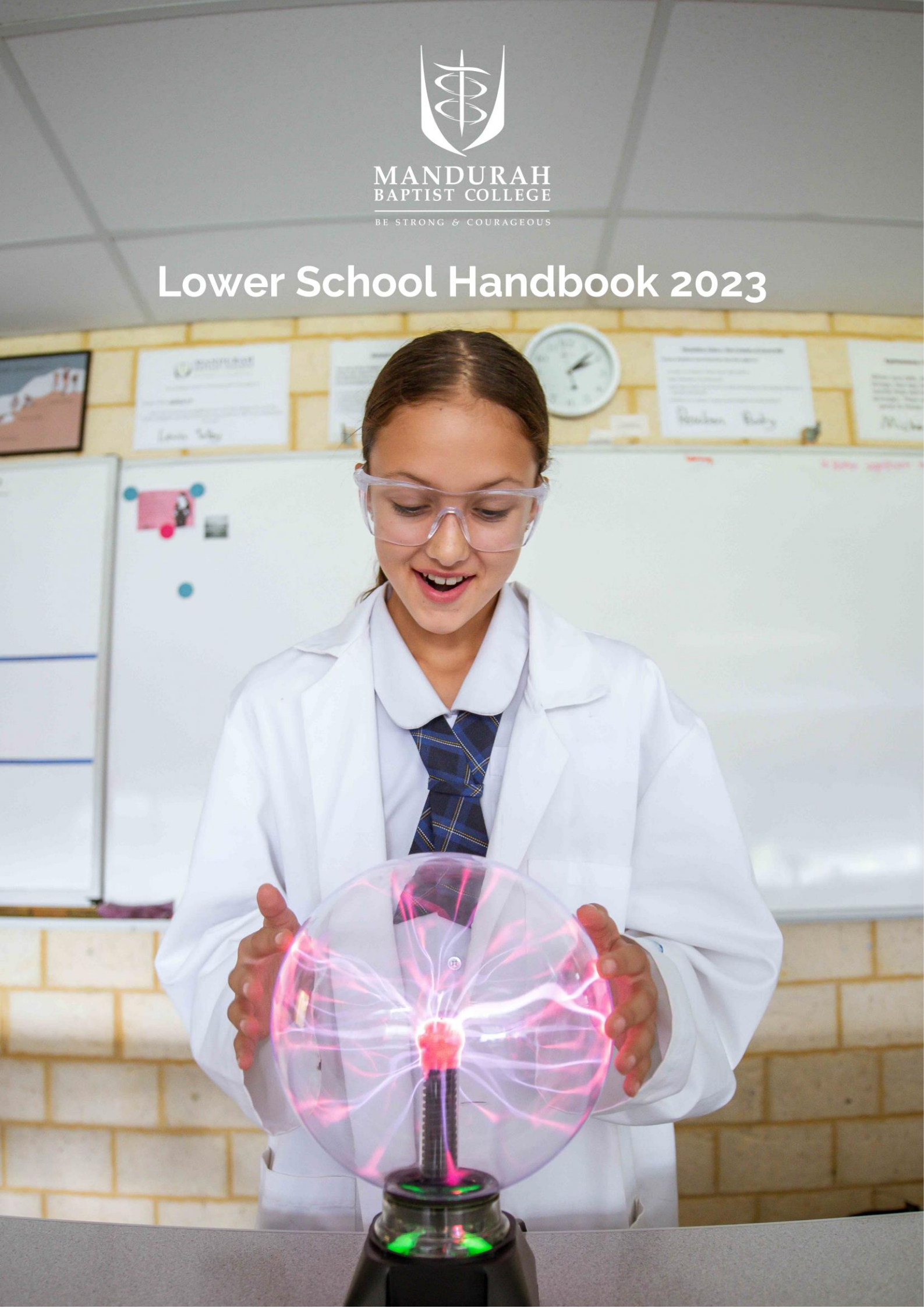
MANDURAH
BAPTIST COLLEGE

BE STRONG & COURAGEOUS

Lower School Handbook 2023



Contents

Please note that the College reserves the right to alter or amend the information contained in this Handbook. Please check the College's website to ensure that you are viewing the latest version.

General College Information

Mission

To provide an excellent education in a Christian context, developing life ready students who reflect the character of Jesus.

Vision

To be the school of choice in the Mandurah region, renowned for its excellent education and pastoral care in a Christian context.

Core Values

Our Core Values as a College are;

- **Faith**

  We are committed to becoming more like Christ in all we do.

- **Growth**

  We are committed to continuously learning, improving, innovating and striving to know and reach our potential.

- **Relationships**

  We are committed to each other, caring for and protecting the MBC community

- **Excellence**

  Excellence honours our calling and we are therefore committed to best practice and creating value for the MBC community.

- **Integrity**

  We are committed to knowing and doing what is right and behaving in a way that sets an example for the community around us.

College Aim

The aim of the College is to provide a comprehensive curriculum which caters for the individual need of all students and that fosters a lifelong desire for learning and excellence. During their time with us, students are encouraged to develop:

- A love for learning and always striving to their maximum potential.
- Life skills and knowledge about 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

Mandurah Baptist College was founded by the Board of Directors in 2005 after the successful establishment of Winthrop and Somerville Baptist Colleges. At its commencement, the College comprised 86 students, five teachers, one administration staff member and three classrooms. The College now caters for students from Kindergarten to Year 12 with over 1200 students.

Motto

The College motto is "Be strong and courageous".

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Information

Attendance & Punctuality
Classes will commence at 8:35am and conclude at 3:15pm. No student may leave the College grounds between these hours without the permission of the Principal or written notification by a parent.

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

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

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 the College policy.

Organisation
Students are expected to have a personal organisational system set up. The College supports student agency and aims to give students the opportunity to find a system which works for them. As such, students may choose to use a digital or paper diary, planner or calendar. The College does not require students to use one particular system, as long as they have a way to keep themselves organised and on track. Basic student diaries are available for purchase as a part of students' booklists. Students in Year 7 will be introduced to Microsoft Outlook Calendar (which is included as a part of their school Microsoft Office account); however, they can choose to implement a different system at their discretion.

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 Learn (student) and Engage (parent) portals, students and parents can see class outlines as well as keep a track of progress in each class.

General Conduct
In accordance with the motto and the aim of the College, all students and teachers have the 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 is the Pastoral Care class, overseen by the Pastoral Care teachers, and the year group, overseen by the Heads of Year. Each Pastoral Care Teacher is available for consultation when students are experiencing difficulties or have questions. Pastoral Care 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 Care coordinates the pastoral care system for all students.

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 wellbeing using evidence-based methods. The College has comprehensive student pastoral programs to improve wellbeing, including mentoring, praise, gratitude, transition programs, leadership programs and extra-curricular events.

Student Council
The Student Council incorporates representatives from each year group, led by the Head Girl and Head Boy, to tackle student issues 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 year group for a one-year term.

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.

Homework

Students are expected to do homework five nights per week. 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 are expected to record and keep track of their homework tasks using their personal organisational system. The classroom teacher will follow up homework that is not completed and, if necessary, parents will be informed via email of regular or repeated missed or incomplete work.

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 SEQTA and Student Services. Students who would like additional tutoring can arrange a suitable time through their teacher, Head of Learning Area or Head of Year.

Examinations
All students from Years 8 to 10 will take examinations in their 5 period per week subjects at the end of each year, with end of semester assessments also happening at the end of Semester 1. Every effort will be made to assist students with examination preparation and study skills.

Reports
Reports will be made available to parents at the conclusion of Semester 1 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)

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 Pathways Coordinator, or the Deputy Principal - Curriculum.

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

Protective Behaviours
Our lower school students study from the AISWA *Keeping Safe: Kindergarten to Year 10* curriculum (a resource from the South Australian government that is applicable to WA schools). These topics are taught in a range of classes, including Christian Education, Health Education, Year 7 ACE and Wednesday morning pastoral care time. The key focus areas taught in each year group are the right to be safe, relationships, recognising and reporting abuse and protective strategies. A range of guest speakers, student-based projects, lessons and skills development are used. The Heads of Year oversee the curriculum with each year group.

At Year 7 commencement, we share information about IT safety and systems with parents. There are many topics taught across the four focus areas to each year group. At the beginning of the year students will complete a project on cyber bullying in Health Education. This is followed by a cyber-safety workshop. Examples of topics covered during the year include the Year 11 Mentor program, resilience skills, CPD training, stress and self-management, relationships, sexual health, puberty, moral compass, digital reputation, occupational safety, physical health and accessing help.Year 8 to 10 students also have a set curriculum each year. We bring in a range of experts and guest

speakers to add to the program. The topics are presented to each year group in sequence with the curriculum map. Examples of topics covered in Years 8 to 10 include abuse of power, bullying, protecting those with disabilities, dealing with stress, substance abuse, binge drinking, sexuality, sexual assault, pornography, discrimination and a range of other important topics.

Parents are encouraged to look out for the parent workshops we run during the year on a range of protective behaviour topics. Heads of Year emails and the Student Chronicle newsletter are also used to highlight some of the guest speakers who visit the school.

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 Vocal Ensemble or undertake private music tuition through the College. For more information, please contact the Music department.

There are many sporting teams available for students to join. These include basketball, netball, football, rugby, swimming, volleyball, futsal 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.

Curriculum Information

Year 7 Curriculum

The Year 7 program at Mandurah Baptist College adheres to School Curriculum and Standards Authority requirements pertaining to the Western Australian Curriculum and has a strong focus on literacy and numeracy. It also endorses regular physical activity and the essential core skills necessary for success in secondary schooling. The Year 7 program is designed to offer rigour to extend students' knowledge and skills, and to provide a sound preparation and launching pad for future studies.

The school week consists of 35 periods. Each day consists of 7 periods of 45-55 minutes duration.

Students attend a Pastoral Care Group (PCG) period at the beginning of the day to take the roll, receive any notices and to make contact with their PCG teacher.

A Year 7 student will undertake the following compulsory 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
Languages	2 sessions
ACE Transition	1 session
Music	1 session
Digital Technology	1 session
GPS Literacy	1 session
Extended PCG/Assembly	1 session

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

Drama *Fitness* *Food Technology* *Media*

Mixed Materials Technology *STEM Fundamentals* *Visual Arts*

Total = 35 sessions in a week

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 consists of 35 periods. Each day consists of 7 periods of 45-55 minutes duration.

Students attend a Pastoral Care Group (PCG) period at the beginning of the day to take the roll, receive any notices and to make contact with their PCG teacher.

A Year 8 student will undertake the following compulsory courses 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
Languages	2 sessions
Extended PCG/Assembly	1 session

Additionally, students will select 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)
Dance (PA)
Digital Technology (DiT)
Engineering & Project Principles (DeT)
Futsal
Mixed Materials Technology (DeT)
Photography
STEM Fundamentals (DeT)
Creative Craft
Design Graphics (Graphic Art)
Drama (PA)
Food Technology (DeT)
Media (VA)
Music (PA)
Physical Recreation
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

The Year 9 program at Mandurah Baptist College continues to extend students in their learning, building on the academic rigour of Year 7 and 8.

The school week consists of 35 periods. Each day consists of 7 periods of 45-55 minutes duration.

Students attend a Pastoral Care Group (PCG) period at the beginning of the day to take the roll, receive any notices and to make contact with their PCG teacher.

A Year 9 student will undertake the following compulsory courses of study:

English	5 sessions
Humanities	5 sessions
Science	5 sessions
Maths	5 sessions
Christian Education	1 session
Physical Education	2 sessions
Health Education	1 session
Extended PCG/Assembly	1 session

In addition, students will select five elective subjects which they study for two sessions per week for the entire year. The elective subjects they can choose from are:

Art	*Art Enrichment*	*Creative Craft*
Design Graphics (Graphic Art)	*Digital Technology*	*Drama*
Engineering & Project Principles	*Food Technology*	*French*
Indonesian	*Jam Session (Music)*	*Mechatronics*
Media	*Mixed Materials Technology*	*Music Enrichment*
Photography	*Physical Recreation*	*Technical Graphics*
Volleyball		

Total = 35 sessions in a week

Year 10 Curriculum

The Year 10 program at Mandurah Baptist College continues to extend students in their learning, building on the academic rigour of previous years as students prepare themselves for senior secondary studies in Years 11 and 12.

The school week consists of 35 periods. Each day consists of 7 periods of 45-55 minutes duration.

Students attend a Pastoral Care Group (PCG) period at the beginning of the day to take the roll, receive any notices and to make contact with their PCG teacher.

A Year 10 student will undertake the following compulsory course of study:

English	5 sessions
Humanities	5 sessions
Science	5 sessions
Maths	5 sessions
Christian Education	1 session
Physical Education	2 sessions
Health Education	2 session
Extended PCG/Assembly	1 session

In addition, students will select five elective subjects that they study for two sessions per week for the entire year. The elective subjects they can choose from are:

Art
Childcare
Drama
French
Jam Session (Music)
Media
Physical Recreation
Volleyball
Art Enrichment
Design Graphics
Drama Enrichment
Independent Study
Materials & Mechanisms
Music Enrichment
Reading Power
Wood Technology
Business & Money Minds
Digital Technology
Food Technology
Indonesian
Mechatronics
Photography
Technical Graphics

Total = 35 sessions in a week

Core Subject Information

- Health & Physical Education
- Arts
- Humanities and Languages
- Science
- Mathematics
- English and Library
- Technology and Enterprise
- Learning Support
- Other

Overview

Mandurah Baptist College is committed to both supporting and challenging students academically. As every student is an individual, our teachers differentiate within each class to meet the diverse needs of every student and to provide them with opportunities to move forward and flourish. Students who require additional support and intervention are catered for, as are students who require academic extension.

The College's approach to Year 7 is that it is a transitional year where supporting students and gently introducing them to the routines and structure of high school is a priority. As such, when students commence in Year 7, they are placed in mixed ability classes where each student has the opportunity to make a fresh start from their primary schooling and to work to strive for their best.

In Years 8 to 10, students are grouped more so by demonstrated ability. The three main pathways that students will study along are academic support (which may include modified curriculum), standard, and academic extension. At the conclusion of each semester, these classes are reviewed and, where necessary, changes are made. These pathways ensure that students with a variety of academic needs are provided for, in addition to the quality differentiated teaching that occurs in every class.

The following is an outline of the **academic support** and **extension** options in each of the core areas:

English

Year 7

- Adjustments are made on an individual basis in consultation with parents.
- Students who are identified as requiring extra reading support may be placed into the College's MacqLit reading intervention program. Further details regarding this program can be found on Page 38.

Year 8

- **Extension:** Students who have shown strong ability in comprehension skills and written expression in Year 7 will be grouped into a class that has a particular focus on academic rigour and extending students' abilities.
- **Academic Support:** Students who require literacy support and intervention will be placed in a class that is designed to help students fill in any gaps in their literacy knowledge. Parents will be consulted as a part of this process.

Year 9 & 10

- **Specialist:** This class 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.

- **Academic Support:** As in Year 8, students requiring extra academic support in Year 9 and 10 will be placed into a class that has a particular focus on developing students' fundamental literacy skills. Parents will be consulted as a part of this process.

Humanities

Year 7

- All students study the same course at the same level. Adjustments are made on an individual basis in consultation with parents.

Year 8

- **Extension:** Students who demonstrate strong abilities in Humanities in Year 7 will be grouped into classes that are focused on extending students' academic skills and capabilities.
- **Academic Support:** Students who require academic support beyond what can be offered in a differentiated classroom will be placed in a smaller class that is paced and delivered at an appropriate level. Parents will be consulted as a part of this process.

Year 9 & 10

- **Specialist:** This class 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.
- **Academic Support:** Students who require academic support beyond what can be offered in a differentiated classroom will be placed in a smaller class that is paced and delivered at an appropriate level. Parents will be consulted as a part of this process.

Mathematics

Please note: Following Year 7, the structure of the Mathematics curriculum requires students to be grouped into more clearly delineated pathways than in other Learning Areas.

Year 7

- All students study the same course at the same level. Adjustments are made on an individual basis in consultation with parents.

Year 8
Students are grouped into five classes and are assessed on three pathways:

- **Pathway 1:** Students who have shown strong ability in Mathematics in Year 7 will be grouped into a class that has a particular focus on academic rigour and extending students' abilities.
- **Pathway 2:** Students follow a similar course as Pathway 1, delivered in a more paced manner, allowing each student to reach their full potential.
- **Academic Support:** Students who require numeracy support and intervention will be placed in a smaller class that is paced and delivered at an appropriate level. Students will follow a more practical, applied course of study. Parents will be consulted as a part of this process.

Year 9 & 10
Students are grouped into demonstrated ability classes and are assessed on four pathways:

- **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. This class prepares students for Year 11 choices including Mathematics Specialist ATAR, Mathematics Methods ATAR and Mathematics Applications ATAR.
- **Pathway 1:** This class is extended in all areas of work and effectively prepares students for Year 11 and 12 Mathematics Methods ATAR and Mathematics Applications ATAR.
- **Pathway 2:** Students follow a similar course as in Pathway 1, delivered in a more paced manner, allowing each student to reach their full potential. These students will be working towards Mathematics Applications ATAR or Mathematics Essentials General in Year 11 and 12.
- **Academic Support:** Students who require numeracy support and intervention will be placed in a smaller class that is paced and delivered at an appropriate level. Students will follow a more practical, applied course of study. Parents will be consulted as a part of this process.

Science

Year 7

- All students study the same course at the same level. Adjustments are made on an individual basis in consultation with parents.

Year 8

- **Extension:** Students who demonstrate an academic capacity for Science in Year 7 will be grouped into classes that are focused on extending students' academic skills and capabilities.

- **Academic Support:** Students who require academic support in Science will follow a more practical, applied course of study.

Year 9 & 10

- **Specialist:** This course is an academic enrichment program for students who demonstrate excellent abilities in Science and who 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 course equips students for all Upper School Science subjects.
- **Academic Support:** Students who require academic support in Science will follow a more practical, applied course of study.

English

In English, students follow the Western Australian Curriculum, built around the three core strands of Language, Literature and Literacy. From Year 7-10, students study, create and respond to a range of text types, building their skills, knowledge and understanding in reading, viewing, writing, creating, speaking and listening.

Students in Year 7-10 use the LiteracyPlanet online grammar program throughout the year.

Year 7

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, drawing on supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.

In Year 7, students engage with a range of text types and genres, including personal recounts, poetry, book trailers, novels, feature films, newspapers and myths and legends.

Year 8

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of genre and how this varies for different purposes and audiences. Students explain or show how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Students listen for and identify different emphases in texts, using that understanding to elaborate on discussions. They understand how the selection of language features can be used for particular purposes and effects. Students explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, they show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

A variety of text types and genres are studied and created in Year 8, including poetry, novels, print advertisements, picture books, animated films and short stories.

Year 9

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features work to create meaning. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience.

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, they demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and

contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

In Year 9 students explore a range of text types, including protest poetry, mystery stories, novels and current affairs and media texts.

Year 10

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. Students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Year 10 students study and create a variety of text types and genres, including Australian short stories and poetry, documentary feature films, podcasts, plays, novels and persuasive speeches.

Humanities & Social Sciences (HASS)

The Humanities and Social Sciences embrace those areas 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.

Students follow the Western Australian Curriculum.

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.

Economics and Business

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.

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.

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.

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 and Business
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

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'.

Economics and Business

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.

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.

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.

Year 10

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.

Economics and Business

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.

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.

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.

Mathematics

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 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 of 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. These disciplines are all addressed each term with new areas of focus. Each year's course also includes science inquiry skills and a focus on science as a human endeavour. Students follow the Western Australian Curriculum.

Year 7

Science Understanding

- **Biology:** Classification helps us to organise living things. Food webs describe the interactions between living things. Human activity affects ecosystems.
- **Chemistry:** Mixtures including solutions, can be separated using many techniques.
- **Earth and Space:** Seasons, eclipses and the phases of the moon are caused by the positions and movements of the Earth, the moon and the sun. Natural resources can be either renewable or non-renewable. Water goes through a cycle and we must manage our water resources wisely.
- **Physics:** Forces can cause a change in movement of an object. Simple machines help us to get a job done.

Science as a Human Endeavour

Science has changed our understanding of the world and can help us to solve problems.

Science Inquiry Skills

STEM skills are developed as students learn how to ask questions, make predictions, plan and conduct experiments, use laboratory equipment safely, measure accurately, construct tables and graphs, and write scientific reports.

Year 8

Science Understanding

- **Biology:** Cells are the basic units of living things. Organisms contain systems that enable them to survive.
- **Chemistry:** Very small particles make up all matter. The most common states of matter are solids, liquids and gases. Any substance is either an element, a compound or a mixture. Chemical changes produce new substances.
- **Earth and Space:** The three major rock types are sedimentary, igneous and metamorphic.
- **Physics:** There are different forms of energy and energy can be transferred and/or transformed.

Science as a Human Endeavour
Science knowledge grows as people from all over the world work together. People often use science in their jobs.

Science Inquiry Skills
STEM skills are developed as students learn how to ask questions, make predictions, plan and conduct experiments, use laboratory equipment safely, measure accurately, construct tables and graphs, and write scientific reports.

Year 9

Science Understanding

- **Biology:** Living things depend on their systems working together in a coordinated way. Ecosystems have many living and non-living parts.
- **Chemistry:** Atoms are made up of even smaller particles and are rearranged in a chemical reaction. Chemical reactions happen in both living and non-living things.
- **Earth and Space:** The outer layer of the Earth is broken into tectonic plates which explain much of the Earth's geological activity.
- **Physics:** Energy can pass through different substances. Wave motion is one way that energy can travel.

Science as a Human Endeavour
Knowledge is refined over time through the process of review by the scientific community. Science can help us to evaluate claims.

Science Inquiry Skills
Students develop their STEM skills in writing hypotheses, planning investigations, collecting reliable data, analysing trends in data, drawing conclusions and evaluating.

Year 10

Science Understanding

- **Biology:** Characteristics are passed on to offspring through DNA. A species can adapt to a new environment through the process of natural selection.
- **Chemistry:** The position of an element on the periodic table can be used to predict its structure and properties. Chemical reactions are used to make many useful products.
- **Earth and Space:** The universe contains galaxies, stars and solar systems. Global systems involve many cycles.
- **Physics:** Energy is conserved within a system. Motion can be described using the laws of Physics.

Science as a Human Endeavour
Scientific discoveries and technological advances are linked. The focus of scientific research is influenced by the values and needs of society.

Science Inquiry Skills
Students develop their STEM skills in writing hypotheses, planning investigations, collecting reliable data, analysing trends in data, drawing conclusions and evaluating.

Christian Education

Throughout their secondary schooling, students at Mandurah Baptist College participate in a Christian Education program which is designed to enrich students' spiritual lives and enable them to develop and grow in all aspects. The program taught builds progressively each year and is based around the four pillars of Values, Beliefs, Texts and Worship.

Year 7

Students study the Bible and God's big story with a focus on developing a sense of identity and purpose. They discover who they are and their connection to God, others and the world.

Year 8

Students gain an understanding of God as relational, and how aligning with Him, and what is communicated about His love for humanity, can benefit our relationships with others and Him.

Year 9

Students will explore the rift between God and humanity and the consequences of sin in affecting our relationships and purpose. Students will explore God's approach to redirecting humanity toward His perfect plan through His Word and forgiveness.

Year 10

Students look respectfully at religions in the world. Through this examination they will see Christianity as a faith based on what Jesus has done for humanity, and how and why people convert to this belief.

Our Christian Education program is inclusive and welcoming of all individuals. Every student can participate in the course regardless of their personal faith, beliefs or background.

Please note that the sequence that underpins our Christian Education program is from a Christian Schools Australia framework that is based on an original work created by Dr. Paul Hedley Jones of Trinity College Queensland and Dr. Daniel Pampuch of the Uniting Church Schools Commission. The four pillars graphic is courtesy of Christian Schools Australia.

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 4 – 10	1	Swim Trials Volleyball	Swim Trials Swimming	Swim Trials Surf Lifesaving	Swim Trials Basketball
2	1 – 3 4 – 10	2	Cross Country Athletics	Cross Country Soccer	Cross Country Netball	Cross Country Hockey
3	1 -3 4 – 10	3	Athletics Tennis	Athletics Gymnastics	Athletics Football	Athletics Flag Ball Rugby
4	1 – 3 4 – 10	4	Fitness Test Mixed games	Fitness Test Mixed games	Fitness Test Cricket	Badminton 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 **offsite**, with students using either College or external buses to be transported to the location of their sports class for that day. Details of offsite 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 and conflict resolution
- Adolescence and Relationships: Part 1 (includes social media introduction)
- Smoking and alcohol
- Fitness
- Adolescence and relationships: Part 2 (choices)

Year 9

- First aid and injuries, including Royal Life Saving CPR certificate
- Water safety and risk assessment
- Alcohol: (social effects, domestic violence and preventative strategies)
- Drugs, marijuana dependency and parental influence
- Illicit drug use and the prolonged use of prescription drugs
- Effective relationships (social media, cyber-bullying/sexting)
- Adolescence and relationships: Part 3 (the problem with pornography and girls are beautiful)
- Prevention of diseases (STIs and Non STIs)
- Adolescent behaviour (risk taking behaviour, peer pressure and the age of consent)
- Fitness testing (programs/analysing data)

Year 10

- Mental health
- Adolescence and relationships: Part 4 (be safe and reduce the harm)

- Alcohol
- Nutrition
- Adolescence and relationships: Part 5 (intimacy in relationships)
- Fitness
- Introduction 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 they can employ throughout high school in order to maximise their study effectiveness and help them to achieve their best. Students are also given time to complete private study to keep on top of their homework and course work.

GPS Literacy (Grammar, Punctuation & Spelling)

This course is completed by Year 7 students. GPS Literacy is a course designed to target specific areas of grammar, punctuation and spelling in order to support students in developing their literacy skills, equipping them for success across a range of subjects in secondary school. Year 7 students participate in GPS Literacy classes once a week.

Learning Support

At Mandurah Baptist College, we believe every student has the right to learn and be taught in a safe and supportive environment.

In addition to excellent classroom teaching, the dedicated Learning Support team offers various supports and structures to help each child achieve to the best of their ability. In addition to teaching staff, we have a team of excellent, well-trained Education Assistants who assist students in class, in small groups and in intervention sessions.

Assistance is extended to students with a diagnosed learning condition (such as dyslexia or autism) but can also be offered to other students who are struggling with the demands of the curriculum.

ACE Transition
In Year 7 all students take part in ACE Transition as part of their transition to high school. Students spend one period a week learning about study skills and conducting other transition activities.

Small Group Study
For students requiring additional assistance, Small Group Study can be arranged. In this class, Education Assistants check in with students and ensure they are up to date with assignments and homework, assisting them in this.

Study Support
Students in Year 8 to 10 can take Study Support in place of one of their electives. Please see the entry in the course description of the handbook for further information in relation to this.

Learning Support Adjustments
Support in class, in particular for assessments, can be given in a variety of ways, including reduced content, extra time, and scaffolding of tasks. Assistance is also given through withdrawal from class for assessments and examinations for identified students.

Intervention
In addition to in-class support, accommodations, and extra study options, we have an intervention program for students who are struggling with literacy.

If you would like further information in regards to how the Learning Support team can support your child, please contact Mrs Tina Phizacklea, the College's Head of Learning Support & Enrichment K-12.

MacqLit

MacqLit is a reading intervention program offered to students identified as being suitable through placement testing. MacqLit takes the place of regular English classes for as long as the student undertaking the program takes to complete the full course.

MacqLit is a research-based, explicit, and systematic reading intervention program for small groups of older low-progress readers. It provides a comprehensive sequence of lessons that includes all the key components necessary for effective reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Its key benefits include:

- Systematic and explicit reading intervention for older low-progress readers which is evidence-based and backed by research
- Comprehensive sequencing of lessons which cover all the components necessary for effective reading from the basics right through to higher-order skills
- Allows students to generalise component skills through connected text reading

The MacqLit program is jointly coordinated by the English and Learning Support Learning Areas.

Electives

- Health & Physical Education
- Arts
- Humanities and Languages
- Science
- Mathematics
- English and Library
- Technology and Enterprise
- Learning Support
- Other

Art

Year 7

Year 7 Art course combines the disciplines of visual art and graphic design, 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 students' drawing and digital skills. Typical projects may include:

- An introduction to drawing techniques and observational skills
- Rendering techniques
- Introduction to visual language and its application
- Introduction to Photoshop and digital rendering
- Arts and Design in society
- Design process
- Production of a print product

Year 8

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 artwork. 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:

- An introduction to drawing techniques and observational skills
- Rendering techniques
- Understanding visual language and its application
- Painting – using a variety of media
- Textiles – relief painting, stencilling, silkscreen printing
- Sculpture – modelling, constructing, assembling
- Art history and influences
- Responding and reflecting

Year 9

Year 9 Art builds upon key disciplines in the subject, and expands the students' understanding of the processes undertaken in the production of an artwork. 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 – exploring 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 and influences
- Understanding visual language and its application
- Responding and reflecting

Year 10

Year 10 Art extends the student's prowess in the key disciplines of the subject and requires them to undertake the appropriate processes in the production of an artwork. 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
- Understanding visual language and its application
- Art history and influences
- Responding and 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 & 10

For Year 9 and 10 students, 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 in enrichment courses may at times be provided the opportunity of engaging with Artist in Residence Programs in collaboration with the Mandurah Performing Arts Centre or larger art projects as opportunities arise.

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, etc.
- Printmaking: Exploring techniques such as linocut prints, etching, silkscreen/ photographic silkscreen.
- Sculpture: modelling with clay/papier-mâché 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 financial acumen. It will teach students some basics about entrepreneurship, marketing and product innovation and invention. There will be an emphasis on practical learning, and enthusiasm; a desire to be challenged are a requirement for this course.

Furthermore, students will learn how to manage their personal money, including preparing a budget and keeping to their set budget to meet their expenses using the Barefoot Investor Method. This is a new age way of saving money to achieve financial goals.

In addition, using the principles of business and economics, student will participate in the $20 Boss Program and learn skills required to operate a business, including different types of business, the function of business, creating a competitive advantage, and how to market a product. Students will create a small business that sells a desirable product to customers, using only $20 for their start-up costs. Do you have what it takes to be the next Jeff Bezos?

Projects
$20 Boss Project
Marketing Strategy - Business Development
Entrepreneur - Invention or Innovation
Barefoot Investor - Buckets

Potential Senior School Course Pathways
Economics ATAR
Accounting ATAR
Certificate II in Workplace Skills

Potential Career Pathways
Accountant
Economist
Business Manager
Business Owner
Product Design & Development

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 that relate to babies and young children. There are also posters to be made and oral presentations through the year on family and childcare topics.

This course will prepare students for the Children, Family and Community General course offered in Upper School.

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 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.

Students 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 students learn three basic macramé knots before embarking on an own choice macramé project. Students also make craft with aluminium cans by learning new skills in the creation of an 'own choice' project.
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, students focus on making gifts with Christmas in mind.

Dance

Year 8

Mandurah Baptist College is excited to announce that Dance will be offered as another Arts elective in 2023. Following the grand opening of our new STEAM building, we will also be adding a state-of-the-art dance studio adjacent to The Lakes Theatre.

Year 8 students will have the opportunity to develop and refine dance skills, choreograph their own work using improvisation techniques, learn the elements of dance and choreographic devices and structures, as well as learn routines in different genres, including lyrical/contemporary, commercial jazz, hip hop, tap and musical theatre. In addition, students will be provided opportunities to perform to an audience during the course, developing retention and clarity of movement, expression, musicality and performance skills. Students will also explore the history of dance and the evolution of various dance styles.

Please note that, while not essential, some previous dance experience is beneficial.

Design Graphics

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 posters, stickers and icons. Students will develop and apply the elements and principles of design, exploring a variety of techniques and processes to refine their designs including hand rendering, 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, banners, characters, CD covers and movie posters. Students will explore the role and function of a graphic designer and respond and reflect on their own work. Students will expand on their ability to develop and apply the elements and principles of design, exploring a more complex techniques and processes to refine their designs including hand rendering, concept collage, brainstorm techniques, creative processes 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 event designs and product packaging designs. Students will expand on their ability to develop and apply the elements and principles of design with increasing complexity, exploring advanced techniques and processes to refine their designs including hand rendering, concept collage, brainstorm techniques, creative processes, word associations and communication strategies.

This course will prepare students for the Design Graphics ATAR and General courses offered in Upper School.

Digital Technology

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. 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 Mathematics, English and Humanities. An introduction to CAD (Computer Aided Design) in the form of Google SketchUp 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 designed 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 website. 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 digital technologies 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

This course will prepare students for the Computer Science courses offered in Upper School.

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, devising, voice and movement.

Year 8

The Year 8 Drama program consists of team building skills, process drama, roleplay, script writing 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, who 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 in Term 4 and will take part in compulsory outside school rehearsals once a week in Terms 3 and 4. Rehearsals will be negotiated to suit the class needs.*

This course will prepare students for the Drama ATAR and General courses offered in Upper School.

Drama Enrichment

Year 10

Year 10 Drama Enrichment is about extending creativity and challenging yourself. This course is structured specifically for students with a passion for Drama, willingness to learn and those considering studying Drama in upper school. It 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 (YoHFest) is a statewide festival which allows students to create performances on relevant health issues. They will be devising, scripting, rehearsing and performing their class' own original performance.

Students taking this course will need to be available for the Youth on Health Festival performance in Week 7 and/or 8, Term 3 and will take part in compulsory outside school rehearsals once a week in Term 3.

***Please note**: This course requires commitment to outside of school rehearsals.*

This course will prepare students for the Drama ATAR and General courses offered in Upper School.

Engineering & Project Principles

Year 8

During this introductory semester course, students will be able to gain a better understanding of the engineering and design process and its importance. Students will undertake both practical and theoretical work by exploring basic mechanical and electrical engineering concepts, the development of theoretical knowledge, as well as an awareness of working with various materials, workshop tools and equipment in order to create working projects will be developed. 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.

This course is designed for students to work individually and in small groups to encourage peer collaboration and promote self-facilitative learning.

Year 9

Throughout this year-long course, students will continue to learn more about various electrical concepts by participating in collaborative-based theory lessons and completing an ICT-based Design Portfolio. The course builds on the foundational work done in Year 8 that allows students to design and build a practical project using motion, force and energy to manipulate and control electromechanical and mechanical systems.

The course is designed for students to work individually and in small groups to encourage peer collaboration and promote self-facilitative learning.

Please note that this course will be expanded into Year 10 in 2024 and will help prepare students for an Engineering pathway in Upper School. Students in Year 10 in 2023 are encouraged to complete Mechatronics and/or Materials & Mechanisms if they are interested in the Engineering pathway.

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, learninig 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'. This 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 takeaway food to help them come to conclusions about the products that are available in the supermarkets.

In Semester 2, students look at the topic '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 & Choices / International Foods

In Semester 1, students study 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 that will be studied 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.

This course will prepare students for the Food Science & Technology General course offered in Upper School.

Futsal

Year 8

Students will enjoy a dynamic, fun learning-centred environment incorporating technique practices, skill development and competitive games. The futsal 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 futsal 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 the 'School Sport WA' competition.

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 the Year 8 level to give students some insight into what they'll be doing in future years in this course.

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 and 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.

This course will prepare students for the French: Second Language course which may be offered in Upper School.

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 is 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 10

Following on from Year 9, 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.

Mechatronics

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 take their projects 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 take their projects 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 ATAR and General courses offered in Upper School, which this course prepares students for.

Media

Year 7

TV News Production

Length of course: 1 Term

In Year 7 Media, students work in small groups to devise, plan, and produce a short Television News production. They learn about SWAT codes, the basics of cinematography, the impact of the target audience/s, and the codes and conventions of TV News. Students work collaboratively to follow timelines, and use skills, processes, and strategies to ensure the safe and responsible use of media equipment during the production of their TV News program.

Year 8

Advertising

Length of course: 1 Semester

In Year 8 Media, students study advertising in both a film and print context over the course of a semester. Students create a proposal for a genre film aimed at a specific target audience. Then, knowing the content, genre, and target audience of their intended film, and after revising SWAT codes and learning about advertising conventions, students work collaboratively in their groups to create both a poster and film trailer for their proposed film.

Year 9

Length of course: Year long

Semester 1 - Television Drama

In this unit, students work in small groups to devise, plan and produce a short Television Drama production. They look at codes and conventions of the genre and study how intended audiences influence production. There will also be a focus on advertising, with students looking at how media producers target specific audiences for commercial benefit and studying the conventions of television advertising specifically; as a result, students will also be tasked with creating a short TV advertisement for their Drama productions. As Media Production is a collaborative art form, students will also be individually assessed on their participation in all aspects of the course, particularly during the production elements.

Semester 2 - Mockumentary Production

In Semester 2, students will study the production of Mockumentary media. They will look at codes and conventions of the genre and use this knowledge to plan and produce a Mockumentary film of their own. Students will research a Mockumentary program and, using ADOBE Photoshop, create an infographic that both outlines their research and acts as an advertisement for their selected program. As with semester 1, students' participation and collaborative skills will again be assessed.

Year 10

Length of course: Year long

Semester 1 - Music Video Production

In this unit, students work in small groups to devise, plan and produce a full-length music video. In order to successfully complete this practical task, students will be required to complete a number of written assessments that will allow them to explore the history, theory and aesthetics of music video production. In undertaking these written tasks, students will begin to identify and understand the following elements of media production: music video codes and conventions, music video styles and format, representation and stereotyping, audience attitudes and values/target audiences, the effect of emerging new technologies and social changes on the production of media work, and many others. This content will not only be beneficial for the students' music video productions this semester, it will also provide a base knowledge for those students who plan to study Media in Year 11 and 12.

Semester 2 - Television Game Show Production

In Semester 2, students will study the production of Television Game Shows. They will look at the structure of such programs and identify common codes and conventions. They will also look at Game Shows from around the world and identify how cultural structures and expectations influence production. In groups, they will use the information they have learned to plan and produce their own short Television Game Show. Finally, upon completion of their film work, they will view and reflect on their own work and the work of others, ensuring to note areas of success and areas for improvement.

Mixed Materials Technology

Year 7

This introductory course is conducted over a term and introduces different aspects of the basic design process. Students will use this process to investigate various ideas and develop a project using a combination of materials, tools and equipment. At the end of the term, students will have a project they can be proud of and a better understanding of the overall design process.

Year 8

This unit gradually develops the skills students will use to construct various practical projects. It is a semester unit focusing on theoretical and practical aspects associated with using Multi-Materials and the associated technologies. 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 projects. The items produced can vary, but they are designed to develop basic design and practical skills while producing interesting products.

Year 9

Students complete this subject over a year, where 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 broader selection of tools and machinery compatible with their competency level.

Building on the Year 8 program, students further develop their design skills by investigating, creating and evaluating more intricate practical projects. These articles are governed by guidelines set down in the course outline.

Music

In Music, students will use the concepts 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), texture and timbre (sound 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 & 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 an increased awareness of how music is integrated into our everyday life and 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 vocal 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 & 10

Jam Session

Music is a universal expression of human experience and emotion. This course is designed to inspire and elicit an emotional response through listening and performance and provides opportunities for creative and personal expression. Students will develop their music skills, specifically in the field of performance, composition, and technology.
This is a fun and creative course that encourages students to develop their playing skills and to experiment with new sounds and genres. It also allows for students to begin using technology to help enhance musical performances.

This is a course for students who love to play and have a passion for Music, and who love to perform as an individual and as part of a band. This course is performance based, covering many genres of music, and includes a small amount of written work highlighting the concepts of music within the works being studied to give students a better understanding of the music they are playing and performing.

This course will prepare students for the Certificate II in Music in Upper School.

Music Enrichment

For Year 9 and 10 students, Music Enrichment is about extending creativity and challenging yourself. This course is structured specifically for students with a passion for Music, willingness to learn and are considering pursuing Music in upper school. This course is completely different to Jam Class, and students can study both Jam and Music Enrichment.

Students in the Music Enrichment course will engage in music making as performers and/or composers, both individually and collaboratively. They will develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to, and analysing music.

Students will look at the following concepts during this course:

1. Elements: What are the building blocks that make music work?
2. Narratives: How can music tell a story?
3. Identities: What can music tell us about people?
4. Innovations: What drives a composer to create something truly different?

The Music Enrichment program is ideally suited to students who have a strong background in music and who are passionate in developing their skills to a high level.

This course is an excellent introduction to students who wish to pursue Music ATAR in Upper School.

Photography

Year 8

This course focuses on 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 Photography 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 principles as applied to photography. Importantly, as with the Year 8 program, the Year 9 Photography 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 Photography 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 considering studying the Design: Photography General course in Years 11 and 12 will greatly benefit from this course of study.

This course prepares students for the Design Photography course offered in Upper School.

Physical Recreation

Physical Recreation is an exciting option that 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 the 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.**

	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	Tchoukball Indoor Hockey	Pool Benchball	Body Boarding Surfing
Year 10	Surfing Snorkelling	European Handball Ultimate Frisbee	Indoor Sports Table Tennis	Fishing Surfing

This course prepares students for the Outdoor Education General course offered in Upper School.

Reading Power

Year 10

Reading skills are fundamental to success in any field of study. This 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 one set novel, as well as novels of their own choice for assessments.

Students undertake a variety of activities throughout the course, including close study of a variety of genres, a creative writing task, book reviews, language study and a research project on methods of communication 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.

STEM Fundamentals

Year 7

This introductory subject introduces students to various STEM-based fundamentals that will enable them to solve real-world problems through an integrated STEM design and problem-solving process. The practical basis of the course will introduce all the components of STEM through the basic use of CAD, CAM, and CAE technology and processes. Collaborative thinking as the basis of problem-solving techniques will be explored extensively.

Year 8

In Year 8, the basic knowledge acquired in Year 7 within the integrated STEM field will be explored and developed further. The design and engineering processes employed in real-world problem-solving will be refined. The development of practical skills in manufacturing and planning will be explored and the use of CAD, CAM, and CAE technologies and processes developed further. Collaborative thinking as the basis of problem-solving techniques will be explored extensively.

Study Support

Some students receive targeted support in their learning from Education Assistants. These students may be extended the option of Study Support in place of an elective 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 any additional support may also identify that they would benefit from a time each week to study or to complete schoolwork. These students should contact the Learning Support Team to make enquiries about moving into this elective. Please note that preference is given to students requiring targeted support if demand for places in Study Support is high.

Entry to this class is dependent upon approval from the Head of Learning Support & Enrichment K-12. Please contact Mrs Tina Phizacklea at the College if you require further information.

Please note: *This class is different to 'Small Group Study', which is a support that involves withdrawal from class and is arranged on an individual basis by the Learning Support Team.*

Technical Graphics

Year 9

Building upon foundational work in Year 7 and Year 8 Digital Technology, 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. 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

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. 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 valuable 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.

This course prepares students for the Design Technical ATAR and General courses offered in Upper School.

Volleyball (Junior Squad)

The College's Junior Volleyball Squad is an integral part of the co-curricular program of Mandurah Baptist College. Previous students who have been in the Junior Volleyball Squad have gone on to represent WA and Australia in volleyball. Shona Howie and Adam Reinhardt have captained state teams and Lewis Peach and Joshua Howat have won medals representing Australia in Europe and Darwin.

Year 8 (Mixed class)

The Junior Volleyball Squad (JVS) is aimed at males 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 twice 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.

Please note: *This subject leads to Boys and Girls Volleyball in Year 9.*

Year 9 (Single gender class)

Students who have achieved a B grade or higher in Year 8 are encouraged to select Volleyball in Year 9. An increase in training intensities and skill development are the focus of this course. Opportunities are offered for students to try-out for the Australian Schools Cup teams, which competes at a national competition. This sporting event is the largest school sporting event in Australia and is held for 8 days on the Gold Coast (QLD) across three different venues every year.

Please note: *Students who completed Volleyball in Year 8 may be given preference. This subject leads to Boys and Girls Advanced Volleyball in Year 10.*

Year 10

Students who have achieved a B grade or higher in Year 9 are encouraged to select Volleyball in Year 10. A further increase in training intensities, court awareness, team cohesion/bonding and strategy development are the focus of this course. Students are encouraged to participate and try out for the Western Australian Junior Volleyball League (WAJVL) with home and away fixtures occurring in Terms 2 and 3.

Away venues include Rossmoyne Senior High School, Aquinas College, Perth Modern, The Rise and home games at the MBC Sports Centre. Continued opportunities are also offered to the students to try-out for the Australian Schools Cup team.

Please note: *Students who completed Volleyball in Year 9 may be given preference. This course is good preparation for students who wish to undertake the Physical Education Studies ATAR course in Upper School.*

Wood Technology (Woodwork)

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, students 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 which incorporate appropriate joints and fittings. These articles may 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.

This course prepares students for the Materials, Design & Technology: Wood General course offered in Upper School.

Assessment Policy

Lower School Assessment Policy

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

1. The purpose of assessment

Assessment is both an integral part of the teaching and learning process, as well as a helpful and powerful tool in gauging student progress and providing feedback on learning and next steps to growth. Within the framework of the teaching and learning process, teachers develop assessments according to a range of criteria, including the SCSA Principles of Assessment:

a) Assessment should be an integral part of Teaching and Learning
b) Assessment should be educative
c) Assessment should be fair
d) Assessments should be designed to meet their specific purpose
e) Assessment should lead to informative reporting
f) Assessment should lead to school-wide evaluation processes

In developing assessments, teachers also refer to relevant curriculum, including the Western Australian Curriculum and associated materials.

2. Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

3. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the Western Australian Curriculum (where relevant) or alternative curriculum
- provide students with access to a course outline and an assessment outline (see Section 4 below for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks using the College's feedback protocols

- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate, including but not limited to direct contact where academic concerns exist

4. Information provided to students

Before teaching starts the teacher will provide via SEQTA (on the program overview page) the following documents:

a) a course outline for the pair of units (or unit or semester) that shows:
    - the content from the syllabus in the sequence in which it will be taught
    - the approximate time allocated to teach each section of content from the syllabus
b) an assessment outline for the subject that includes:
    - the number of tasks to be assessed
    - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
    - the weighting for each assessment task
    - a general description of each assessment task
    - an indication of the content covered by each assessment task may also be included

The above information may be collated into a single document when uploaded to SEQTA.

5. 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. 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.

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.

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 indicate possible actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date 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 (e.g. 70% reduced to 63%), **or**
- 50% reduction in the mark if submitted two school days late (e.g. 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.

6. 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/end of semester assessments) 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 ensure that the reason for any absence has been communicated to Student Services, so that the absence for an assessment is marked as legitimate.

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 WAC requirements for the course (where applicable) 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. In exceptional circumstances, the parent/guardian

may negotiate with the relevant Head of Year the development of an individual plan that addresses absence for assessment and instruction. 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.

7. Absence for Examinations/Assessment Week (Lower School)

Should a student know in advance that they are going to be absent for the Lower School Assessment Week (Semester 1) or end of year examinations (Semester 2), they should:

- Inform their class teachers; and
- Inform their Head of Year (as per attendance protocols)

Heads of Year will inform the Deputy Principal: Curriculum of any students who are to be absent.

Should a student be unwell on the day of an examination and be unable to attend school, they must ensure that a signed note is received by the College explaining their absence.

Whether a student has a known absence in advance, or is unwell on the day of the examination, the following protocols will apply -

Semester 1 Assessment Week (end of semester assessments)

When a student is absent for an end of semester assessment, they may complete the assessment at a later time (before the processing of semester reports) if possible and appropriate (as determined by the Head of Learning Area, in consultation with the Deputy Principal: Curriculum if necessary).

If they are unable to complete their assessment in this timeframe, they will receive a standardised mark for any assessments missed.

Semester 2 Examinations

When a student is absent for an end of year examination, they will receive a standardised mark for their examination.

***Please note**: If early examinations are scheduled due to College sporting trips, students who know in advance that they will be absent may request to sit their examinations at this time; these arrangements will be approved at the discretion of the College. It is imperative in this scenario that students maintain the integrity of examinations and do not discuss the contents of any examinations with any other students.*

8A. Cheating, collusion and 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. parent, 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 will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised based on the professional judgment of the teacher in consultation with their Head of Learning Area, 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, including the application of a demerit by the relevant Head of Learning Area.

In exceptional circumstances, students may be granted the opportunity to resubmit an assessment where part of the work is not the student's own. This provision would only be extended once during the academic year across all of a student's courses.

8B. Referencing

Students are required to reference their work correctly in order to acknowledge sources and respect the intellectual property of others. The College's preferred referencing style is in-text referencing, using the APA referencing system.

Guidelines on referencing can be found on SEQTA.

Where work is not referenced correctly, academic penalties may apply (at the discretion of the teacher in consultation with the Head of Learning Area) and students' work may come under the plagiarism provisions as outlined in section 8A.

9. 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, outlined in the Authority's *Guidelines for disability adjustments for timed assessments*. Appropriate strategies could include:

- 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.

Parents as Partners in Learning

At Mandurah Baptist College we understand that parents are the most significant determinant of success in their child's learning journey. The attitudes parents share about learning, about school and the value they place on their children's engagement with the learning program will influence their child's approach throughout their time with us.

We know to assist your child to gain the most they can from their learning, and to assist them into the future they desire, we have to work in partnership – home and school must work together as a partnership.

Our values of **growth, integrity, faith, excellence, and relationships** are a strong framework for your child and, we believe, set a strong platform for their future, whether that be into academic pursuits, or for life in general. We want our students to be 'life ready' as it says in our mission statement – empowered to engage positively with the world they are year by year stepping into.

Naturally these formative years are important as we set our students on a course for a move into an adult world. High standards of behaviour, social and emotional development and care for their community are key to their future success and we see these years, including mistakes, as part of learning. In partnering with us, parents and students agree to abide by the Codes of Conduct. Sometimes we do have to engage in difficult parts of the journey, but it is important that students learn lessons (even hard ones) now and ideally not when they are out of the school environment.

Communication will be key to partnering with us. We seek to empower parents with access to information via a transparent SEQTA system. It is vital that as parents you monitor your child's progress so you can congratulate them on their successes, and help them identify when they need to address issues. Teachers are available to you and are keen to assist. Given secondary teachers see between 150-400 students per week (depending on their subject area) please feel free to leave a phone message or email and when they are available they will be in contact.

We consider it a privilege to be in the work of education, to see each student as created by God and to be part of their journey of growth and development, partnering with parents and families to best prepare students for a future filled with hope and potential.

Our Mission:

"To provide an excellent education in a Christian context, developing life ready students who reflect the character of Jesus."

How to Help Your Child Succeed in School

- Start each day smoothly and peacefully
- Send your child to school with a good breakfast
- Make sure they get plenty of sleep – keep the TV and internet out of the bedroom
- Use non-aggressive conflict resolution strategies
- Place a high value on good manners and respect
- Model and teach time management
- Talk often with your child
- Set up a great study venue
- Limit social media – it can set them up for a gossip-fuelled day
- Show your love of learning
- Talk with respect about teachers
- Teach manners
- Encourage your child to take responsibility
- Know that often when your child says, "everyone is…" they actually mean 2 or 3 at most
- Sport or exercise works wonders
- Be tough when you know a decision is in their best interest
- Encourage your child to use all the supports at their disposal
- Let your child know every day how much you love and value them

Communication and Other Policies

Communication

The lines of communication change in high school as your child has a greater number of teachers, who see between 150 and 400 students per week, and the students move between specialist facilities. All staff are keen to help, but to make things simple, your first point of contact for initial or minor matters is either

• Head of Year

• Pastoral Care Group Teacher

• A subject Teacher

The College has a voicemail system that allows parents to record messages, should the teacher be unavailable at the time they ring. Alternatively, staff can be emailed via admin@mbc.wa.edu.au or directly through SEQTA Engage. Staff will endeavour to return the communication as soon as possible around their teaching, meeting and extra-curricular schedules. We would ask that parents ring to make any appointments (so as not to be disappointed should a staff member be unavailable) and enter the College via the Front Office. We ask that parents give an indication of the nature of the meeting at time of booking so that staff can bring any necessary information to assist in the matter. For matters of curriculum the contact is the Deputy of Curriculum. For discipline and pastoral matters the contact is the Deputy of Student Care. For any other matters parents are welcome to contact the Principal.

Interim Reports are completed in Term 1 and Semester Reports are completed at the end of Terms 2 and 4. They are available via SEQTA Engage as soon as posted and remain there for your convenience. Parent Teacher interviews are held, where parents/guardians can make appointments to see staff, although parents are encouraged to make contact at any time should they feel concerned. Parents and staff are welcome to e-mail as a quick means of communication. Notifications in regard to non-performance or behaviour are sent from the College as needed via either SEQTA/email or telephone.

College Policies

Please see the College website for College Policies including –

Discipline Policy

Bullying Prevention Policy

Kindergarten to Year 12 Uniform Policy

Mandurah Baptist College Privacy Policy

Parent Code of Conduct

Student Code of Conduct

Student Safety and Wellbeing

Exclusions from Mandurah Baptist College

Discipline in school is all about learning. Most behaviours are followed up as part of correction, learning for future scenarios and increasing self-regulation, and importantly, as part of being **life ready** students.

There are, however, some issues that will result in immediate exclusion from the college. Every year these are highlighted to students in the first Assembly of the year and are available in school policies on a number of platforms.

Whilst we would not like to see any child leave the school, due to the high risks associated, exclusion will be invoked for issues including:

- Drugs: use, selling or distribution – any form of drug; bringing drug paraphernalia to school
- Violence: e.g. assaulting or threatening a teacher inside or outside of the college; any extreme violence may result in review of enrolment
- Illegal or malicious activity: e.g. distribution of pornography; concealed weapons; grooming
- Dangerous social trends that impact the life of the college. Please note, the College reserves the right to take immediate action on a trend that may present significant risk/harm.

Please note that exclusion for some of these categories may affect subsequent enrolment opportunities at other schools.

Senior School Complaints Procedure

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.

Mandurah Baptist College Complaints Policy and Procedure can be found here on the College website: https://www.mbc.wa.edu.au/complaints-policy/.