MANDURAH
BAPTIST COLLEGE
BE STRONG & COURAGEOUS

2024 Lower School Handbook

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.

Introduction

This handbook is designed to make the transition between Lower School years as easy as possible, providing the information required for students to make informed decisions about their education and future pathways. This handbook also serves as a key informational resource for students as it outlines important school policies and processes.

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 needs 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 1300 students.

Motto
The College motto is “Be strong and courageous”.

Contact
Mandurah Baptist College
22 Catalina Drive
Lakelands
WA 6180

Telephone: (08) 9583 7000
Website: www.mbc.wa.edu.au
Email: admin@mbc.wa.edu.au

Postal: PO Box 4116
Mandurah North
WA 6210

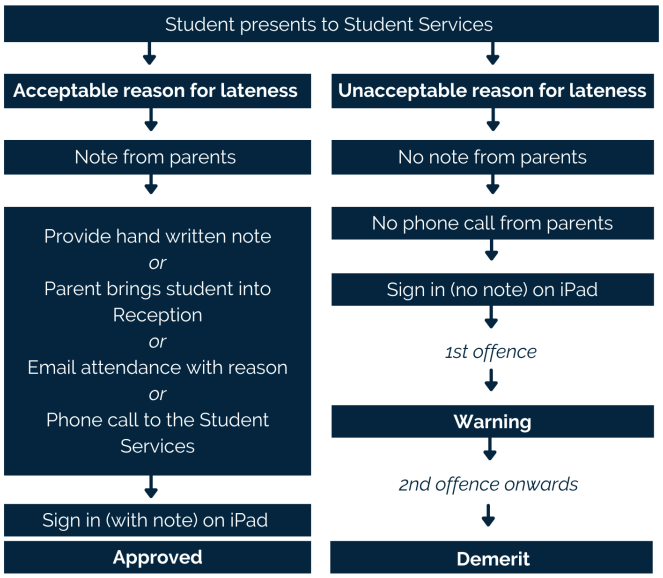
General College Adademic Information

Attendance & Punctuality

Classes 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.

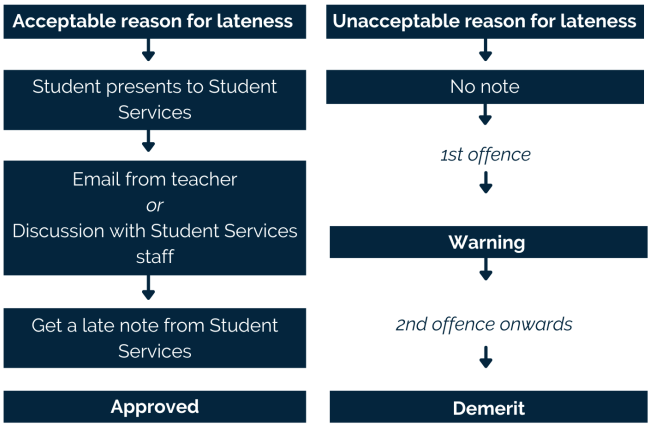
Students are required to be punctual and present at all lessons. Late arrivals in the morning must sign in at Student Services.

Late to School



Resets in Week 6 of term

Late to Class



Resets in Week 6 of term

Compulsory College Functions

Attendance at the following College functions is compulsory:

- College Easter Service
- Awards Evening
- Year 8 Camp
- Intra School Swimming
- Intra School Athletics
- Intra School Cross Country

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.

Uniform

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

K-12 Newsletter
The College has a fortnightly newsletter that is released via the MBC app. The newsletter contains College community updates, informational articles, and a range of other engaging materials.

Pastoral Care
The foundation of the pastoral care program at the College is our Pastoral Care Group classes, overseen by pastoral care group teachers, and students' year groups, overseen by our Heads of Year. Each pastoral care group teacher is available for consultation when students are experiencing difficulties or have questions. The Head of Year is available to all students in that year level and will liaise as necessary between parents and teachers. The Deputy Principal - Student Care coordinates the pastoral care system for all students.

The College's 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 themselves at the end of the previous school year and if elected, they will represent their year group for a one-year term.

Protective Behaviours
Our lower school students study from the *Keeping Safe: Kindergarten to Year 10* protective behaviours program. This curriculum is taught in a range of classes, including Christian Education, Health Education, and pastoral care group time. The Heads of Year oversee the curriculum within each year group. The topics covered include resilience, stress and self-management, relationships, abuse of power, bullying (and cyber bullying), digital reputation, moral compass, substance abuse, puberty, sexuality, discrimination, occupational safety, physical health, and a range of other important subjects. The topics are presented to students in accordance with the curriculum map and what is age appropriate. Each year we bring in a range of experts and guest speakers to enhance the program.

Extra-Curricular Activities
In addition to the general curriculum, students may also participate in a range of subject-specific competitions (internal and external), excursions, and incursions.

Students interested in Music are encouraged to join the College's Vocal Ensemble or undertake private music tuition through the College. For more information, please contact the Arts department.

There are also 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 three times a week. Please contact the Health & Physical Education department for further details.

Manduragogy
The Senior School has adopted a pedagogical model called 'Manduragogy' which is based on teaching and learning being Christ Centred, Creative, Future Focused and Holistic, and looking at how these approaches intersect and interact with our College Core Values of Faith, Growth, Relationships, Excellence, and Integrity.

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.

SEQTA
The College utilises SEQTA 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.

Tutoring
Tutoring is available from College staff in all 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 on SEQTA (in the Documents section) and in Student Services.

Examinations
All students from Years 8 to 10 will have examinations for Mathematics, English, Science, and Humanities at the end of each year, with end of semester assessments also occurring at the end of Semester 1. Every effort will be made to assist students with examination preparation and study skills.

Academic 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 Years 7 to 10 is:

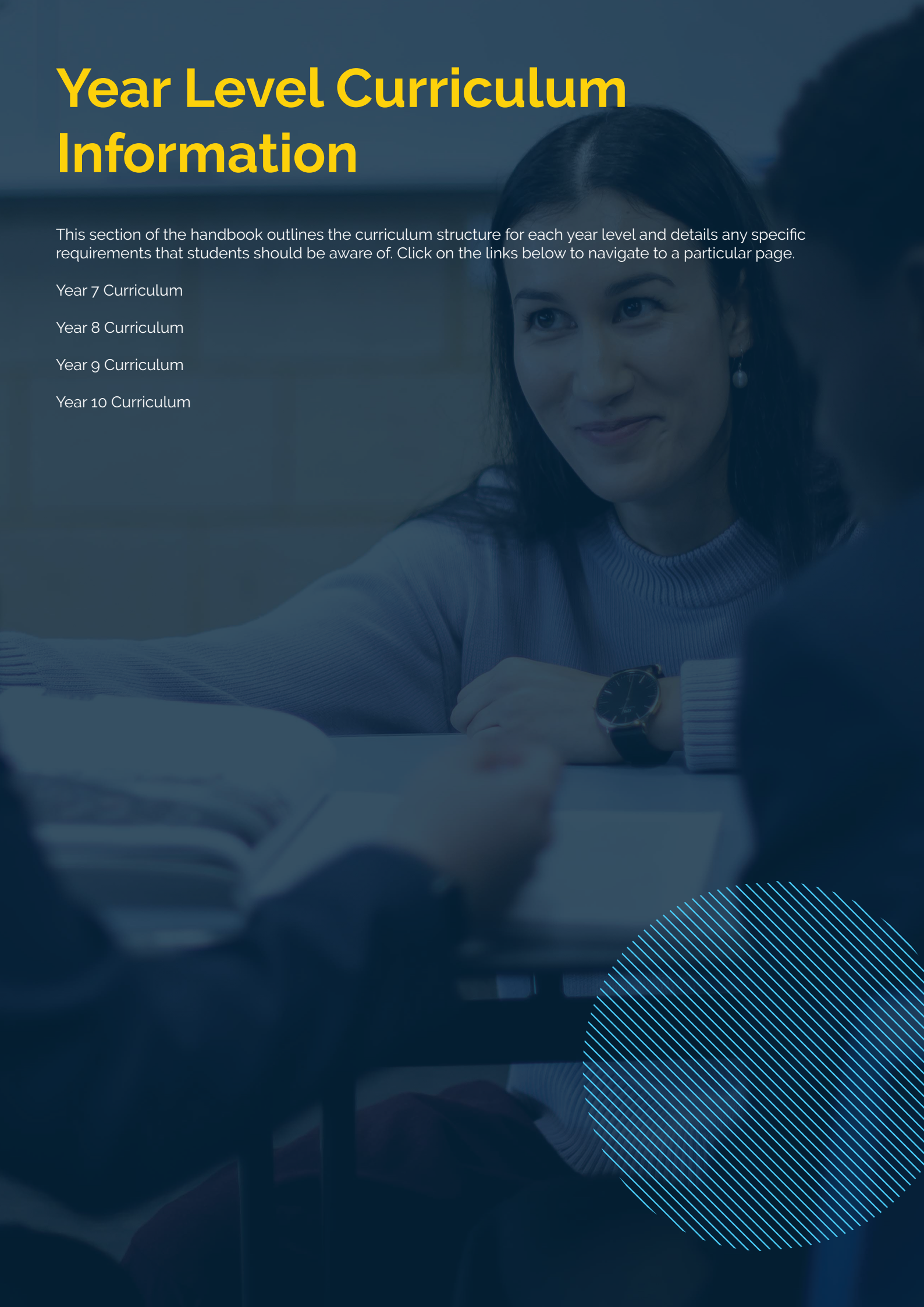
A	Excellent Achievement
B	High Achievement
C	Satisfactory Achievement
D	Limited Achievement
E	Very Low Achievement
N	Not Graded (see Assessment Policy)

Pathways & 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.

Year Level Curriculum Information

This section of the handbook outlines the curriculum structure for each year level and details any specific requirements that students should be aware of. Click on the links below to navigate to a particular page.



Year 7 Curriculum

The Year 7 program at Mandurah Baptist College adheres to School Curriculum and Standards Authority (SCSA) 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:

Subject	Number of Sessions
English	5 sessions
Humanities	5 sessions
Mathematics	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 Art

Total = 35 sessions in a week

Year 8 Curriculum

Year 8 students at the College complete 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:

Subject	Number of Sessions
English	5 sessions
Humanities	5 sessions
Mathematics	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 stipulations, students are required to select at least one elective from Performing Arts, Visual Arts, Digital Technologies, and Design Technologies subjects.

- Basketball
- Creative Craft
- Dance (PA)
- Design Graphics (Graphic Art)
- Digital Technology (DiT)
- Drama (PA)
- Engineering & Project Principles (DeT)
- Food Technology (DeT)
- Futsal
- Media (VA)
- Mixed Materials Technology (DeT)
- Music (PA)
- Photography
- Physical Recreation
- STEM Fundamentals (DeT)
- Visual Art (VA)
- 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 the College continues to extend students in their learning, building on the academic rigour of Year 7 and 8. Students can begin to specialise in subject areas and deepen their passions and skills.

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:

Subject	Number of Sessions
English	5 sessions
Humanities	5 sessions
Mathematics	5 sessions
Science	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 that they study for two sessions per week for the entire year. The elective subjects they can choose from are:

- Creative Craft
- Dance
- Design Graphics (Graphic Art)
- Digital Technology
- Drama
- Engineering & Project Principles
- Exploring the Microscopic World with the Electron Microscope
- Food Technology
- French
- Futsal
- Indonesian
- Jam Session (Music)
- Media
- Mixed Materials Technology
- Music Enrichment
- Photography
- Physical Recreation
- Real World STEM
- Technical Graphics
- Visual Art
- Visual Art Enrichment
- Volleyball

Total = 35 sessions in a week

Year 10 Curriculum

The Year 10 program at the College continues to extend students in their learning, building on the academic rigour of previous years as students prepare themselves for Upper School 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:

Subject	Number of Sessions
English	5 sessions
Humanities	5 sessions
Mathematics	5 sessions
Science	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:

- Business & Money Minds
- Childcare
- Design Graphics
- Digital Technology
- Drama
- Drama Enrichment
- Engineering & Project Principles
- Food Technology
- French
- Independent Study
- Indonesian
- Jam Session (Music)
- Media
- Mixed Materials Technology
- Music Enrichment
- Photography
- Physical Recreation
- Reading Plus
- Real World STEM
- Technical Graphics
- Visual Art
- Visual Art Enrichment
- Volleyball

Total = 35 sessions in a week

Core Subject Information

This section of the handbook outlines key information regarding English, Humanities, Mathematics, Science, and other core courses. These subjects form the basis of students' study in Years 7 to 10. The overview details the College's approach in relation to these core subjects (including information regarding academic support and extension), and the following sections outline specific Learning Area curriculum information. Click on the links below to navigate to a particular page.

Core Subject Overiew

The 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 section below outlines the **academic support** and **extension** options in each of the core areas.

English

Year 7
- All students study the same course at the same level. 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.

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 and 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 and 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.
- Students who are identified as requiring extra numeracy support may be placed into the College's numeracy intervention program.

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 and 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 and 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 Years 7 to 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 Years 7 to 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

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. This unit of work is conducted as an inquiry-based learning project.

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. This unit of work is conducted as an inquiry-based learning project.

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. This unit of work is conducted as an inquiry-based learning project.

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. This unit of work is conducted as an inquiry-based learning project.

MATHEMATICS

Students will follow the Western Australian Curriculum, and courses from Years 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 to 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 to 10 seeks to expose all students to topics taken from each of the fundamental disciplines: Biology, Chemistry, Physics, and Earth & 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 & 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 & 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. In chemical reactions, atoms are rearranged. Chemical reactions happen in both living and non-living things.
- **Earth & 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 & 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 Belt 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 occur **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 the 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 (GRAMMER, 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 high quality, differentiated 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.

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

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 also have intervention programs for students who are struggling with gaps in their foundational literacy and numeracy knowledge.

If you would like further information in relation to how the Learning Support team can support your child, please contact the College.

Elective Courses

This section of the handbook outlines key information about elective subjects, including course descriptions and how courses link to future pathways. Click on the links below to navigate to a particular page.

BASKETBALL

Year 8 (mixed class)
The Year 8 Basketball program is structured to provide a comprehensive learning experience for the students over one semester. The program begins with focusing on fundamental skills such as dribbling, passing, and shooting, gradually progressing into offensive and defensive strategies in subsequent weeks.

Players will engage in scrimmages and game situations, honing their decision-making and teamwork abilities. The program emphasises individual skill development and team collaboration, and dedicates time to strength and conditioning, injury prevention, culminating with more advanced offense and defence training.

Future Pathway Links:

- Boys and Girls Basketball in Year 9, 2025 (TBC)

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

Future Pathway Links:

- Career & Enterprise General
- Business Management & Enterprise General
- Accounting & Finance ATAR
- Economics ATAR

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.

Future Pathway Links:

- Children, Family & Community General

CREATIVE CRAFT

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.

Future Pathway Links:

- Children, Family & Community General

DANCE

Year 8
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. 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.

Year 9
In Year 9, Dance students are given opportunities to choreograph dance, using the elements of dance (BEST: Body, Energy, Space, Time), choreographic devices and structures to develop choreographic intent. They build on and refine technical competence in their dance skills in specific dance styles, focusing on retention and clarity of movement, projection, focus, expression and musicality. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work in groups. Dance genres that may be taught include (but are not limited to) contemporary, ballet, jazz, hip hop, street dance, tap, and cultural dance e.g. Bollywood.

Students begin to review specific choreographers and further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent. In addition, they investigate the evolution of particular dance genres and articulate comparisons in style.

Students are given an opportunity to present dance to an audience in the College lower school Arts showcase (D&M) in Term 4.

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 other digital programs 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 other digital programs to enter design competitions and produce designs that can be used throughout the school. They will have the opportunity to learn the critical skills needed to engage diverse audiences and create unique designs for banners, characters, CD covers and movie posters. This year group will have the unique opportunity to design the D&M poster and advertising for the lower school Drama and Music presentation. The student chosen will have their work displayed school wide as well as to the public. 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 engagement tactics.

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 and InDesign to 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 Design Graphics cohort will be in charge of designing the MMADDD advertising package, a whole school event that attracts the wider public into our school and showcases Music, Media, Arts, Drama, Design and Dance.

Future Pathway Links:

- Design Graphics General & ATAR

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. 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.

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 image manipulation 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, 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.

Future Pathway Links:

- Computer Science General & ATAR

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.*

Future Pathway Links:

- Drama General & ATAR

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.*

Future Pathway Links:

- Drama General & ATAR

Technology & Enterprise

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.

Year 10
Throughout the duration of this year-long curriculum, students will delve deeper into a wide array of electrical concepts by actively participating in collaborative theoretical sessions and crafting an ICT-centric Design Portfolio. This educational advancement builds upon the foundational understanding gained in Year 9, empowering students to visualize and execute functional projects that will provide them with a solid foundation as they progress into the Year 11 and 12 Mechatronics-based Engineering Curriculum.
The course framework is intentionally designed to promote both individual skill development and group dynamics. By offering opportunities for independent work and small team collaborations, the course nurtures peer engagement and fosters a culture of self-directed learning.

Future Pathway Links:

- Engineering Studies General & ATAR

Science

EXPLORING THE MICROSCOPIC WORLD WITH THE ELECTRON MICROSCOPE

Year 9
The electron microscope offers an exciting opportunity for Year 9 students to delve into the microscopic world. This course is specifically designed to engage and inspire students at this stage of their education. Through hands-on activities and interactive lessons, students will learn how to operate the electron microscope, prepare samples, and analyse the microscopic structures of various materials. By exploring real-world examples, relevant topics, and the history of microscopy, students will develop their scientific inquiry skills, enhance their understanding of scientific concepts, and gain practical experience with advanced microscopy techniques. As a culminating project, students will create a calendar featuring their own microscopic images.

Topic Outline:
- Introduction to the Electron Microscope
- History of Microscopy
- Operating the Electron Microscope
- Exploring Everyday Materials
- Investigating Biological Samples
- Environmental Analysis
- Materials Science and Engineering
- Forensic Microscopy
- Data Analysis and Interpretation
- Creating an Electron Microscopic Calendar

Future Pathway Links:
- Year 10 elective, 2025 (TBC)
- Science in Practice General
- Biology ATAR
- Chemistry ATAR
- Human Biology General & ATAR
- Physics ATAR

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, learning 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.

Future Pathway Links:

- Food Science & Technology General

FRENCH

Please note students must complete a Language course in Year 7 and Year 8 as per School Curriculum and Standards Authority (SCSA) requirements.

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.

Future Pathway Links:

- French: Second Language ATAR

FUTSAL

Year 8
The Year 8 futsal elective is based on the ProFive 40x20 methodology, a specialised training approach designed to enhance players' skills and understanding of the game.

Students who choose to take up the futsal elective will focus on developing key one player principals such as ball control, passing, shooting, and dribbling skills, as these are crucial in the compact futsal environment. The ProFive 40x20 methodology emphasises a player-centric approach, encouraging individual improvement while emphasizing the importance of collective play.

Year 9
In the Year 9 futsal elective, students will build upon the foundation laid in Year 8 and further advance their skills and knowledge of futsal through the continued implementation of the ProFive 40x20 methodology. This class aims to provide a more in-depth and nuanced understanding of the game, with a focus on honing two player and three player principles and tactical awareness, including offensive blocks, management blocks and defensive blocks.

Future Pathway Links:

- Mandurah Baptist College Futsal Academy

INDONESIAN

Please note students must complete a Language course in Year 7 and Year 8 as per School Curriculum and Standards Authority (SCSA) requirements.

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.

MEDIA

Year 7
TV News Production
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
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
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
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.

Future Pathway Links:

- Media Analysis & Production General & ATAR

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
Building upon the foundational skills acquired in Year 8, this unit aims to progressively cultivate the abilities necessary for students to undertake diverse practical projects. Spanning an entire year, the unit centres on both theoretical and hands-on dimensions concerning the utilisation of multi-materials and their related technologies. Significantly, the design process assumes a pivotal role, with a heightened focus on its proper application.

During the course, students will gain proficiency in novel manual and mechanical techniques, concurrently engaging in the process of designing, strategising, and constructing their projects. While the specific outputs may vary, the overarching goal is to nurture fundamental design and practical competencies while generating captivating end-products.

Year 10
Building upon the proficiencies acquired in Year 9, this course strives to elevate the capabilities essential for students to undertake a range of practical projects. The core of this program encompasses both theoretical exploration and hands-on application of multi-materials and their associated technologies. Emphasising the evolution of the design process assumes a central role, with a heightened emphasis on cultivating problem-solving strategies.

Throughout the duration of the course, students will master manual and mechanical techniques, concurrently immersing themselves in the stages of design, strategic planning, and project construction. Although the specific outcomes may vary, the overarching objective is to foster the refinement of design and practical skills while producing captivating final results.

Future Pathway Links:

- Materials, Design & Technology: Wood General

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.

Years 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

JAM SESSION

Year 9 & 10
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.

MUSIC ENRICHMENT

Year 9 & 10
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 Session, and students can study both Jam Session 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.

All Music students are encouraged to undertake tuition on an instrument of their and are encouraged to participate in the College Vocal Ensemble and performances throughout the year.

Future Pathway Links:

- Music Certificate III
- Music ATAR

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.

Future Pathway Links:

- Design Photography General

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 1 and 4 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

Future Pathway Links:

- Outdoor Education General
- Physical Education Studies ATAR
- Sport & Recreation Certificate II (Year 11) / Sport, Aquatic and Recreation Certificate III (Year 12)

English

READING PLUS

Year 10
Reading Plus is a Year 10 reading enrichment class that will broaden and deepen students' understanding and knowledge of the literary world. In this course, students delve into a range of literary texts from various genres, time periods and literary movements, encompassing both classic works and contemporary literature.

Reading Plus will sharpen students' critical thinking, enhance their analytical skills and deepen their appreciation for the power of literature and language.
Students who are avid readers and enjoy active discussion about the construction, context and meaning of written texts would be well suited to this course.

Future Pathway Links:

- English ATAR
- Literature ATAR

Technology & Enterprise

REAL WORLD STEM

Year 9
The Real World STEM program spans a year and delves deeper into the fundamental concepts introduced in Year 8 (in the STEM Fundamentals course), situated within the realm of integrated STEM education. This course aims to enhance the design and engineering methodologies applied in addressing real-world challenges, with a concentrated emphasis on all four components of STEM (Science, Technology, Engineering, Mathematics).

The cultivation of hands-on proficiencies in manufacturing and strategic planning will be thoroughly investigated, while the utilisation and advancement of CAD, CAM, and CAE technologies will be emphasised. The program places significant emphasis on collaborative thinking as the cornerstone of problem-solving techniques in authentic contexts.

Year 10
Continuing from Year 9, the Year 10 Real World STEM program advances the skills previously introduced. The collaborative utilisation of all STEM disciplines gains deeper exploration in tackling real-world issues.

Strengthening the foundational abilities in using technologies such as CAD, CAM, and CAE will be a key focus. This program maintains a strong emphasis on the pivotal role of collaborative thinking in shaping problem-solving strategies within genuine scenarios.

Future Pathway Links:

- Design Technical General & ATAR
- Engineering Studies General & ATAR

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 implementation of the Engineering Design Process. 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.

Future Pathway Links:

- Real World STEM (Years 9 & 10)
- Engineering Studies General & ATAR

STUDY SUPPORT

Some students require targeted support in their learning. 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 College.

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.

Future Pathway Links:

- Design Technical General & ATAR

VISUAL 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

Arts

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 Arts studies with the Art Enrichment courses.

Future Pathway Links:

- Visual Art ATAR

VISUAL 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.

Future Pathway Links:
- Visual Art ATAR

VOLLEYBALL

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 classes)
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.

Future Pathway Links:

- Physical Education Studies ATAR

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 together – home and school must be a partnership.

Our values of growth, integrity, faith, excellence, and relationships are a strong framework for your child and, we believe, establishes 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 150-350 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.

How to Help Your Child Succeed in Upper School

- Start each day smoothly and peacefully
- Send your child to school with a good breakfast
- Make sure they get plenty of sleep
- 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
- Encourage your child to take responsibility
- 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

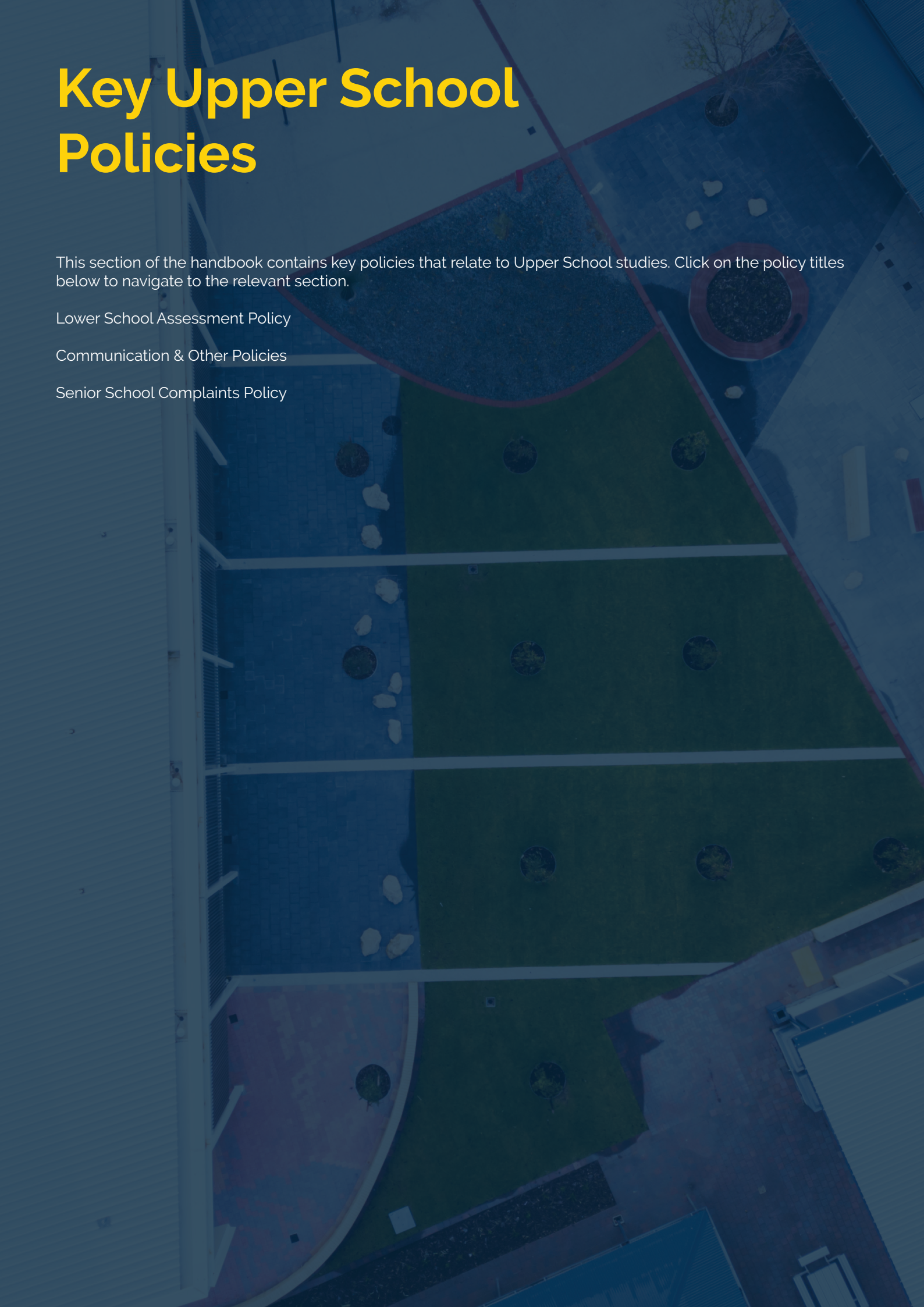
Key Upper School Policies

This section of the handbook contains key policies that relate to Upper School studies. Click on the policy titles below to navigate to the relevant section.

Lower School Assessment Policy

Communication & Other Policies

Senior School Complaints Policy



Lower School Assessment Policy

The following Guidelines have been developed to allow students, parents/guardians, 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 School Curriculum and Standards Authority (Authority) Principles of Assessment.

Assessment should:
- be an integral part of Teaching and Learning
- be educative
- be fair
- be designed to meet their specific purpose
- lead to informative reporting
- 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/guardians 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 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.
- 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/guardians 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 if 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
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/guardian, student, teacher, tutor, or expert)
- generated or written by Artificial Intelligence (AI)
- 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 the SEQTA homepage. 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. Equitable Access Adjustments

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, as outlined in the Authority's *Equitable Access to Assessment Policy*. 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.

Communication & 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 Pastoral Care. For any 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. A Parent Teacher afternoon is held in early Term 2 where parents 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 email 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.

Pastoral Care Policies
Please see the College website for 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 the 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 assemblies and Pastoral Care Group classes 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 Policy

Mandurah Baptist College is a community and as such, there will be times when parents/guardians will wish to make suggestions, may have a complaint, or raise a concern that needs addressing. Mandurah Baptist College takes these issues seriously and welcomes such feedback.

Mandurah Baptist College Complaints Policy and Procedure can be found here on the College website here.