MANDURAH
BAPTIST COLLEGE

BE STRONG & COURAGEOUS

# Lower School Handbook 2019

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***The contents of this handbook is subject to change at the discretion of the College.***

## Mission

Through excellent Christian-based education we develop life-ready students who reflect the character of Jesus.

## Core Values

Core values of the College include care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility; and understanding, tolerance and inclusion. (Nine Values of Australian Schooling)

## Vision

The College seeks to be a vital educational and missional presence in the Lakelands community; providing students with outstanding educational opportunities, a supportive & safe community, within a Christian school learning environment.

## College Aim

The aim of the College is to provide a comprehensive curriculum which will cater for the individual need of all students fostering a desire for learning and excellence. Within this framework, students will be encouraged to develop:

- A love for learning and striving to their maximum potential.
- Application of life skills and knowledge utilising personal talents.
- Self-discipline.
- Respect for self and others.
- A personal awareness of God and the application of biblical principles.

## The Founding of Mandurah Baptist College

The College was commenced after the successful establishment of Winthrop and Somerville Baptist Colleges. Mandurah Baptist College commenced in 2005 as a school but was several years in the planning prior to this date. At its commencement the school comprised 86 students, five teachers, one administration staff member and three classrooms.

The College now caters for 1200+ students from Kindergarten through to 12, operating as two separate sub schools – Primary School and Senior School

# Motto

The College motto is “Be strong and courageous”

# Our Curriculum Focus – Manduragogy

Mandurah Baptist College Senior School has adopted a model of teaching and learning / curriculum design called 'Manduragogy', centred around the overarching concepts of Aspire, Challenge and Engage.


# Our Pastoral Focus – PERMAH

The College Pastoral Care model uses the positive psychology acronym PERMAH: Positive emotion, Engagement, Relationships, Meaning, Accomplishment and Health. Our focus is on enhancing student well-being using evidence based methods. The College has comprehensive student pastoral programs to improve wellbeing, including mentoring, praise, gratitude, transition programs, leadership programs and extra curricula events.

# GENERAL COLLEGE INFORMATION

The following is a summary of general College information. For more detail, please see the College Diary.

## Attendance and Punctuality

Classes will commence at 8:35am and conclude at 3:15pm. No student may leave the College grounds between those hours without the permission of the Principal.

Students will be required to be punctual and present at all lessons. Late arrivals in the morning will sign in at the Student Services office.

## General Conduct

Expectations are clearly stated in the College Diary.

In accordance with the motto and the aim of the College, all students and teachers have the right and responsibility to ensure they:

- Do not disrupt others who are engaged in learning or teaching.
- Treat all students, teachers and visitors to the College courteously.
- Do not subject students, teachers or visitors to any form of arbitrary discrimination or abuse which may offend, intimidate or place at a disadvantage.

## Pastoral Care

The foundation of the pastoral care program in the College lies within the Form class and with the Heads of Year. Each Form Teacher is available for consultation where students are experiencing difficulties or have questions. The Form Teachers will also be a contact person when the Head of Year is monitoring a student's progress.

The Head of Year is available to all students in that year level, and will coordinate special programs, where necessary, to monitor students' progress. The Head of Year will liaise as necessary between parents and teachers.

The Deputy Principal – Student Services coordinates the pastoral care system for all students.

## Uniform

All students are to be neat in appearance and in complete uniform travelling to and from the College or when representing their College. Students are to wear the complete uniform as outlined in their College Diary.

## The Student Chronicle

The Student Chronicle is the College's fortnightly newsletter – highlighting student achievement and showcasing student activities. It is emailed to all students and parents.

## Seqta

The College utilises Seqta software as its learning management system. Through the Connect and Engage portals, students and parents can see class outlines as well as keep a track of progress in each class.

## Skoolbag

The College's SkoolBag app is the College's main communication tool in relation to announcements, events and general information. Search for 'MBC' in the relevant app store for your device (available on iOS and Android).

## Examinations

All students from Years 8 to 10 will take examinations in their 5 period per week subjects at the end of each semester. Every effort will be made to assist students with exam preparation and study skills.

## Tutoring

Tutoring is available from College staff in many subject areas. Regular tutoring sessions are held throughout the week which students may take advantage of; a timetable for this is published early each year on the College website and is available to view in Student Services. Students who would like additional tutoring can arrange a suitable time through their teacher, Head of Learning Area of Head of Year.

## Reports

Detailed reports will be made available to parents at the conclusion of first semester and at the end of the school year. In addition, an Interim Report is also distributed towards the end of Term 1. These reports are available to view and download through Seqta.

The system of grading in Year 7 to 10 is:

| | |
|---|---|
| A | Excellent Achievement |
| B | High Achievement |
| C | Satisfactory Achievement |
| D | Limited Achievement |
| E | Very Low Achievement |
| N | Not Graded (see Assessment Policy) |

Further information regarding reports is included in the report documentation.

## Career Guidance

Students (and parents) will receive career guidance for subject selection and post school options (University courses, TAFE, Work force) from Heads of Years, Heads of Learning Areas, the Career and Work Placement Coordinator, or the Deputy Principal - Curriculum.

The College Administration is happy to make appointments with students and parents throughout the year.

# Extra-Curricular Activities

In addition to the general curriculum, students may participate in subject-specific competitions such as the Mathematics Competition or Science Competition. Students may also enter external subject specific competitions.

Students interested in Music are encouraged to join the College Choir or undertake private music tuition through the College. For more information, please see the Music Department.

There are many sporting teams available for students to join. These include basketball, netball, football, rugby, swimming, volleyball and athletics. The Fitness Centre is accessible to students 3 times a week, and there is also the opportunity to be part of the running club.

### Student Council

The Student Council incorporates representatives from each year group led by the Head Girl and Head Boy to tackle student issued and to contribute positively towards College life. Students may nominate at the end of the previous school year to represent their year group, and, if elected, represent their form for a one-year term.

## Compulsory College Functions

Attendance at the following College functions is compulsory:

- College Easter Service
- Thanksgiving and Prize Night Ceremony
- Years 8 and 11 Camps
- Intra School Swimming
- Intra School Athletics
- Intra School Cross Country
- Year 10 Work Experience

### Homework

Students are expected to do homework every evening. This incorporates:

- Work set by the teacher
- Review of the day's new work
- Revision

The following is a guide to expected homework time per evening:

| | | |
|---|---|---|
| Year 7 | : | 1 hour |
| Year 8 | : | 1 ½ hours |
| Year 9 | : | 2 hours |
| Year 10 | : | 2 ½ hours |

Students should also complete at least one homework session per weekend. All homework should be written in the student diary. Homework that is not completed will be followed up by the teacher and, if necessary, parents will be informed via email of regular or repeated missed or incomplete work.

## Streaming (In Core Subjects)

When students commence in Year 7 at Mandurah Baptist College they are placed in un-streamed classes (i.e. not according to ability) where each student has the opportunity to make a fresh start from their primary schooling and work to their best ability before classes are streamed. In Years 8 to 10 students are placed into streamed classes so that, as the curriculum becomes more challenging, all students can be catered for at their level of ability, whilst still meeting the requirements of the Western Australian Curriculum.

At the conclusion of each semester these classes are reviewed and, where necessary, changes can be made. Any change to a class group will be conveyed in writing to the parents of the student.

The following is an outline of the streams in each of the core areas:

# English

## Year 7

Common Course: all students study the same course at the same level. Exceptions are made on an individual basis in consultation with parents and other departments.

## Year 8

- **Stream 1** is an academically rigorous course. These students have shown strong ability in comprehension skills and written expression in Year 7.
- **Stream 2** is a mainstream course.
- In **Stream 3** the course is paced to enable students to develop fundamental skills in areas of literacy language where they experience difficulty.

## Year 9

- **Specialist** is an academic enrichment program which will extend students' learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students are selected for the course via an 'opt-in' application process, incorporating an externally moderated assessment and their school results. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **Stream 1** is an academically rigorous course. These students have shown strong ability in comprehension skills and written expression in Year 8.
- **Stream 2** is a mainstream course.
- In **Stream 3** the course is paced to enable students to develop fundamental skills in areas of literacy language where they experience difficulty.

The most obvious difference among the levels is the texts chosen for study and the assessment tasks set. Texts are selected carefully to engage students and stimulate their thinking, while meeting their needs.

### Year 10

- **Specialist** is an academic enrichment program which will extend students' learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students are selected for the course via an 'opt-in' application process, incorporating an externally moderated assessment and their school results. Specialist English will prepare students to study ATAR English or English Literature in Upper School. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **Stream 1** aims to prepare students effectively for Upper School WACE courses. Students who perform well choose to study ATAR English or English Literature in Upper School. Literary theory is introduced along with the development of the students' critical literacy.
- **Stream 2** is a course founded on the development of both functional and critical literacy. Students are introduced to the analytical skills required to develop their understanding of the relationship between language, purpose and meaning. Students who perform well would typically choose to study ATAR English in Upper School.
- **Stream 3** students continue to focus on the development of functional literacy and fundamental critical literacy skills. Typically, students will proceed to General or Foundation English in Upper School.

The most obvious difference among the levels is the texts chosen for study and the assessment tasks set. Texts are selected carefully to engage students and stimulate their thinking, while meeting their needs.

## Humanities

### Year 7

Common Course: all students study the same course at the same level. Exceptions are made on an individual basis in consultation with parents and other departments.

### Year 8

Common Course: all students study the same course at the same level. There will be limited streaming in this year level.

- **Stream 1**: Students who are working at an 'A' grade by the conclusion of Year 7.

- **Stream 2**: Students who are working at a 'B' grade or below by the conclusion of Year 7.
- **Stream 3**: Students who are working at a 'D' or 'E' grade by the conclusion of Year 8.

## Year 9

Common Course presented and assessed at varying levels of difficulty:

- **Specialist:** Students who are working at an 'A' grade by the conclusion of Year 8 and wish to be challenged further. This 'opt-in' program will seek to extend and enrich student learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **Stream 1**: Students who are working at an 'A' grade by the conclusion of Year 8.
- **Stream 2**: Students who are working at a 'B' or 'C' grade by the conclusion of Year 8.
- **Stream 3**: Students who are working at a 'D' or 'E' grade by the conclusion of Year 8.

## Year 10

Common Course presented and assessed at varying levels of difficulty with a focus on subject selection for Year 11.

- **Specialist:** Students who are working at an 'A' grade by the conclusion of Year 9 and wish to be challenged further. The 'opt-in' program will seek to extend and enrich student learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **Stream 1**: Students who are working at an 'A' grade by the conclusion of Year 9.
- **Stream 2**: Students who are working at a 'B' or 'C' grade by the conclusion of Year 9.
- **Stream 3**: Students who are working at a 'D' or 'E' grade by the conclusion of Year 9. Typically, they will proceed to a General Humanities subject in Upper School.

In Humanities, students have the opportunity of working at a higher level within their same class if their progress indicates that the student is capable of working to that level, or the teacher feels that the challenge of the higher level would be good for that student.

# Mathematics

## Year 7

Common Course: all students study the same course at the same level. Exceptions are made on an individual basis in consultation with parents and other departments.

## Year 8

Students are grouped in five classes and are assessed at three levels.

- **Stream 1:** Students follow a rigorous course of study at a faster pace.
- **Stream 2:** Students follow a similar course as Stream 1, however, some of the more complex concepts are removed to allow students to achieve to their potential at this level.
- **Stream 3:** Students follow a more practical, applied course of study at this level.

## Year 9 & 10

Here all students are graded into ability related classes to allow students to work and learn at a similar pace. Each class will be more homogeneous in ability allowing students to learn from each other more easily.

- **Specialist:** Students who are working at an 'A' grade by the conclusion of Year 8 or 9 and wish to be challenged further. The 'opt-in' program will seek to extend and enrich student learning across a variety of skill subsets, whilst fostering intrinsic student-centred development. Students who are organised, strong self-starters and demonstrate the ability to critically reason and proactively engage in solution-based problem solving would be best suited to this course.
- **Stream 1**: This class is extended in all areas of work and prepared for Year 11 choices including Mathematics Methods ATAR and Mathematics Applications ATAR.
- **Stream 2**: This class will follow the WA Curriculum but with a more basic covering of all the topics. These students will be working towards Mathematics Applications ATAR in Year 11 and 12. This will still allow the Mathematics result to be counted towards their ATAR and towards their university entrance.
- **Stream 3**: Students here will cover all the units of the WA Curriculum but with a very basic coverage aiming at an understanding of their Mathematics for every day usage in society. TAFE courses for apprenticeship could be a natural progression for students in this course. In Year 11 these students could choose Mathematics Essentials General or Mathematics Foundation.

# Science

## Year 7

Common Course: all students study the same course at the same level. Exceptions are made on an individual basis in consultation with parents and other departments.

## Year 8

Students are grouped in five classes and are assessed at three levels.

- **Stream 1:** Students follow a rigorous course of study at a faster pace.
- **Stream 2**: Students follow a similar course as Stream 1, however, some of the more complex concepts are removed to allow students to achieve to their potential at this level.
- **Stream 3:** Students follow a more practical, applied course of study at this level.

## Year 9 & 10

Students are grouped in five classes and are assessed at four levels.

- **Specialist:** This stream involves an academic enrichment program for students who have done very well in Year 8 or 9 Science and wish to be challenged further. The 'opt-in' program will seek to extend learning and develop students in the areas of independence, group work skills, creativity, critical thinking and problem solving. This stream equips students for all Upper School Science subjects.
- **Stream 1:** Students follow a rigorous course of study that equips them for all Upper School Science subjects.
- **Stream 2:** Students follow a similar course as Stream 1. Some of the more complex concepts are removed to allow students to achieve to their potential at this level. Students who achieve high results at this level will be able to meet the prerequisites for all Upper School Science subjects.
- **Stream 3:** Students follow a more practical, applied course of study at this level. If they achieve satisfactory results in this stream they will meet the prerequisites required for the subject "General Integrated Science" in Upper School.

# Course Information

# Year 7 Curriculum

Welcome to Mandurah Baptist College!

The Year 7 program at Mandurah Baptist College will adhere to School Curriculum and Standards Authority requirements in regards to the Western Australian Curriculum and have a strong focus on literacy and numeracy. It will also endorse regular physical activity and the essential core skills necessary for success in secondary schooling.

The school week will have 35 periods. Each day will consist of 7 periods of 45 minutes duration.

Students attend a Form period at the beginning of the day to take the roll, receive any notices and to make contact with the Form teacher.

A Year 7 student will undertake the following course of study:

| | |
|---|---|
| English | 5 sessions |
| Mathematics | 5 sessions |
| Humanities | 5 sessions |
| Science | 5 sessions |
| Christian Education | 1 session |
| Physical Education | 2 sessions |
| Health Education | 1 session |
| LOTE (French or Indonesian) | 2 sessions |
| ACE Transition | 1 session |
| Music | 1 session |
| Computing | 2 sessions |
| Form/Assembly | 1 session |

In addition, students work through a rotation of eight elective subjects, studying two each term for two sessions a week. Through this rotation, students complete the Western Australian Curriculum requirement of completion of a Visual Art and Design Technology subject, in addition to the Performing Arts (Music) and Digital Technologies (Computing) courses they take throughout the year (listed above). The eight elective subjects are:

| | | | |
|---|---|---|---|
| *Design & Technology* | *Drama* | *Fitness* | *Design Graphics* |
| *Food Technology* | *Media* | *Technology* | *Visual Arts* |

Total = 35 sessions in a week

The Year 7 program will offer rigour for students to extend their knowledge and skills and will provide a sound preparation and launching pad for future studies.

# Year 8 Curriculum

Year 8 students at Mandurah Baptist College have a program designed to extend learning undertaken in Year 7 and to enable students to begin to have more choice over their program of study which aids in making more informed choices for Year 9 and 10.

The school week will have 35 periods. Each day will consist of 7 periods of 45 minutes duration.

Students attend a Form period at the beginning of the day to take the roll, receive any notices and to make contact with the Form teacher.

A Year 8 student will undertake the following course of study:

| | |
|---|---|
| English | 5 sessions |
| Mathematics | 5 sessions |
| Humanities | 5 sessions |
| Science | 5 sessions |
| Christian Education | 1 session |
| Physical Education | 2 sessions |
| Health Education | 1 session |
| LOTE (French or Indonesian) | 2 sessions |
| Form/Assembly | 1 session |

A selection of elective subjects; four per semester for two sessions each week. In line with Western Australian Curriculum requirements, **students are required to select at least one elective from Performing Arts, Visual Arts, Digital Technologies and Design Technologies subjects**.

*Art (VA)*
*Drama (PA)*
*Materials and Mechanisms (DeT)*
*Music (PA)*
*Study Support*
*Wood Technology (Woodwork) (DeT)*
*Computing (DiT)*
*Food Technology (DeT)*
*Mechatronics (DeT)*
*Physical Recreation*
*Visual Communication*
*Creative Craft*
*Design Graphics (Graphic Art)*
*Media (VA)*
*Soccer*
*Volleyball*

VA= WA Curriculum Visual Arts course
PA = WA Curriculum Performing Arts course
DiT= WA Curriculum Digital Technologies Course
DeT= WA Curriculum Design Technologies Course

Total = 35 sessions in a week

# Year 9 Curriculum

In Year 9 students will undertake a course that incorporates compulsory subjects and optional subjects as outlined below.

Students attend a Form period at the beginning of the day to take the roll, receive any notices and to make contact with the Form teacher.

## Compulsory Subjects

| | |
|---|---|
| English | 5 sessions |
| Humanities | 5 sessions |
| Science | 5 sessions |
| Maths | 5 sessions |
| Christian Education | 1 session |
| Physical Education | 2 sessions |
| Health Education | 1 session |
| Form/Assembly | 1 session |

Five elective subjects, two sessions per week for the entire year:

| | | |
|---|---|---|
| *Art* | *Art Enrichment* | *Computing* |
| *Creative Craft* | *Drama* | *Food Technology* |
| *French* | *Design Graphics (Graphic Art)* | *Indonesian* |
| *Materials and Mechanisms* | *Mechatronics* | *Media* |
| *Music* | *Physical Recreation* | *Study Support* |
| *Technical Graphics* | *Visual Communication* | *Volleyball* |
| *Wood Technology (Woodwork)* | | |

Total = 35 sessions in a week

# Year 10 Curriculum

In Year 10, students undertake a course that incorporates compulsory subjects and optional subjects as outlined below.

Students attend a Form period at the beginning of the day to take the roll, receive any notices and to make contact with the Form teacher.

## Compulsory Subjects

| | |
|---|---|
| English | 5 sessions |
| Humanities | 5 sessions |
| Science | 5 sessions |
| Maths | 5 sessions |
| Christian Education | 1 session |
| Health Education | 1 session |
| Physical Education | 2 sessions |
| Form/Assembly | 1 session |

Five elective subjects, two sessions per week for the entire year:

| | | |
|---|---|---|
| *Art* | *Art Enrichment* | *Business* |
| *Child Care* | *Computing* | *Drama* |
| *Drama Enrichment* | *Food Technology* | *French/French Enrichment* |
| *Design Graphics (Graphic Art)* | *Indonesian* | *Materials and Mechanisms* |
| *Mechatronics* | *Media* | *Music* |
| *Physical Recreation* | *Reading Power* | *Study Support* |
| *Technical Graphics* | *Visual Communication* | *Volleyball* |
| *Wood Technology (Woodwork)* | | |

Total = 35 sessions in a week

# English

## Year 7

Year 7 English is an un-streamed course developed around the 'content descriptors' and 'achievement standards' of the WA Curriculum. Its main components are Literature, Language and Literacy.

The course is designed to:

1. Develop student capabilities for understanding and using language.
2. Introduce for each student an appreciation of their heritage of language and literature.
3. Guide each student to consistently utilise the conventions of standard English.
4. Introduce each student to a variety of forms of communication: written, visual and oral.

The course for Year 7 also has a focus on functional and critical literacy which will underpin activities and assessments. All students will use the WordFlyers online grammar program throughout the year.

Some of the narrative texts studied include:

- *Little Brother*
- *Landfill Harmonic*

## Year 8

Year 8 English is differentiated course offered at three levels that aims to extend the skills and knowledge with which students use language, developed around the 'content descriptors' and 'achievement standards' of the WA Curriculum. Its main components are Literature, Language and Literacy. The course is designed to:

1. Extend the student's capabilities for understanding and using language.
2. Develop in each student an appreciation of their heritage of language and literature.
3. Guide each student to a mastery of the conventions of standard English.
4. Make each student familiar with a variety of forms of communication: written, visual and oral.

The course for Year 8 also has a focus on functional and critical literacy which will underpin activities and assessments. All students will use the WordFlyers online grammar program throughout the year.

Some of the texts studied throughout the year include:

- *Whale Rider*
- *Moana*

## Year 9

Year 9 English is a differentiated course offered at four levels that aims to extend the skills and knowledge with which students use language. This is based on the requirements of the WA Curriculum. The skills fall into the categories of Literature, Language and Literacy.

The student's ability to use formal communication in a variety of situations is refined through both oral and written strategies. There is a focus on aiding students to formulate and express opinions based on thematic study of texts in novels, short stories, poetry and the media. Students will also use the WordFlyers online grammar program throughout the year.

Some of the texts studied and referred to are:

- *The Bone Sparrow*
- *Coraline*
- *Lord of the Flies*
- *The Boy In The Striped Pyjamas*

## Year 10

Year 10 English is a differentiated course offered at four levels that aims to extend the skills and knowledge with which students use language. The skills fall into the categories of Literature, Language and Literacy, as outlined in the WA Curriculum.

The students read, view, respond to and analyse texts of increasing length and complexity. There is a focus on increasing students' abilities to manipulate language for effect in both written and spoken formats. Students will also use the WordFlyers online grammar program throughout the year.

Some of the texts studied and referred to are:

- *Romeo and Juliet*
- *The Hunger Games*
- *The Book Thief*
- *The Shifting Heart*

# Humanities and Social Sciences (HASS)

## Introduction

The Humanities and Social Sciences embrace those areas that are concerned with the study of people in a society and in an environment. The ultimate aim of HASS is to promote active citizenship. As such, it has the following characteristics:

- Study of people as social beings.
- Development of an understanding of contemporary society.
- Promotion of informed and responsible participation in the social process.
- Development of skills and competence that are part of the learning process.

## Year 7

**History**
Students will build on and consolidate their understanding of historical inquiry from previous years, using a range of sources for the study of the ancient past. They will be able to answer the following key inquiry questions:

1. How do we know about the ancient past?
2. Why and where did the earliest societies develop?
3. What emerged as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

*Ancient World – Rome*
A study of ancient civilisations and how these societies provided economic, political and religious organisations that met individual and communal needs. Students will study the lifestyles of the Ancient Romans.

**Civics and Citizenship**

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

**Geography**

*Water in the world* focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. *Place and liveability* focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and

that spaces are planned and managed by people.

### Economics

By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

## Year 8

### History

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 – 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

### Economics

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation.

### Geography

*Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. *Changing nations* investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.

### Civics and Citizenship

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

## Year 9

### Civics and Citizenship

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

### History

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

### Geography

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. *Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

### Economics

In Year 9 students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global), and meet the needs and requirements of their students.

## Year 10

### Civics and Citizenship

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

**History**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

**Geography**

*Environmental change and management* focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. *Geographies of human wellbeing* focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

**Economics**

In Year 10, students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global), and meet the needs and requirements of their students.

# Mathematics

## Year 7 to 10

Students will follow the Western Australian Curriculum, and courses from Year 7 to Year 10 are sequential and substantial in content. Success in Year 12 will depend on selection of courses in Year 11 and the foundation for these courses comes from each student reaching their potential at all levels of Mathematics in the high school environment.

Within years 7-10, the proficiency strands **understanding, fluency, problem solving** and **reasoning** are an integral part of mathematics content across the three content strands: **number and algebra, measurement and geometry,** and **statistics and probability**. These proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies. These proficiency strand specifics, for each content strand, do vary between each year.

### Year 7

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot plots.

### Year 8

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real

applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.
Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

### Year 9

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

### Year 10

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

# Science

Science in Years 7, 8, 9, and 10 seeks to expose all students to topics taken from each of the fundamental disciplines: Biology, Chemistry, Physics and Earth and Space Science. Each year's course also includes science inquiry skills and a focus on science as a human endeavour.

| Year 7 | Year 9 |
|---|---|
| • Investigating<br>• Earth resources<br>• Mixtures<br>• Classification<br>• Habitats & interactions<br>• Forces<br>• Earth in Space | • Atoms<br>• Materials & reaction types<br>• Science enquiry skills<br>• Body coordination & disease<br>• Plate Tectonics<br>• Ecosystems<br>• Energy |
| **Year 8** | **Year 10** |
| • Working with scientific data<br>• Body systems<br>• Cells<br>• Energy<br>• Chemistry<br>• Rocks & mining | • The periodic table<br>• Chemical reactions<br>• Motion & energy<br>• Science investigation skills<br>• DNA & genetics<br>• Fossils & natural selection<br>• Global systems & the universe |

# Christian Education

Christian Education at Mandurah Baptist College aims to develop, over the period of a student's schooling, a coherent overview of Christianity, God, and the Bible, the person of Jesus, faith and salvation. This is achieved through a varied approach through Years 7-12 involving Bible reading, group discussion, guest speakers and programs and written investigation.

# Physical Education

The primary focus of the Physical Education program is to offer a diverse range of movement opportunities to students that are positive and promote the long term uptake of physical activity over the six years of College life.

**Program Overview**

| Term | Week | Unit | Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|---|---|---|
| 1 | 1 -3<br>4 – 10 | 1 | Swim Trials<br>Volleyball | Swim Trials<br>Swimming | Swim Trials<br>Surf Lifesaving | Swim Trials<br>Basketball |
| 2 | 1 – 3<br>4 – 10 | 2 | Cross Country<br>Athletics | Cross Country<br>Soccer | Cross Country<br>Netball | Cross Country<br>Hockey |
| 3 | 1 -3<br>4 – 10 | 3 | Athletics<br>Tennis | Athletics<br>Gymnastics | Athletics<br>Football | Athletics<br>Flag Ball Rugby |
| 4 | 1 – 3<br>4 – 10 | 4 | Fitness Test<br>Mixed games | Fitness Test<br>Mixed games | Fitness Test<br>Cricket | Badminton<br>Water polo |

Students are assessed according to their achievement of prescribed outcomes in the domains of movement and physical activity.

Please note that some Physical Education classes happen **off site**, with students using either College or external busses to be transported to the location of their sports class for that day. Details of off-site activities will be communicated home via email at the start of each term confirming activities and locations.

**Extra-Curricular Sport**

The central focus of this program is Swimming, Cross Country and Athletics (Intra and Inter School). Other sports will include key summer and winter codes. The sports offered to males include Football, Rugby, Cricket, Volleyball and Basketball. The sports offered to females include Netball, Cricket, Basketball and Volleyball. Other Inter-school sports offered, dependent on level of interest are Triathlon, Body Boarding, Surfing and multiple fun and competitive running events during the year.

# Health Education

A contemporary and life skills orientated course aimed at developing students' health decision making skills. Topics include:

## Year 7

- Introduction to Health
- Active Lifestyle
- Basic Nutrition
- Being Sun Smart
- Personal Hygiene
- How my body works
- Body Image and Self Esteem
- Being Sage – Coping with emergencies
- Fitness Testing

## Year 8

- General Health
- Communication, decision making, conflict resolution
- Adolescence and Relationships: Part 1 (Include social media introduction)
- Smoking and Alcohol
- Fitness
- Adolescence and Relationships: Part 2 (Choices)

## Year 9

- First Aid & Injuries, including Royal Life Saving CPR certificate
- Water Safety & Risk Assessment
- Alcohol Part 2 (Social Effects, Domestic Violence & Preventative Strategies)
- Drugs, Marijuana dependency, Parental influence
- Illicit drug use, Prolonged use of prescription drugs
- Effective Relationships (Social Media, cyber-bullying/sexting)
- Adolescence & Relationships: Part 3, Problem with pornography, Girls are beautiful
- Prevention of Diseases (STI's, Non STI)
- Adolescent Behaviour (Risk Taking Behaviour, Peer Pressure, Age of consent)
- Fitness Testing (programs/analysing data)

## Year 10

- Mental Health
- Adolescence and Relationships – Be safe, reduce the harm (part 4)
- Alcohol
- Nutrition
- Adolescence and Relationships, Intimacy in Relationships (part 5)
- Fitness
- Intro to Health Studies

Students are assessed in a variety of tasks including reporting, drawing, media analysis, group work, role plays and essays.

# ACE Transition

This course is completed by Year 7 students. It covers a range of study skills, time management, assessment and assignment planning, positive health and wellbeing issues and a range of other areas in order to assist students in their transition from primary to high school, giving them knowledge and experience of various skills that they can employ throughout high school in order to maximise their study effectiveness and help them to achieve. Students also receive structured study time and help with assignments and preparation for assessments during this time.

# Electives

Electives are offered in the following courses for Year 8 to 10:

| Arts Department | Technology & Enterprise |
|---|---|
| • Art<br>• Art Enrichment (Year 9 & 10)<br>• Drama<br>• Drama Enrichment (Year 10)<br>• Graphic Design (Graphic Art)<br>• Media<br>• Music<br>• Visual Communication | • Business & Money Minds<br>• Computing<br>• Childcare (Year 10)<br>• Creative Crafts (Year 8 & 9)<br>• Food Technology<br>• Materials & Mechanisms<br>• Mechatronics<br>• Technical Graphics<br>• Wood Technology (Woodwork) |
| **Physical Education Department** | **Languages Other Than English** |
| • Physical Recreation<br>• Soccer (Year 8)<br>• Volleyball Squad: Boys / Girls | • French<br>• Indonesian |
| **English** | |
| • Reading Power (Year 10) | |

Descriptions of these courses can be found in alphabetical order on the following pages.

# Art

**Year 7 Art** combines the disciplines of visual art and graphic design spanning a period of one term addressing the Visual Art requirements of the WA Arts Syllabus. Students will incorporate the elements and principles of art and design in a project that utilises digital technologies in combination with hand rendering techniques. The course aims to give students a taste of many of the key disciplines of these subjects, and an understanding of the sequence of processes in the production of a work. Students will be exposed to the impact and importance of the arts and design in society and will be required to respond to and reflect on their own artwork and the works of others. An important focus will be on developing student's drawing and digital skills. Typical projects may include:

- Drawing & design skills. Learning some basic techniques.
- Painting – using a variety of media.
- Introduction to Photoshop and digital rendering
- Arts and Design in Society
- Design process
- Production of a print product

**Year 8 Art** provides students with an introduction to a variety of key disciplines of this subject, and an understanding of the sequence of processes in the production of an art work. Students will be exposed to the impact and importance of the arts in society and will be required to respond and reflect on their own artwork and the works of others. Typical areas or topics studied may include:

- Drawing & design skills. Learning some basic techniques.
- Painting – using a variety of media.
- Textiles – relief painting, stencilling, silkscreen printing.
- Sculpture – modelling or relief.
- Art history & influences.
- Responding & reflecting.

**Year 9 Art** builds upon key disciplines in the subject, and expands the students' understanding of the processes undertaken in the production of an art work. Students will research the role of the arts in society and will be required to respond and reflect on their own artwork and the works of others. Typical areas or topics studied may include:

- Drawing and design skills. Students will be required to explore a range of media and styles in drawing.
- Painting – using a variety of media.
- Textiles – relief painting, stencilling, silkscreen printing.
- Sculpture – modelling or relief.
- Art history & influences.
- Responding & reflecting.

**Year 10 Art** extends the student's prowess in the key disciplines of the subject, and requires the student to undertake the appropriate processes in the production of an art work. Students will research the role of the arts in society and apply aspects of that knowledge to their own practice. Students will be required to respond and reflect on their own artwork and the works of others using appropriate arts language and demonstrating a greater level of understanding and insight. Typical areas or topics studied MAY include:

- Drawing and design skills. Students will be required to explore a range of media and styles in drawing, demonstrating a level of ability in all areas.
- Painting – using a variety of media. Students will be required to demonstrate sympathy with each of the paint mediums that they work with.
- Textiles – relief painting, stencilling, silkscreen printing and experimental and exploratory work.
- Sculpture – modelling or relief.
- Art history & influences.
- Responding & reflecting.

*Students considering a study of the Visual Arts in Year 11 or 12 should ideally elect to undertake art studies in Year 9 and Year 10, as well as combining their Visual Arts studies with Art Enrichment Courses.*

# Art Enrichment

**Year 9 and 10 Art Enrichment** aims to give students a wider and deeper experience of Visual Art, and is supportive of the work taught in the general art elective classes. Students will be given the opportunity of expanding their experience with a wider range of media, whilst further exploring their own personal design concepts and creativity.

Students in the Art Enrichment course will focus on the development of higher levels of drawing skills, the undertaking of an overview of the history of art, learning to respond using appropriate arts language, and furthering their own art exploration in the development of skills and processes.

Students wishing to take the art enrichment course must also enrol in a general art elective class.

Typical areas or topics studied MAY include:

- Drawing: Expanding drawing skills using an enhanced range of media and drawing techniques.
- Painting: Students may produce a studio work on a large canvas.
- Textiles: Undertaking a wider range of skills and processes – e.g. stencilling, painting, dyeing, freeform embroidery tec.
- Printmaking: Exploring techniques such as linocut prints, etching, silkscreen/photographic silkscreen.
- Sculpture: modelling with clay/papier-mache and other materials.
- Art history: introduction to a basic overview of art processes in Year 9, and in Year 10 more in depth research work on some of the major art periods and movements.
- Responding and reflecting: students will add to the introductory practise of art writing with further work on the development of both arts language and arts understanding.

The Art Enrichment program is ideally suited to students who have a strong background in art and who are passionate in developing their skills to a high level. The course is an excellent introduction to students who wish to pursue the visual arts as a subject area in the Upper School.

# Business & Money Minds

## Year 10

The focus of this course is an introduction to business and bookkeeping. It will teach students some basics about creating and running a business as well as keeping the books of a small cash business. Students will become familiar with some types of investments and they will experience the "Cashflow" Board game.

Furthermore, students will learn how to manage their personal money, including preparing a budget and keeping to their budget to meet their expenses. This course will prepare them for Year 11 Accounting and Finance and for Certificate courses in Business/Financial Services.

A commitment to attend Open Night to setup and run their business is required and essential by all class members.

There will be an emphasis on practical learning and understanding. Enthusiasm and a desire to be challenged are a requirement of this course.

# Childcare

## Year 10

This course investigates the life of a child from conception to five years of age. During the first semester, we research pregnancy and related topics such as birth, breastfeeding, nappies and equipment for the baby. In second semester, our focus is on toddler development and the needs of young children.

Throughout the year we work on associated practical items and bring in visiting speakers and their children.

This course will prepare students for Year 11 and Year 12 Children, Family and Community.

# Computing

## Year 7

This course is designed around the WA curriculum for Digital Technologies and aims to introduce and enhance skills that will enable students to collect, manage and analyse data and then digitally implement these skills and create solutions. Building confidence and knowledge to work with computer hardware and software is central to the course, which will include software like word processing, data analysis, and presentational programs from the Microsoft Office range of programs. Keyboarding & touch-typing skills are also introduced to improve students' efficiency in the use of software. Several coding and animation cross-curricular activities are incorporated with other subjects like Maths, English and Humanities. An introduction to CAD (Computer Aided Design) in the form of Google Sketch Up also forms part of the program. Digital awareness and the responsible use of IT is central to the whole course.

## Year 8

Throughout this semester course, students will further the knowledge and skills gained from Year 7 by learning about the methods of data transmission and security in wired, wireless and mobile networks, the specifications of hardware components and their impact on network activities and the use of binary to represent data in digital systems. Students will also have the opportunity to use CAD (Computer Aided Design) programs to create and manipulate designs with an architectural focus

## Year 9

This course is design around students' gaining confidence and knowledge to work with computer hardware and software. Students will have the opportunity to use an animation based program as well as explore and create an interactive web site. Furthermore, students will have the opportunity to further develop their skills using Photoshop and a game based program through the use of code. Throughout the yearlong course, students will also gain the knowledge of fast moving mobile trends through exploration and presentation of various networking systems.

## Year 10

Students finalise consolidation of the skills learnt in all areas of computing covered in Year 7 to Year 9, including flash animation, website creation/design, coding, and graphics manipulation. Students are encouraged to produce high quality work developing the aesthetics and use of technical terms in their design. Time will also be allowed for students to work collaboratively on a project solution for clients

# Creative Crafts

## Year 8

Over a semester, students are introduced to a variety of craft projects that teach skills of designing, cutting, joining, hand and machine stitching and decorating. Projects include making a pencil case, sewing a hem and a button, making and packaging chocolates and other craft projects. Students will be encouraged to be creative but also to persevere when difficulties occur in this purely practical course.

## Year 9

The focus of this course will be to teach students some basic needlecraft skills so that they will be inspired to create craft projects of their own. The tasks are of a practical nature with a documented Technology and Enterprise focus on the design solution process as the only formal written work.

We start by making the environmentally friendly items of a cloth shopping bag, a mesh produce bag and a beeswax wrap – all to replace their plastic equivalents!

Then we learn three basic macramé knots before embarking on an own choice macramé project.

The skill of knitting with garter stitch and stocking stitch will be taught with a small children's toy being the project for Term 2.

Sewing machine skills are honed as patchwork and quilting are used to make a baby quilt in Term 3.

Term 4 tests both creativity and ingenuity with own choice projects. Students need to "make-over" a garment from home, or bought from an Op-Shop, into something different. Finally, we focus on making gifts with Christmas in mind.

# Design Graphics (Graphic Art)

## Year 7

Design Graphics in Year 7 is a combined course with Visual Art in order to address key requirements in the Western Australian Arts Syllabus. Students will be introduced to Adobe Photoshop and learn how to use various tools in order to digitally manipulate and refine their work. Students will be introduced to and apply the elements and principles of design and explore a variety of techniques and processes to develop their illustrative designs including hand rendering images, design development and finally, production of a print product.

## Year 8

Design Graphics in Year 8 is an elective subject that runs for one double session per week for a semester. Students will gain skills in using Adobe Photoshop and Illustrator to create designs for bookmarks, postcards, badges, comic character designs, posters and icons. Students will be introduced to and apply the elements and principles of design and will explore a variety of techniques and processes to develop their designs including hand rendering designs, concept collage, brainstorm techniques and word associations.

## Year 9

Design Graphics in Year 9 is an elective subject that runs for one double session per week for the duration of the year. Students will gain skills in using Adobe Photoshop and Illustrator to enter design competitions and produce designs that will be used throughout the school. They will have the opportunity to enter the national Google design competition, create designs for zipper pulls, banner designs, character designs, CD designs and movie posters. Students will explore the role and function of a graphic designer and respond and reflect on their own work. They will use a variety of techniques and processes to develop their designs including incorporating the elements and principles, hand rendering designs, concept collage, brainstorm techniques and word associations.

## Year 10

Design Graphics in Year 10 is an elective subject that runs for one double session per week for the duration of the year. In this course students will gain a higher range of skills in using Adobe Photoshop, Illustrator and InDesign to enter design competitions and produce designs that will be used throughout the school such as, the annual MMADD Poster design competition, ticketing, programme, flyer and event designs and converse shoe design illustration. Students will develop higher levels of skill in drawing, including hand rendering designs, concept collage, brainstorm techniques, word associations and an understanding of applying elements and principles of design in their work.

# Design & Technology

## Year 7

This introductory course is conducted over a term and provides students with an awareness of some social, ethical and sustainable considerations. It introduces different aspects of the basic design process, Students will use this process to investigate different ideas and develop a project using a combination of materials, tools and equipment. At the end of the term students should have a project that they can be proud of and a better understanding of the design process.

**Please note:** This subject leads to Materials and Mechanisms, as well as Wood Technology in Years 8, 9 and 10.

# Drama

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life.

In secondary school, drama is explored in many ways such as devising, improvising, performing and reflecting.

Drama has two elements of assessment: practical in the form of performances, presentations and production roles, and written in the form of reflections, folios and posters.

## Year 7

Students in Year 7 attend one double period drama lesson per week during one term. This is an introduction to the world of drama, with the course focusing specifically on teamwork, improvisation, verbal communication and non-verbal communication.

## Year 8

Year 8 Drama program consists of team building skills, process drama, role play and production roles. The course will encourage students to create original pieces and explore drama in many ways throughout the year, building on skills learnt in Year 7.

## Year 9

The Year 9 Drama program consists of devising, improvising, performing and reflecting through different types of drama. We will explore a style of drama, perform excerpts of scripts, stage combat and create our own piece of drama to showcase to an audience throughout the year.

This is a fun, crazy course that encourages you to think outside the box and become the characters you have always wanted to be! It is also the course that can help you gain confidence in yourself and make friends with people you do not normally hang out with.

This drama class will devise performances throughout the year and perform them to outside audiences.

## Year 10

Year 10 Drama is all about being creative. We will explore the various styles of drama that have shaped the Arts world and create our own pieces to perform to peers, the public and in our Term 4 production performance for the lower school arts showcase D&M.

This is a course for students who have a passion for drama, love to get in there and give it a go, but also know when to be focused and participate. While this course is performance based, it has an element of written work. It is also a course that will assist students in studying drama in upper school.

Please note students taking this course will need to be available for the D&M performance Friday week 5 of term 4 and will take part in compulsory outside school rehearsals once a week in term 3 and 4. Rehearsals will be negotiated to suit the class needs.

# Drama Enrichment

## Year 10

Year 10 Drama Enrichment is about extending your creativeness and challenging yourself. This course is structured specifically for students will a passion for drama, willingness to learn and considering pursuing studying drama in upper school. This course is completely different to Year 10 Drama, and students are able to study both Year 10 Drama and Year 10 Drama Enrichment.

Students will create and devise various performances throughout the year, and in particular for their production performance in the Youth on Health Festival. The Youth on Health Festival (YoH Fest) is a statewide festival that allows students to create performances on relevant health issues. You will be devising, scripting, rehearsing and performing your class's own original performance.

Students taking this course will need to be available for the Youth on Health Festival performance in week 8, Term 3 and will take part in compulsory outside school rehearsals once a week in Term 3.

This course requires commitment to outside of school rehearsals.

# Food Technology

## Year 7 – Food Awareness

Everybody wants to have an enjoyable lifestyle. A healthy person is more capable of participating in and enjoying life. Once we have the basic skills related to choosing and preparing healthy foods we have control over what and when we can eat. Food Awareness introduces basic food preparation and the role food plays in our health. A lot of work completed will involve practical cooking but written work is also important for success in this subject.

## Year 8 – Food for Health

Food for Health is a nutrition / theory based unit, which allows the students to learn about nutritional concepts through sustainable production systems. Throughout the unit students learn how to use the sensory properties of food to create healthy eating solutions. Students work in small groups and, through this, they learn to cooperate and communicate with their peers to achieve a result.

## Year 9 – Food for the Future / Social Aspects of Food

In Semester 1, students look at the topic of 'Food for the Future'. 'Food for the Future' is a nutrition / theory based unit which looks at the Australian Dietary Guidelines in detail. It will help students to make wise decisions when buying food. The 11 Australian Dietary Guidelines were developed for educators around the nation to try to improve the health of the average Australian. Students will experiment with processed food and take-away food to help them come to conclusions about the products that are available in the supermarkets.

In Semester 2, students look at the social aspects of food. This unit examines how food is used as a socialising agent and as a symbol of hospitality. Students will be involved in planning and preparing foods suitable for social occasions. This will help develop their skills in specialised food preparation and presentation. There will be opportunities for students to develop social and communication skills related to social occasions.

## Year 10 – Food, Health and Choices / International Foods

In Semester 1, students study of healthy eating through the skills related to and knowledge of nutrients and the application of the principles of food safety, preservation, preparation, presentation and sensory perceptions. Students gain knowledge of the function of food in the body and the nutrient needs of adolescents. They study the impact on their health of dietary decisions that result from their food consumption and lifestyle patterns.

In Semester 2, students complete an interesting unit that focuses on cookery from around the world. We will look at a variety of countries through the three main meals in the day: breakfast, lunch and dinner. Countries under study include Spain, France, Italy, England and China. The unit also involves an in depth study of one country. Students will select a country of their choice to study and are responsible for selecting their own recipes and preparing them in class.

# French

## Year 7 Salut! Je me Présente

Students are introduced to the foundational skills and aspects of the French language through the study of a variety of topics and themes linked to the culture and country of France. They will study topics including: greetings, personal details, colours and numbers, animals and pets. There will be some cross-over exploration of the skills and content introduced at Year 8 level to give students some insight into what they'll be doing in future years in this subject.

## Year 8 Moi, Ma Famille et Mes Amis

Students will build on the skills learnt in Year 7 and expand their knowledge of the French language and culture. A bird's eye view of France will also be given. They will study topics including: animals, pets, family and meal times, friends and sporting activities. A cultural project of their own choice is also undertaken. They will be introduced to the Francophone World and Festivals.

## Year 9 La Vie Quotidienne – L'Australie et Les Pays Francophones

Students will consolidate what was taught in Year 8 by studying the following themes/topics: French speaking countries and visiting Paris / leisure time activities / at the café/restaurant, shopping. Students will also have a "Pique-Nique à la Francaise" together.

## Year 10

The course for this year will focus on the wider French speaking world and Australia's French connections. There will also be work which focuses on the themes/topics of: leisure time, present and future, French speaking countries, film, television and music, food, fashion and travel, at home – pocket money and daily routine.

Students will watch several French films, listen to French music and watch some French television programmes of interest to teenagers.

# Indonesian

## Year 7

In Year 7 students make comparisons between their own language(s) and Indonesian and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections. Students communicate in Indonesian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences.

## Year 8

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Indonesian language used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion. Students better understand the systems of the Indonesian language, correctly using intonation in complex sentences. Students are increasingly aware of connections between language and culture, noticing, for example, degrees of formality in language use according to social relationships. They understand that language use reflects cultural expression, assumptions and perspectives.

## Year 9

In Year 9 learning is characterised by consolidation and progression. Students communicate in Indonesian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information.

Students increasingly monitor language choices when using Indonesian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

## Year 10

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

Students communicate in Indonesian, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. Students reflect on the experience of learning and using Indonesian, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives.

# Materials & Mechanisms

## Year 8

During this introductory semester course, students will be able to gain a better understanding of the design process and its importance. They will use this to assist the development of their design skills, when producing various solutions to design problems. Students will also gain the required knowledge and understanding to safely work with various pieces of equipment to complete a variety of practical projects. They will have the opportunity to work with different materials such as: acrylic, adhesives, manufactured boards and metals.

This course is designed for students to work individually and in small groups to encourage peer collaboration and promote self-facilitative learning. Using various aspects of the design process will assist students in achieving suitable outcomes. These methods aim to enhance initiative, communication skills and the ability to evaluate their design and production processes. Some projects students may make are: phone/tablet holders, wooden mechanisms and other projects that incorporate a variety of materials.

## Year 9

Following on from Year 8, students will be able to continue developing their design and practical skills, to produce suitable solutions to more involved design problems. As the design process is an integral part of designing and making suitable projects it will be utilised by students.

Students will also further their knowledge and understanding of safely working with various hand tools and equipment to complete practical tasks to a high standard. Once again, they will have the opportunity to work with materials such as: various woods, acrylic, adhesives, manufactured boards and metals.

In this course students primarily work independently and focus mainly on improving their design and practical skills. At times they might work in group situations to solve problems, create designs and assist each other. Some projects students might create are: model aircraft, self-propelled vehicles and steady hand games.

## Year 10

This course enables students to investigate various methods of design and construction in order to produce complex mechanisms. All aspects of the 'Design Solutions' criteria will be thoroughly covered in further detail with emphasis placed particularly on the production phase. From this, students will draw on the scientific principles learnt in order to enhance a deeper knowledge and understanding of the major underlying principles of the course. Some of the projects students may produce are; $CO_2$ dragsters, scale model bridge building, trebuchet/catapult building and model bottle rockets.

Students wishing to do Materials, Design & Technology in Year 11 should aim to achieve a minimum of a 'C' grade in this subject, or be interviewed by the relevant teacher.

# Mechatronics

## Year 8

In this course students undertake both practical and theoretical work by exploring basic mechanical and electrical engineering concepts, electrical theory as well as an awareness of working with various materials in order to create working projects.

The course is built on a foundation of allowing students to design and build a practical project using motion, force and energy to manipulate and control electromechanical and mechanical systems.

## Year 9

Throughout this year-long course, students continue to learn more about various electrical concepts by participating in collaborative based theory lessons and completing an ICT based Design Portfolio. Students undertake two projects that focus on the characteristics and properties of materials, combined with force, motion and energy. Some of the equipment used includes; hot glue guns, fixed machinery/portable machinery, soldering irons, sanding equipment and the laser cutter/engraver. Students may also take their project home upon completion.

## Year 10

Throughout this year-long course, students study Core – Electrical – Electronics Theory. They complete their own theory booklet which is used in classroom discussions and as a resource to revise for the end of each semester theory test. Students undertake two projects that require soldering and testing, using hot glue guns, fixed machinery and the laser cutter. Thorough testing of all components will be a close focus of the course as this can determine the level of success a student achieves. Students may also take their project home upon completion.

The focus of the course is to teach students the Design & Production processes, thus enabling them to successfully create a design and production portfolio. The requirements for the course are based around the requirements of the Engineering Studies in year 11. To undertake the engineering courses in Year 11 the student must gain a minimum of a 'C' grade in year 10. A student may study either the ATAR or General Course in Year 11.

# Media

In Year 7 students will do a basic production to learn about the editing software we have. The productions will evolve in complexity as they progress through Year 8-10.

The students will have lots of opportunities to work creatively in small groups and individually. In the past MBC Media students have gone into courses such as screen production and digital software design at Murdoch and mass communications at Curtin University as well as Certificate II and III in Media Studies at Mandurah and Central TAFE in Perth.

In Media students learn about mass media forms such as radio, television and film and examine how these institutions influence our lives. Students will learn skills in video camera operation, sound recording skills, video editing and photography.

Students interested in a career in the film industry, photography, journalism, advertising or multimedia should consider this course.

# Music

In Music, students will use the concepts and material of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They will learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They will apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.

Learning in music is most effective when composing, performing and listening are interconnected. Music learning will be continuous, as students develop and revisit skills, techniques, knowledge and understanding with increasing depth and complexity.

## Year 7 and 8

Students will use their developing understanding of music concepts and elements to arrange, compose, improvise and perform music. They will use a range of technologies to plan, organise and record their musical ideas and access those of others. Students' musical practices will be underpinned by a developing use of music notation, aural skills and music terminology. Their music making as arrangers, composers and improvisers will demonstrate and increased awareness of a range of musical styles and genres.

In these units, students explore their senses to create and enjoy music. They respond to music and express their musical ideas through movement and singing/playing. Students reflect on their musical experiences and identify how music impacts on their life. They use musical language to communicate ideas through performing, creating and responding to music. *Music students are encouraged to undertake tuition on an instrument of their choice as well as participate in the college choir, ensemble or band.*

This subject provides a brief introduction to understanding and appreciating the world of music. It provides students with experience in the following areas:

- Elementary music theory and aural development
- Performance of compositions written during class time
- A brief overview of major music styles
- Instruments of the orchestra and the modern rock band

## Year 9 and 10

Music in Years 9 & 10 aims to further develop music skills and stimulate students' interest in music performance, composition and technology. This course focuses on developing a more sophisticated appreciation of music than in previous years, as well as building strong musicianship, music literacy, composition, performance and literature analysis skills in preparation of the Year 11 and 12 Music courses. *Music students are encouraged to undertake tuition in an instrument of their choice as well as participate in the college choir, ensemble or band.*

Areas of study include:

- Music theory and extended aural development
- Composing and performing
- History and appreciation of musical styles i.e. Western Art Music, Jazz and Contemporary Music
- Opportunities to explore a variety of musical instruments. Opportunities for students to perform and also view professional performances will be made available to students during the course of the year

**Please note that students electing to study Music will be granted access to online theory and aural training programs Auralia and Musition. There will be a cost for this access, which will be added to their College fees.*

***Music is the only universal language!***

# Physical Recreation

Physical Recreation is an exciting option which aims to increase the range of recreational pursuits on offer at the College. Students will increase their physical and interpersonal skills in an atmosphere conducive to positive, long term uptake of these activities.

**To participate in term one and four aquatic activities, students need to successfully complete a fitness test.** The test, as recommended by Royal Life Saving Association is to swim 150m, tread water for 15 minutes and then swim an additional 50m. Completion of this test is a requirement for all students to enrol in this course. **If students are unable to complete this test, they will be required to change elective classes.**

## Program Overview

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| **Year 8** | Fitness Testing / Body Boarding | Mixed Games / Traditional Games | Mixed Games / Traditional Games | Fitness Testing / Body Boarding |
| **Year 9** | Body Boarding / Snorkelling | Touchball / Indoor Hockey | Indoor Baseball / Pool | Body Boarding / Surfing |
| **Year 10** | Surfing / Snorkelling | Geocaching / Ultimate Frisbee | Indoor Sports / Table Tennis | Fishing / Surfing |

# Reading Power

## Year 10

Reading skills are fundamental to success in any field of study. This option course offers students the opportunity to spend two periods a week working in the following areas:

- Learning to read and reading to learn.
- Reading for pleasure and the pleasure of reading.

In Reading Power students are encouraged to read continuously and copiously as they seek to evaluate language, conventions and styles of different writers from different genres. Students will read two set novels throughout the year, as well as novels of their own choice for particular assessments.

Students undertake a variety of activities throughout the course, including a close study of the fantasy genre, creative writing tasks, book reviews and a research project on the 'reading' of text messages in contemporary society.

Students who are avid readers and enjoy discussing the construction and meaning of written texts would be well suited to this course.

# Soccer

## Year 8

Students will enjoy a dynamic, fun learning-centred environment incorporating technique practices, skill development and competitive games. The football (soccer) elective will focus on cementing the four functional game skills; first touch, striking the ball, running with the ball and one versus one. Likewise, game training will provide students with the opportunity to grow in awareness, perception and decision making. Participants in the football elective will be taught by an experienced staff member, delivering curriculum based on Football West coaching programs, with an emphasis being placed on building character and professionalism on and off the field. Students involved will also be given priority to form part of the squad competing in the Associated Schools competition and also the 'School Sport WA' competition.

# Study Support

Some students receive targeted support in their learning from Education Assistants. These students choose this subject to allow staff to assist them with their assessments or general understanding and progress. They gain support in a group setting as well as addressing individual needs.

Students who do not currently receive this type of support may identify that they would benefit from a time each week to study or to complete school work. These students may choose this elective in order to have this opportunity. Preference is given to students requiring targeted support if demand for places is high.

The focus of the class is on learning support and this class could provide assistance to a range of students. ***Entry to this class is dependent upon approval from the Head of Learning Support. Please contact Mrs Tracey Richmond at the College if you require further information.***

*Please note that this class is different to 'Small Group Study', which is arranged on an individual needs basis by the Learning Support Team.

# Technical Graphics

## Year 9

Building upon foundational work in Year 7 and 8 Computing, the development of an effective design process and use of Technical Graphics as a method of communication in the creation of effective technical designs will be implemented using the basic design process as set out in the WA Curriculum Design Technologies course. Through the process of investigating and defining, designing, producing, evaluating and collaborating, students will enhance the skill of design thinking. The main medium of design and production used are various CAD and CAM programs and devices like Autodesk, 3D printing and laser cutting.

## Year 10

Further to Year 9, in Year 10 the importance of effective design process and the use of technical graphics as a method of communication in the creation of effective technical designs will be further explored using the basic design process as set out in the WA Curriculum Design Technologies course. The main medium of design and production used are various CAD programs used for designing; 3D visualisation CAM is also explored as a manufacturing option and 3D printing and laser cutting are looked at as CAM methods.

Any student considering a career requiring any form of technical or industrial design will find this course invaluable and an excellent starting point to further study in high school and beyond. Students who aspire to become engineers, architects, designers, planners, builders and other similar professions are encouraged to apply for this excellent course. 3D printing as a visualisation concept is further explored in this year.

**Please note:** Students wishing to do Technical Design in Year 11 & 12 will need to achieve a 'C' grade in this subject at Year 10 level, or be interviewed by the relevant teacher.

# Technology

## Year 7

This introductory subject has a practical base that enables students to explore different aspects of technology that are available today. The students look at basic electrical theory aspects and net and isometric drawing views in order to design and construct a practical project. Students work on individual projects and use drawing software such as Google SketchUp. All students are encouraged to develop collaborative skills in order to bring about a solution. Where appropriate students are involved in group and individual work.

**Please note**: *This subject leads to Mechatronics in Year 8.*

# Visual Communication

## Year 8

Visual Communication is principally the study of photography. The College supplies all photographic equipment, and students have access to an industry standard Mac computer laboratory. During the Year 8 program, students are introduced to the basic workings of the camera, photographic lighting and software editing programs. Projects are theme based, which, through the study of the elements of design, allows for greater creative interpretation. The Year 8 program is one semester in duration.

## Year 9

Following from the skill sets acquired during Year 8, students undertaking the Year 9 Visual Communications program are taught how to manipulate camera shutter speed, aperture setting, lighting and composition to achieve calculated photographic outcomes. Through planning, camera use and digital editing programs (Photoshop), students attain a more comprehensive understanding of the design principals as applied to photography. Importantly, as with the Year 8 program, the Year 9 Visual Communication course complements students learning in the College's Art and Design curriculum. The program is yearlong in duration.

## Year 10

Building on past understandings, students taking the Year 10 Visual Communication program continue to work on theme based projects that investigate social issues while exploring the underpinning principles of photography. Foremost in this program is students' acquisition of intermediate level digital editing skills using Photoshop and an introduction to the use of strobe lighting (photographic flash) both inside and outside the studio. The program is yearlong in duration. Students contemplating a career in the creative industries or the College's popular Visual Art Certificate II (Photography) program in Years 11 and 12 will greatly benefit from this course of study.

# Volleyball - Junior Volleyball Squad

The Junior Volleyball Squad (JVS) is aimed at male and females who are motivated to develop their Volleyball skills, regardless of their current level, through training and competition throughout the year. As part of the course, students will represent the College two times during the year at various tournaments.

Experienced Volleyball coaches have developed the Junior Volleyball Squad course and will run it with the assistance of Volleyball Western Australia and the Mandurah Baptist College Physical Education Department.

Upon completion of the Year 8 course students are encouraged to continue the course into Year 9 and 10. Opportunities are offered to the students to try-out for Melbourne teams. These teams compete at the National Schools Cup. This sporting event is the largest school sporting event in Australia. It is held for 6 days in Melbourne in 4 different venues.

# Wood Technology (Woodwork)

## Year 8

This introductory unit gradually develops the skills students will use to construct various practical projects. It is a semester unit, focusing on theoretical and practical aspects of wood technology. There is a greater emphasis on the design process and how to apply it appropriately. Students will learn new hand and machine techniques, while designing, planning and building their own projects. The items produced can vary, but they are designed to develop basic design and practical skills, while producing interesting products. Items such as candle holders, key stands and a free choice item might be made.

## Year 9

Students complete this subject over the course of a year. During this time their practical skills and theoretical knowledge are further enhanced. Students are encouraged to utilise diverse materials and joining techniques to improve their practical skills. They are also introduced to a wider selection of tools and machinery that is compatible with their competency level.

Building on the Year 8 programme students further develop their design skills through the investigation, creation and evaluation of more intricate practical projects. Some projects that they might design and make are: cutting boards, vehicles and lathe projects. These articles are governed by guidelines set down in the subject outline.

## Year 10

This subject continues to extend the knowledge and practical skills that students have gained in previous years; while providing them with a firm foundation for Materials, Design and Technology in Upper School. During the year, pupils will look at different theoretical and practical aspects of wood technology that are intended to improve their design and problem-solving techniques. There is an increased focus on the design process where students can create products that meet specific criteria. As in preceding years, students might also be able to research, design and construct free choice projects. They are expected to complete projects made to their own or a client's design requirements. These articles might include lathe projects, clocks and custom racks/stands. In Semester 2 there is the possibility for students to research, design and construct a major project, such as a small stand or side table.

**Please note**: Students wishing to do Materials, Design & Technology in Year 11 & 12 will need to achieve a 'C' grade in this subject at Year 10 level, or be interviewed by the relevant teacher.

# Assessment Policy

The following guidelines have been developed to allow students, parents and teachers at Mandurah Baptist College have a clearly defined framework of the expectations and responsibilities in the assessment process.

- Students are to complete the prescribed work requirements of each subject by the due date.
- Teachers are to ensure that the assessment process if fair, comprehensive, valid and clearly communicated.
- Parents are able to be aware of assessment schedules through the student diary, course overviews or via Seqta Engage.

These guidelines are to be taken in conjunction with the accompanying flowcharts addressing late submission and non-completion of assessments.

**Late Submission**

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

In the event that an assessment task is not handed in on time or a student is absent on the day of an assessment, parents will be notified via email. An 'Assessment Form (Late Submission | Absent on Day of Assessment)' link is attached to this email (forms are also available in hard copy from Student Services for students to collect; this form should be completed and handed in with the late assessment, or handed to the class teacher when the student returns from absence. Students should retain the 'Submission of assessment task' slip as proof of their submission of the assessment. If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant head of learning area/teacher-in-charge who will provide a 'Submission of assessment task' slip.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the College the following penalties apply:

- 10% reduction of the final mark if submitted one school day late (eg 70% reduced to 63%), **or**
- 50% reduction in the mark if submitted two school days late (eg 70% reduced to 35%), **or**
- a mark of zero (if submitted more than two school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College the student will receive a mark of zero.

**Non-completion / Non-submission**

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out of class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the College before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- complete a 'late submission' form (available from Student Services) explaining the reason behind the late submission.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the College ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Year Coordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

**Cheating, Collusion & Plagiarism:**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

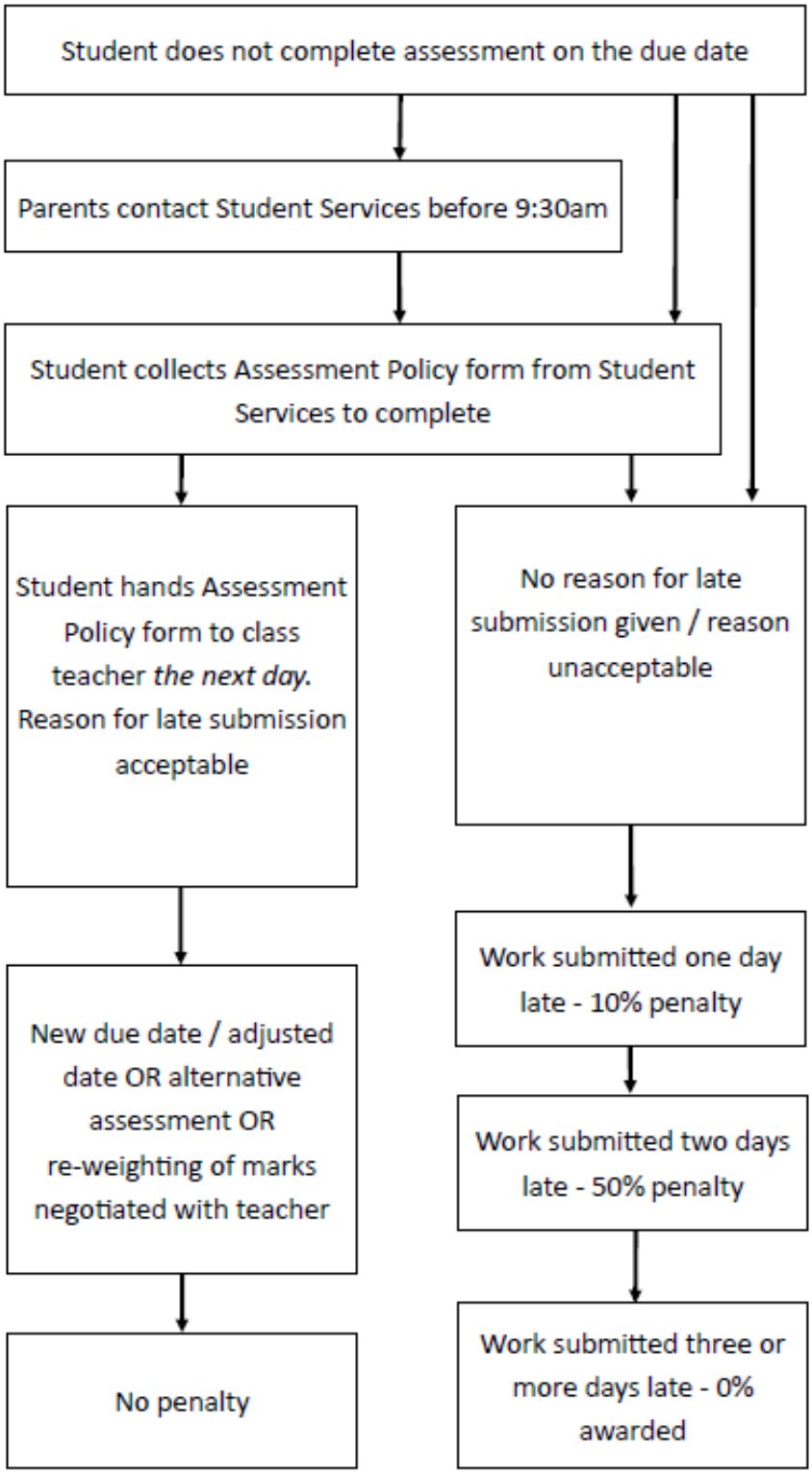
The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

**Special Arrangements:**

If a student is injured and unable to complete practical or written work, the student will be given alternative assessments if possible e.g. observations, use of a scribe. Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support for the student's learning program. Students with documented additional needs will be catered for in accordance with School Curriculum and Standards Authority guidelines. Appropriate strategies could be:

- Pre-counselling as to course content, assessment, possible problems
- Providing extra time for written assessments
- Providing tests and exams with a larger font size or on coloured paper
- Providing alternative seating and extra time allowance for hearing impaired students
- Providing a scribe
- Allowing the use of a computer / laptop
- Allowing extensions of time if medical problems have interfered with the completion of work.

**Late Submission / Absence for Assessment Flow Chart**



# Senior School Complaints Policy

Mandurah Baptist College is a community and as such, there will be times when parents/guardians will wish to make suggestions, may have a complaint or raise a concern that needs addressing. Mandurah Baptist College takes these issues seriously and welcomes such feedback. The Complaints System is outlined briefly below to assist families should such a need occur. Please remember it is our policy that we wish to deal with issues sooner rather than later.

***A complaint will be treated as an expression of genuine dissatisfaction that needs a response.***

### *Mandurah Baptist College wishes to ensure that:*

1.) Parents/Guardians have an understanding of how to make a complaint should the need or situation arise

2.) Mandurah Baptist College responds within a reasonable time frame and in a courteous and efficient manner

3.) Parents/Guardians understand that they are listened to and that complaints are viewed seriously

4.) Action is taken where appropriate

### *"How should I complain?"*

When you raise a complaint, please be as clear as possible about what is troubling you. Staff members at the Mandurah Baptist College will be happy to help. It may be best to start with the person most closely concerned with the issue – for example, the relevant Coordinator. They may be able to sort things out quickly, with little fuss. A phone call is the quickest means of contact or a letter is also appropriate. However, you may feel the issue needs to go to a senior staff member such as the Principal.

### *"I don't want to complain as such, but there is something bothering me."*

Mandurah Baptist College staff are working towards the same purpose as yourself – the education and well-being of students. Staff want to hear your views and ideas. Contact a staff member, as above.

### *"I am not sure whether to complain or not."*

If you have a concern, as a parent/guardian you are entitled to raise it with the College. If in doubt, remember we are here to help. Sometimes it is reassuring just to talk your concerns through with someone.

***"What will happen next?"***

If you raise something on the phone or in person, it may be resolved immediately and to your satisfaction. If you forward a complaint or suggestion in writing, the College will contact you within 5 working days to respond to your concerns and explain how the matter will proceed. In many cases the person will need to discuss the matter with a colleague and will consider it further before responding. You will be given a date by which time you will be given a response. If a detailed explanation of the issue is needed, a letter or report will be sent to you as quickly as possible. This letter will inform you of the outcome of the complaint. It will explain the conclusion, the reasons for it and any action taken or proposed.

***"What happens about confidentiality?"***

Your complaint or concern will be treated as confidential and with respect. Knowledge of the issue will remain limited to the Principal and to those directly involved. The Chairman of the College Board may also need to be informed in some matters. It is a College policy that complaints made by parents/guardians should not rebound adversely on the student.

We cannot entirely rule out the need to make third parties outside the College aware of a complaint and possibly also the identities of those involved. This would only happen in a case where the student's safety is at risk or where it became necessary to refer a matter to the police. As a parent/guardian, you would be fully informed.

***"What if I am not satisfied with the outcome?"***

We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

If you are not satisfied, the Principal will offer to refer the matter to the Chair of the School Governing Body. Alternatively, you may wish to write directly to the Chair. The Chair will call for a full report from the Principal, and will examine matters thoroughly before responding. This may result in a satisfactory solution, but if it does not, the Chair will invite you to a meeting. You may wish to be supported by a friend, but legal representation would not be appropriate at this stage.

If the meeting does not bring about a resolution, the matter would be referred to an independent arbiter. It is his/her task to look at the issues in an impartial and confidential manner. The Arbiter will invite you to a meeting. You will be asked if there are any papers you would like to have circulated beforehand. As with the Chair's meeting, you will be invited to bring a friend with you.

**The school recognises and acknowledges your entitlement to complain and we hope to work with you in the best interests of the children and young people in our care.**

## STUDENTS COMPLAINTS PROCEDURE

***"How do I make a complaint?"***

By talking about it or by writing it down if you find that easier.

You can do it by yourself, or through your parents.

***"To Whom?"***

To anyone on staff.

***"Does it matter what the issue is?"***

No, it can be a big problem or a small one. By discussing it, you may come up with some positive ideas.

***"What will happen next?"***

If possible, the staff member will deal with it in person. If not, he or she will go on your behalf to someone who can help.

***"Do others have to know?"***

If you are worried about confidentiality, tell the staff – they will understand.

Even if you find the issue hurtful or embarrassing, don't worry – it will only be discussed by staff that can help you.

# Mandurah Baptist College

## Complaints Procedure (Secondary)