devices and structures and design concepts for choreographic intent in the dance they make and view.



Performing Arts

Drama

Course Description

In Drama, students will develop spoken and movement-based communications skills through the improvisation, workshopping and scripting of original, group-devised material. Drama plays an important role in fostering students' self-esteem, confidence and social skills through group interaction and performance.

Drama has developed strong cross-curricular links with English to further enhance student learning in both areas.

Year 7

Subject Fee: Nil

Further Information: Mr T. Bowles

In Year 7 Drama, students have the opportunity to work with visiting professional performers, devising original performance material that will be performed to our Carey Primary students.

Drama students will learn circus skills (juggling, spinning plates, diabolo, scarves and flower sticks) that they will incorporate into new performances for a 'live' audience. Their hand-eye coordination and collaboration skills will be further enhanced as they workshop these skills with primary-age participants, learning to exercise valuable mentoring and leadership skills with their younger peers.

Year 7 Drama students engage with elements of Drama to develop trust and cooperative skills. As they bring together their creative talents through group interaction and performance, students utilise collaboration and communication skills that are crucial for educational success.

In Year 7 Drama students will explore:

- Mime Skills.
- Circus Theatre.
- Choral Theatre.
- Improvisation Playbuilding.

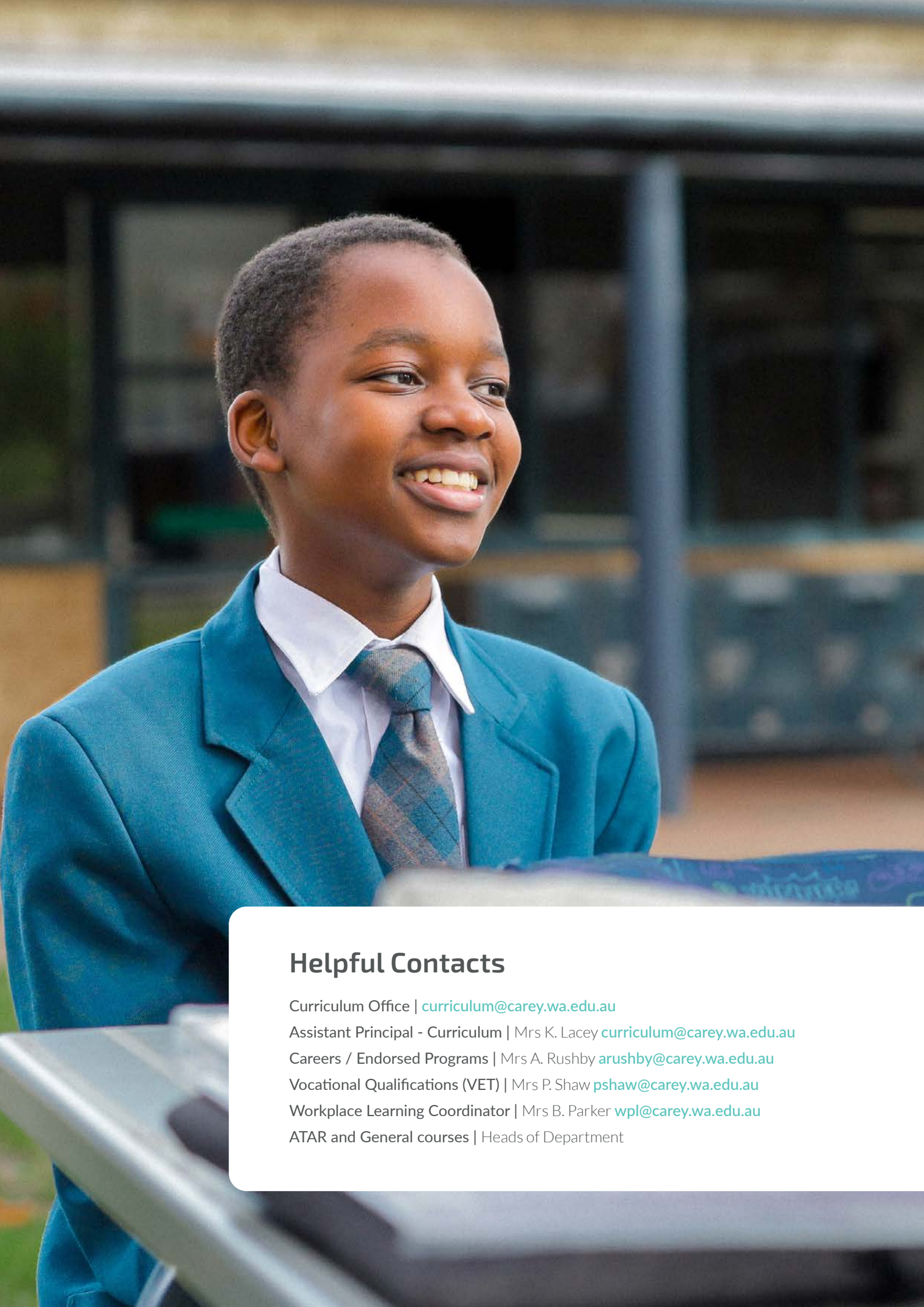
Year 8

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

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

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

In addition to exploring theatre conventions and history, Students will also experience 'live' theatre, and engage in workshop opportunities with theatre industry professionals.



Helpful Contacts

Curriculum Office | curriculum@carey.wa.edu.au

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Careers / Endorsed Programs | Mrs A. Rushby arushby@carey.wa.edu.au

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