MANDURAH
BAPTIST COLLEGE
BE STRONG & COURAGEOUS



2027 Lower School Handbook

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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.

Welcome from the Head of Secondary

'Blessed are those who find wisdom, those who gain understanding, for she is more profitable than silver and yields better returns than gold.' Proverbs 3:13-14

It is my privilege to welcome you to Mandurah Baptist College's Secondary School.

Our College mission is to 'provide an excellent education in a Christian context, developing life ready students who reflect the character of Jesus.' As students pass through each phase of their schooling with us, they are equipped and empowered with the necessary skills, knowledge, and strength of character that they need to make a positive impact on the world. Our students will help to shape the future, and it is our aim to ensure they are ready to take on whatever pathway they aspire to follow in life.

Through our learning, pastoral care, and extra-curricular programs, and through interactions with our dedicated staff and our Christian environment, our College's Core Values of Faith, Growth, Relationships, Integrity, and Excellence are instilled in each of our students. A part of our vision as a College is to 'be renowned for our excellent education and pastoral care', and we believe that this starts with providing a safe and inclusive environment to enable each student to grow and develop academically, emotionally, socially, and spiritually.

Our approach is truly holistic, and we believe that a full educational experience means providing a high standard of curriculum and academics, prioritising student care, having deeply embedded inclusive education practices, continually striving for improvement, and partnering with families to create a community where all students thrive.

Joanne Meek | Head of Secondary



Introduction

This handbook is designed to make the transition between Lower School years as simple 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, deeply grounded in our Christian faith, renowned for our holistic approach, excellent educational opportunities and pastoral care.

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 just over 1500 students.

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

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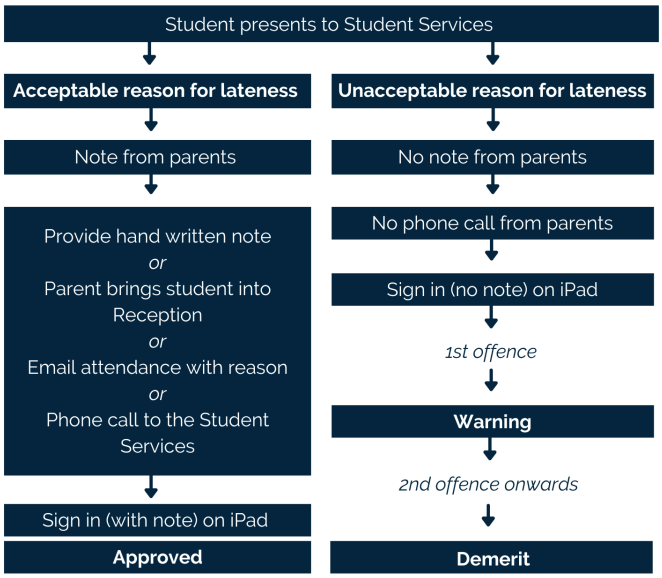
General College Adademic Information

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.

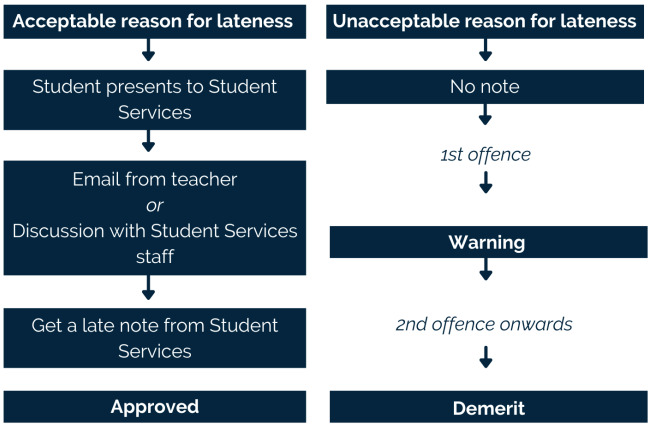
Students are required to be punctual and present at all lessons. Late arrivals in the morning must sign in at Student Services.

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 Group Camps
- Intra School Swimming
- Intra School Athletics
- Intra School Cross Country

General Conduct

In accordance with the values 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.

PK-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 Dean of Students 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

At MBC, all students study the *Keeping Safe: Child Protection Curriculum* program. This curriculum is taught in a range of classes, including Health Education and pastoral care group time. The Dean of Students and 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, AFL, swimming, volleyball, futsal, and athletics. The Fitness Centre is accessible to students twice a week. Please contact the Health & Physical Education department for further details.

The College also partners with the Duke of Edinburgh's International Award Office to offer the Duke of Ed program to students. The Duke of Ed is a comprehensive extra-curricular program which has three levels – Bronze, Silver, and Gold. Each level is made up of four sections which include Physical Recreation, Skills, Voluntary Service, and an Adventurous Journey. Students in the program work towards achieving certification for each level. Students can join the program in Year 9 onwards, and there is an elective offering in Year 10.

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 HASS 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, the Dean of Teaching & Learning, or the Head of Secondary.

The College Administration is happy to make appointments for students and parents to see key staff throughout the year.

Year Level Curriculum Information

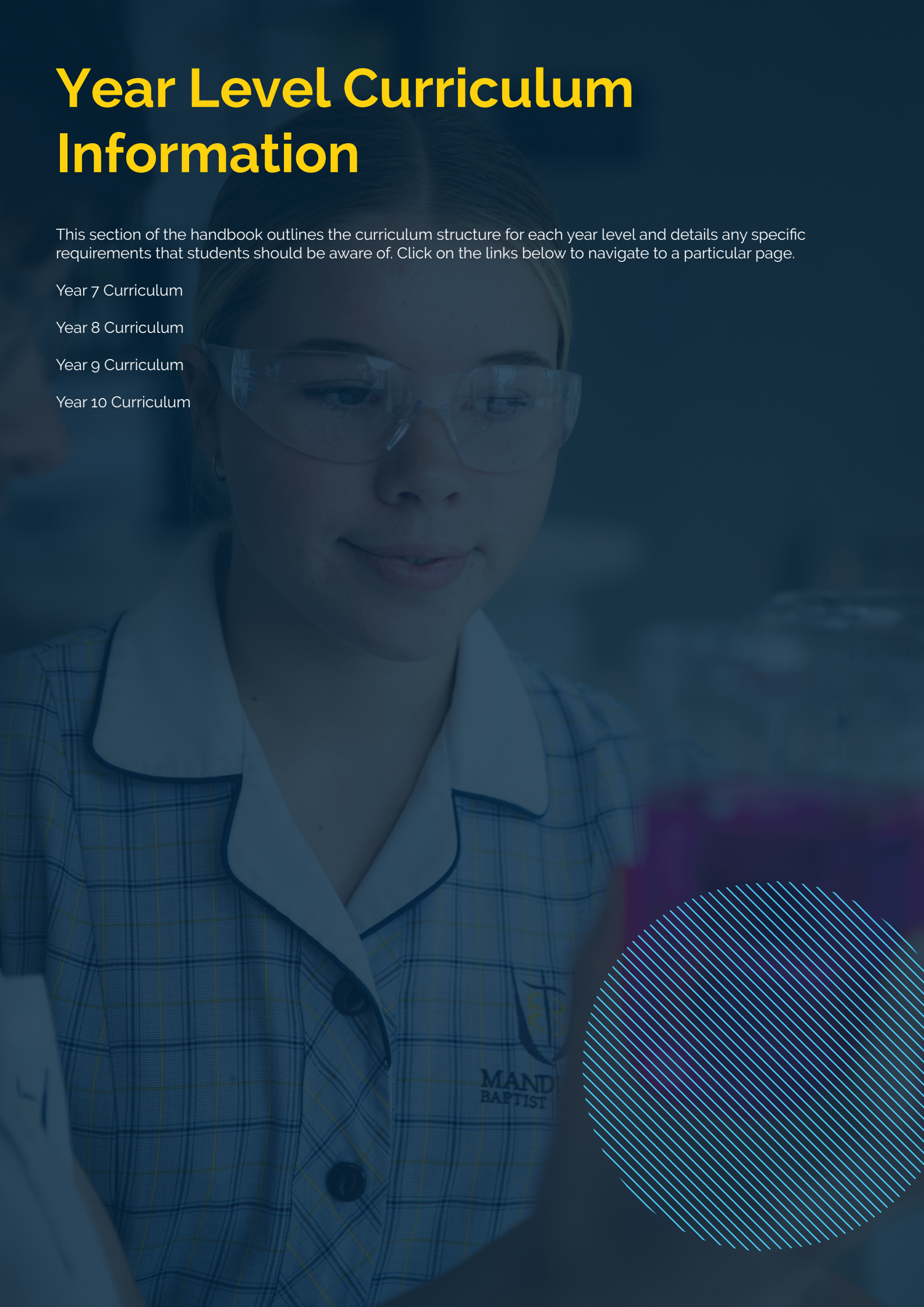
This section of the handbook outlines the curriculum structure for each year level and details any specific requirements that students should be aware of. Click on the links below to navigate to a particular page.

Year 7 Curriculum

Year 8 Curriculum

Year 9 Curriculum

Year 10 Curriculum



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
HASS	5 sessions
Mathematics	5 sessions
Science	5 sessions
Christian Education	1 session
Physical Education	2 sessions
Health Education	1 session
Languages	1 session
Step Up	1 session
Music	1 session
Digital Technology	1 session
GPS Literacy	1 session
ACE Numeracy	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
- Engineering Fundamentals
- Fitness
- Food Science & Technology
- Materials Design & Technology
- Media Production & Analysis
- Visual Arts

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
HASS	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
- Children, Family & the Community
- Dance (PA)
- Design: Graphics
- Design: Photography
- Drama (PA)
- Engineering & Project Principles (DeT)
- Engineering Drawing & Design (DeT)
- Food Science & Technology (DeT)
- Futsal
- Materials Design & Technology (DeT)
- Media Production & Analysis (VA)
- Music (PA)
- Physical Recreation
- Visual Arst (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
HASS	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:

- Basketball
- Children, Family, & the Community
- Dance
- Design: Graphics
- Design: Photography
- Digital Technology
- Drama
- Engineering Drawing & Design
- Engineering & Project Principles
- Exploring the Microscopic World with the Electron Microscope
- Food Science & Technology
- French
- Futsal
- Indonesian
- Jam Session (Music)
- Materials Design & Technology
- Media Production & Analysis
- Music Enrichment
- Outdoor Education
- Sport & Recreation
- Visual Arts
- Visual Arts 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
HASS	5 sessions
Mathematics	5 sessions
Science	5 sessions
Christian Education	1 session
Physical Education	2 sessions
Health Education	2 sessions
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:

- Basketball
- Business & Money Minds
- Children, Family, & the Community
- Dance
- Design: Graphics
- Design: Photography
- Digital Technology
- Drama
- Drama Enrichment
- Duke of Edinburgh
- Engineering Drawing & Design
- Engineering & Project Principles
- Exploring the Microscopic World with the Electron Microscope
- Food Science & Technology
- French
- French Enrichment
- Futsal
- Independent Study
- Indonesian
- Jam Session (Music)
- Materials Design & Technology
- Media Production & Analysis
- Money Management
- Music Enrichment
- Outdoor Education
- Reading Plus
- Sport & Recreation
- Visual Arts
- Visual Arts Enrichment
- Volleyball

Total = 35 sessions in a week

Core Subject Information

This section of the handbook outlines key information regarding English, HASS, 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 Overview

English

Humanities & Social Sciences (HASS)

Mathematics

Science

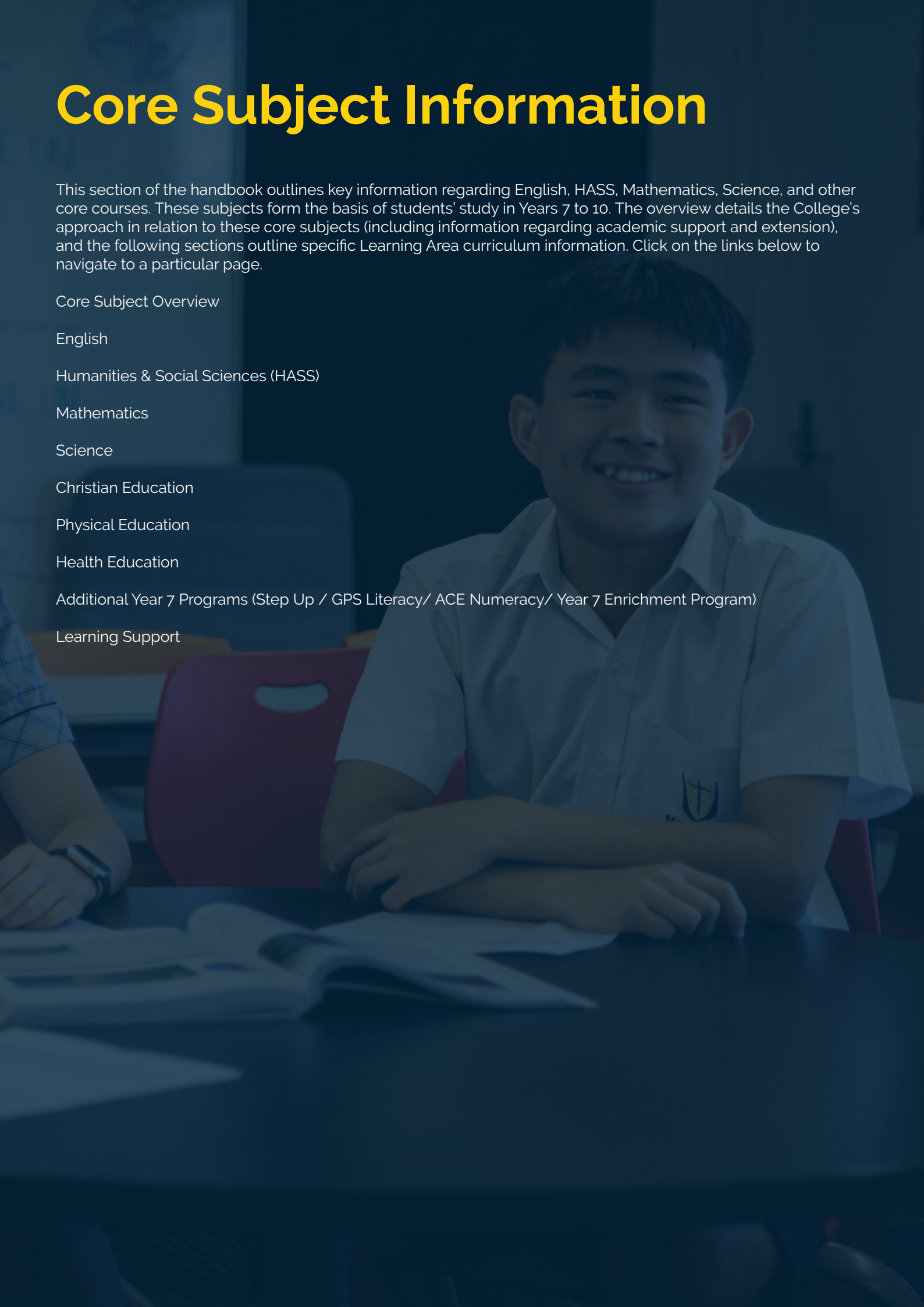
Christian Education

Physical Education

Health Education

Additional Year 7 Programs (Step Up / GPS Literacy/ ACE Numeracy/ Year 7 Enrichment Program)

Learning Support



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. Students who may require extra support will be placed in classes that are suited to their needs, and the College runs a range of intervention programs designed to help students address any gaps in their literacy and numeracy knowledge.

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 enrichment. 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 **enrichment** options in each of the core areas.

English

Year 7
- Students study the same course at the same level, but students who may require extra academic support will be placed in a class that is paced and delivered at an appropriate 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
- **Enrichment:** Students who have shown strong ability in English 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
- **Enrichment:** 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 & Social Sciences

Year 7
- Students study the same course at the same level, but students who may require extra academic support will be placed in a class that is paced and delivered at an appropriate level. Adjustments are made on an individual basis in consultation with parents.

Year 8
- **Enrichment:** 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
- **Enrichment:** 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

- Students study the same course at the same level, but students who may require extra academic support will be placed in a class that is paced and delivered at an appropriate level. Adjustments are made on an individual basis in consultation with parents.

Year 8

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

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

Year 9 and 10

Students are grouped into demonstrated ability classes and are assessed on four pathways:

- **Enrichment:** 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

- Students study the same course at the same level, but students who may require extra academic support will be placed in a class that is paced and delivered at an appropriate level. Adjustments are made on an individual basis in consultation with parents.

Year 8

- **Enrichment:** 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

- **Enrichment:** 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
Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features and features of voice.

Students read, view and comprehend texts created to inform, influence and/or engage audiences. They explain and discuss how ideas are portrayed and how texts are influenced by contexts. They explain and discuss the aesthetic qualities of texts, and how text structures, language features, literary devices and visual features shape meaning. They select evidence from texts to develop their own response.

Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features, literary devices and/or multimodal features.

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

Year 8
Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features, literary devices and/or multimodal features and features of voice.

Students read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They discuss and analyse how ideas are represented and how texts reflect or challenge contexts. They discuss and analyse the aesthetic qualities of texts, and how text structures shape meaning. They discuss and analyse the effects of language features, intertextual references, literary devices and visual features. They select supporting evidence from texts to develop their own response.

Students create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features, literary devices and/or multimodal features.

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
Students interact with others, and listen to and create spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features, literary devices, multimodal features and features of voice.

Students read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse and interpret representations of people, places, events and concepts, and how texts respond to contexts. They analyse and interpret the aesthetic qualities of texts and the effects of text structures, language features, literary devices, intertextual references and multimodal features. They incorporate supporting evidence from texts to provide substantiation.

Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features and literary devices, and experiment with multimodal features.

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

Year 10
Students interact with others, and listen to and create spoken and multimodal texts, including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select, adapt and experiment with text structures to organise and develop ideas. They select, adapt, vary and experiment with language features, rhetorical and literary devices, and experiment with multimodal features and features of voice.

Students read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse, interpret and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse, interpret and evaluate the effects of text structures, language features, literary devices, intertextual connections and multimodal features, and their contribution to the aesthetic qualities of texts. They incorporate supporting evidence from texts to provide substantiation.

Students create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select, adapt and experiment with text structures to organise, develop and link ideas and representations. They select, adapt, vary and experiment with language features, literary devices, and multimodal features.

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



HUMANITIES & SOCIAL SCIENCES (HASS)

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

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

Students follow the Western Australian Curriculum.

Year 7

History

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

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

Deep Time History and the Ancient World

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 Aboriginal and Torres Strait Islander peoples as the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time, and the significant beliefs, values and practices of Ancient China.

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 understand the concept of innovation and the ways businesses identify and respond to business opportunities.

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 Australia's legal system and how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation. 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 encountered 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. Then, students move to a study of The Industrial Revolution (1750–1914). They will examine the social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th century.

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. There is a focus on work and financial decision-making and the reasons individuals work; the types of work they are involved in; and how they may derive an income as well as the ways that individuals plan and budget to achieve short-term and long-term financial goals.

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 young people's rights and responsibilities when interacting with law enforcement. This unit of work is conducted as an inquiry-based learning project.

Year 9
History
The Year 9 curriculum provides a study of Australian history (1750–1914). This 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'. Students will investigate the places where people from Australia fought, the impacts of World War I on the Home Front, and then finally the commemoration of World War I.

Economics and Business
In Year 9, students learn about Australia in the global economy through the interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model. They will finish this unit with investigating the ways consumers can practise personal financial safety.

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. Students will look at the Second World War and its lasting impact on Australia and the world as well as investigating rights and freedoms in Australia.

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. The changing world of business and the ways that businesses respond to changing economic conditions are explored alongside the way the work environment is changing in Australia and the implications for current and future work.

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. A consistent modelling process is included across all content strands and across all years.

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 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. They are introduced to Pythagoras' Theorem and use it to find unknown sides of right-angled triangles.

Year 9
By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students identify conditions for the congruence of triangles. 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.

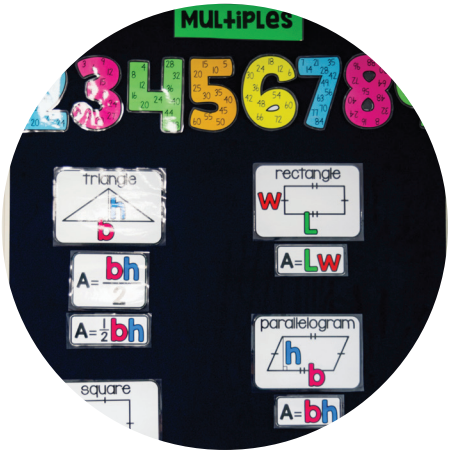
Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.

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 describe the association between two categorical variables.

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 explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. 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. 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:** Properties of the different states of matter can be explained by the motion of particles. Mixtures including solutions, can be separated using many techniques.
- **Earth & Space:** There are different types of celestial objects. Planets in our solar system have distinguishing features. Seasons, eclipses, tides, 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 Inquiry
Inquiry 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 called atoms make up all matter. Elements can be classified as metals or non-metals. Any substance is either an element, a compound, or a mixture. Chemical changes produce new substances.
- **Earth & Space:** Plate tectonics explains global patterns of geological activity. Rocks are composed of minerals. 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. Heat can be transferred in different ways. Electricity can flow through a circuit.

Science Inquiry
Inquiry 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 have adaptations that enable their survival and can respond to their environment. Population size and density can be affected by abiotic and biotic factors.
- **Chemistry:** The atomic number and mass number can give us information about an atom as does the way the periodic table is organised. Compounds can form in chemical reactions. In chemical reactions, atoms are rearranged.
- **Earth & Space:** Global systems include the carbon and water cycles. Changes to global systems can be used to explain patterns of global climate change.
- **Physics:** Sound waves are longitudinal waves and can be reflected. Light is an electromagnetic wave and can be reflected an refracted.

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

Year 10

Science Understanding

- **Biology:** There are two types of cell division. Characteristics are passed on to offspring through DNA. A species can adapt to a new environment through the process of natural selection.
- **Chemistry:** The bonding of atoms can be explained by the arrangement of electrons. Reactions follow general patterns. Different factors can affect a reaction rate.
- **Earth & Space:** Stars are thought to have a life cycle. Space exploration contributes to knowledge.
- **Physics:** Energy is conserved within a system. Motion can be described using the laws of Physics.

Science Inquiry

Students develop their Inquiry 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 and Service Learning 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.

Inspired by the teachings of Christ, the program involves a practical service component. Each year, students will be offered the opportunity to identify needs in the community that they have the capacity to meet. Focusing on school, local and wider community, this aspect of the program encourages character development that does not centre on self but rather on the well-being of others, emphasising the power of community participation.



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 Tennis
2	1 - 3 4 - 10	2	Cross Country Athletics	Cross Country Soccer	Cross Country Netball	Cross Country Basketball
3	1 - 3 4 - 10	3	Athletics Cricket	Athletics Gymnastics	Athletics AFL	Athletics Flag Belt Rugby
4	1 - 3 4 - 10	4	Fitness Test Basketball	Fitness Test Multicultural Games	Fitness Test Hybrid Sports	Fitness Test 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 year 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 students include Cricket, Volleyball, AFL, Netball, and Basketball. Other Inter-school sports offered, dependent on level of interest, are Triathlon, Body Boarding, Surfing, Golf 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
- 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.



ADDITIONAL YEAR 7 PROGRAMS

STEP UP

Transitioning into secondary school requires a "Step Up". This program aims to equip our Year 7 students with the skills and processes needed for academic success and personal wellbeing in high school. Focal points of the course include personal organisation, homework planning, time management, study skills, research and referencing strategies, as well as the effective use of SEQTA. The Step Up program also aims to enhance digital literacy, including the appropriate use of AI, encouraging a safe navigation of the digital landscape. Step Up is designed to build a strong foundation for a successful secondary school journey. Year 7 students participate in Step Up classes once a week, and they have one study session (called Step Up Study) to provide time for them to complete homework, assignments, and other classwork.

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.

ACE NUMERACY (APPLIED CALCULATION & EVERYDAY NUMERACY)

This course is completed by Year 7 students. ACE Numeracy is a course designed to strengthen and embed core numeracy skills and support students in applying their mathematical understanding to practical, real-life situations. The course aims to build students' confidence, fluency and problem-solving skills, equipping them with the essential numeracy skills needed for success across a range of subjects in secondary school and in everyday life. Year 7 students participate in ACE Numeracy classes once a week.

ENRICHMENT PROGRAM

The Year 7 Enrichment Program is a course that is focused on inquiry-based and student-directed learning. The overarching aim of the program is to challenge and further develop students' academic abilities as well as their understanding of wider considerations such as ethics and citizenship. Selected Year 7 students participate in Enrichment classes.



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 to 10)
- Business & Money Minds (Year 10)
- Children, Family, & the Community (Years 8 to 10)
- Dance (Years 8 to 10)
- Design: Graphics (Years 8 to 10)
- Design: Photography (Years 8 to 10)
- Digital Technology (Years 7 to 10)
- Drama (Years 7 to 10)
- Duke of Edinburgh
- Drama Enrichment (Year 10)
- Engineering Drawing & Design (Years 8 to 10)
- Engineering Fundamentals (Year 7)
- Engineering & Project Principles (Years 8 to 10)
- Exploring the Microscopic World with the Electron Microscope (Year 9 to 10)
- Food Science & Technology (Years 7 to 10)
- French (Years 7 to 10)
- French Enrichment (Year 10)
- Futsal (Years 8 to 10)
- Indonesian (Years 7 to 10)
- Materials Design & Technology (Years 7 to 10)
- Media Production & Analysis (Years 7 to 10)
- Money Management (Year 10)
- Music (Years 7 to 8) / Jam Session & Music Enrichment (Years 9 to 10)
- Outdoor Education (Years 9 to 10)
- Physical Recreation (Year 8)
- Reading Plus (Year 10)
- Sport & Recreation (Years 9 to 10)
- Study Support (Years 8 to 10)
- Visual Arts (Years 7 to 10)
- Visual Arts Enrichment (Years 9 to 10)
- Volleyball (Years 8 to 10)

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.

Year 9 (mixed or single gender classes based on numbers)
The Year 9 Basketball program is a progression of the Year 8 course, aimed at consolidating the comprehensive learning experience for the students over the whole year. The program builds on fundamental skills such as dribbling, passing, and shooting, developing individual skills as well as offense and defensive strategies.

Students will take part in small group and larger team game contexts, growing their all-round abilities and understanding of the game. The program continues to emphasise individual skill development and is run in conjunction with Development Coaches at Mandurah Basketball Association.

Please note: Students who completed Basketball in Year 8 may be given preference.

Year 10 (single gender classes)
The Year 10 Basketball program is designed for students who are ready to take their skills, game knowledge, and physical conditioning to the next level. Building on the foundations from previous years, this year-long course focuses on advanced offensive and defensive systems, refined technical skills, and in-game tactical decision-making.

Students will participate in competitive game situations, leadership roles within teams, performance analysis and targeted training sessions with Development Coaches from the Mandurah Basketball Association.

Please note: Students who completed Basketball in previous years may be given preference.

Future Pathway Links:

- Physical Education Studies



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



CHILDREN, FAMILY, & THE COMMUNITY

Year 8
In Year 8, this semester long course focuses on Fun With Textiles. Students are introduced to various foundational needlecraft techniques to inspire their passion and confidence in sewing. This practical unit emphasises hands-on learning, as students will work through the Technology and Enterprise design solution process to create functional and aesthetically pleasing textile items.

Students will learn the basics of using an electric sewing machine and other sewing tools while also exploring the creative possibilities of fabrics. They will have the opportunity to design and produce items for personal use and bedroom decor.

By the end of the course, students will have developed the skills necessary to complete independent sewing projects, fostering both technical proficiency and creative problem-solving abilities.

Year 9
In the Year 9 course, students focus on understanding the dynamics and needs of individuals, families, and communities. Through shared research and collaborative projects, they explore essential life skills such as goal-setting, self-management, decision-making, communication, and cooperation.

Students will apply these skills to create products, services, or systems designed to support the well-being and development of communities. By engaging in this practical and socially focused curriculum, students will gain a deeper understanding of how their actions and contributions can positively impact the lives of others.

Year 10
In the Year 10 course, the skills and knowledge gained in the previous years are developed further. In the first semester, there is a specific focus on exploring the development of children from conception to five years of age, and topics such as pregnancy, birth, breastfeeding, and essential baby care items form part of this unit. The second semester focuses on the developmental stages of infants and young children, emphasising how to care for and nurture them to ensure they thrive.

Students gain hands-on experience by visiting a Kindy class to observe and interact with young children. Additionally, students create practical items and complete projects such as multi-modal presentations and self-made products that relate to the care and development of babies and children.

Future Pathway Links:

- Children, Family, & the Community General



DANCE

Year 8
Year 8 students will have the opportunity to develop and refine dance skills, choreograph using improvisation techniques, learn the elements of dance and choreographic devices and structures, and learn routines in different genres, including lyrical/contemporary, and jazz fusion. Students will also understand how to turn literal movements into abstract movements and manipulate their dance towards a theme. Students develop performance techniques such as projection, expression and focus as well as build an understanding of how dance can communicate meaning. Students will also explore and apply safe dance practices and will investigate the differences between different genres of dance through time.

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

Year 9
In Year 9, Dance students are given opportunities to choreograph, 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 contemporary and other 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 works to further understand the use of the elements of dance, choreographic devices and structures, and design concepts that underly 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 (DDM) in Term 4.

Year 10
In Year 10, Dance students continue to extend their use of the elements of dance (BEST) and choreographic processes to expand choreographic intentions in their choreography. They extend their technical dance skills to include style-specific movement skills.

Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their knowledge of the use of the elements of dance, choreographic processes and design concepts in their own dance and in professional works. They investigate dance and the influences of the social, cultural and historical contexts in which it exists. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. Genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

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

Future Pathway Links:

- Dance General & ATAR



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 the Procreate app and other digital programs to create designs for posters and stickers. 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 and typography.

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 the Procreate app 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 characters and music album covers., 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, mind mapping, mood boards, ideations, and design development.

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 the Procreate app to produce a skateboard design that they will get printed professionally and placed on a skateboard that they take home. 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. Students learn the design process and create a mini design portfolio.

Future Pathway Links:

- Design: Graphics General & ATAR



DESIGN: 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
In Year 10 photography, students embark on a creative journey, delving into the art of visual storytelling through both technical and conceptual exploration. In Semester 1, students hone their skills with an iPhone photography course, capturing the world around them with precision and creativity. From the delicate play of light in silhouettes and the vibrant hues of sunset imagery to the intimate details of portraiture, students work on various photographic briefs designed to develop their technical, conceptual, and critique abilities.

Transitioning into Semester 2, the focus shifts to the theme of "Awe"— an exploration of what inspires and moves them in their daily lives. Equipped with DSLRs, they push their boundaries further, creating a series of stunning and symbolically rich images. Through the use of Adobe programs like Photoshop and Lightroom, they refine their works, producing personal and evocative visual narratives. Each student's portfolio is a testament to their growth as a photographer, showcasing their unique perspectives and deepened understanding of the art form.

Future Pathway Links:

- Design: Photography General



DIGITAL TECHNOLOGY

Year 7
Year 7 Digital Technology introduces students to the foundations of computational thinking, digital systems and problem-solving. Students build confidence and knowledge to work with computer hardware and software, including 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.

Through design thinking and project-based learning, students learn to investigate and define problems, generate ideas, plan projects and work collaboratively to develop digital solutions. Students begin developing project management skills by setting goals, organising tasks, managing time and communicating their ideas. They also investigate digital footprints, online privacy, personal data and strategies for protecting digital accounts. Students evaluate their solutions and reflect on how effectively they have addressed the needs of users.

Year 8
Building on the foundations developed in Year 7, students explore more advanced concepts in programming, data, networks and digital systems. Students investigate data transmission and network security while developing their understanding of how digital systems represent, process and communicate information.

Students further develop their design thinking and project management skills by investigating user needs, defining design problems, generating and refining ideas, and planning the development of digital solutions. They learn to manage time, resources and project tasks while working collaboratively. Privacy, security and ethical considerations are explored through topics such as data collection and ownership, authenticity of information and cybersecurity threats. Students test, evaluate and refine their solutions against defined criteria.

Year 9
Year 9 Digital Technologies develops students' ability to use computational and design thinking to solve authentic problems. Students explore how hardware and software work together to manage, control and secure data, with a particular focus on cybersecurity and digital threats. They 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.

Students apply a structured design thinking process to investigate problems, identify the needs of users and stakeholders, generate and refine ideas, and develop prototypes and digital solutions. They strengthen their project management skills by planning projects, allocating resources, managing time and communicating decisions while working collaboratively. Students also investigate the Australian Privacy Principles and consider how personal data is collected, stored, accessed and protected. Through testing and evaluation, students refine their solutions and consider their social, ethical and practical impacts.

Year 10
Year 10 Digital Technologies provides students with opportunities to develop advanced skills in computational thinking, programming, data analysis and digital system design. They 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 apply design thinking and agile project management processes to authentic and increasingly complex challenges. They investigate stakeholder needs, define problems, generate and prototype ideas, and develop digital solutions through an iterative process of testing, evaluation and refinement. Students develop detailed project plans that consider time, resources, production processes, social, ethical, economic, sustainability and legal factors. They also apply the Australian Privacy Principles to digital systems and consider how individuals can effectively manage their digital footprints.

Through collaborative projects, students develop the independence, creativity, critical thinking and organisational skills required to plan, implement and evaluate innovative digital solutions, preparing them for further study and pathways in Digital Technologies and related fields.

Future Pathway Links:

- Computer Science General

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, evaluations and script analysis.

Year 7
Year 7s are introduced to the world of Drama with one double period Drama lesson per week for one term. With a focus on teamwork and building self-confidence, students have the opportunity to perform themselves or using puppets, exploring voice and movement techniques through improvisation to create characters and engaging stories. This course provides students with a fun and supportive environment to gain self-confidence and ignite their creativity.

Year 8
The Year 8 Drama program builds on the skills learnt in Year 7, with students continuing to engage in improvisation activities, as well as exploring other genres, such as Readers Theatre. The course also includes learning about the production roles of lighting, set, costume and sound design, with students performing a scene from a set text, incorporating all these aspects into their performance.

Year 9
Year 9 Drama students explore different styles of Drama, including Melodrama, Mime, and Stage Combat. Students also have the opportunity to create their own soap opera, writing the scripts as well as filming and editing the footage. The Year 9 Drama course is fun and engaging and has proved very popular over the years, improving student self-confidence and encouraging teamwork and creativity.

Year 10
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. In Year 10 Drama, we will explore various styles of drama that have shaped the Arts world, such as Poor Theatre, Epic Theatre and Realism. Students also create a performance for the Term 4 lower school Arts showcase, "DDM" (Drama, Dance, Music).

While this course is performance based, it has an element of written work, including reflections, peer evaluations, and script analysis. 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 DDM performance in Term 4, which forms part of their assessments for the course.

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. The Drama Enrichment course is completely different to Year 10 Drama.

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.

Students wishing to take the Drama Enrichment course must also enrol in the Drama elective class.

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

Future Pathway Links:

- Drama General & ATAR



DUKE OF EDINBURGH

Year 10
The Duke of Edinburgh Award provides all young Australians with the opportunity to uncover their purpose, passion and place in the world through a range of activities.

The Duke of Edinburgh's International Award (the Duke of Ed) has been running for over 60 years. The Award is the global leader in the organising and accrediting of non-formal education through a range of activities including physical recreation, volunteering, skills building and an adventurous journey. The qualification is recognised by dozens of employers and several universities inside Australia and abroad.

The comprehensive program has three levels – Bronze, Silver, and Gold. Students in the program work towards achieving certification for each level.

Future Pathway Links:

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



Technology & Enterprise

ENGINEERING DRAWING & DESIGN

Year 8
The Year 8 Engineering Drawing and Design course introduces students to the exciting world of engineering, architecture, and structural design. Students will learn how engineers communicate ideas through drawing, modelling, and digital technologies while developing creative problem-solving and design-thinking skills.

Students will explore the fundamentals of engineering sketching, technical drawing, and structural design, learning how simple structures are designed to be strong, stable, and fit for purpose. Students will investigate real-world engineering challenges and use the design process to develop, test, and improve their ideas.

Using introductory CAD software, students will create digital designs and physical prototypes. The course encourages creativity, innovation, and collaboration while developing the confidence to communicate design ideas visually and technically.

This semester course provides an engaging introduction to engineering design and is an ideal pathway into the Year 9 and Year 10 Engineering Drawing and Design; Engineering Project principles; and Materials Design and Technology courses.

Year 9
Building on the foundational skills developed in Year 8, students will further explore the role of designers, architects, and engineers in developing safe, efficient, and sustainable structures and products. Following the WA Curriculum Design Process, students will investigate design challenges, define project requirements, generate and communicate ideas, produce solutions, and evaluate their effectiveness through collaborative, project-based learning.

A key focus of the course is engineering drawing and structural design. Students will develop the skills needed to communicate and refine ideas using freehand sketching, technical drawing, and computer-aided design (CAD) using industry-standard software such as Autodesk Fusion and Revit. After creating detailed digital models and engineering drawings that reflect real-world design and construction practices, students transform their digital designs into physical prototypes with the help of modern manufacturing technologies such as 3D printing and laser cutting.

The Engineering Drawing and Design course serves to strengthen student creativity, problem-solving, and critical-thinking skills while encouraging an understanding of how engineering drawings are used to plan, manufacture, and construct structures and products.

Year 10
In Year 10, students build on the knowledge and skills developed in previous years by applying the WA Curriculum Design Process to increasingly complex engineering and structural design challenges. A strong focus is placed on engineering drawing, CAD modelling, and structural design communication as essential tools for developing and presenting effective engineered solutions. Students will refine their ability to communicate technical information through freehand sketching, orthographic projection, detailed technical drawings, and advanced computer-aided design (CAD) using industry-standard software such as Autodesk Fusion and Revit.

Through the analysis and design of structures and detailed digital models, students will explore how forces and loads influence the performance of buildings, bridges, towers, and other engineered environments. Through prototype models, students will investigate how structural components work together to achieve strength, stability, and efficiency, applying engineering principles to their designed solutions to meet specific requirements.

This course is recommended for students interested in careers in engineering, structural engineering, architecture, industrial design, construction management, surveying, urban planning, drafting, and other technical professions. It provides a strong foundation for senior secondary engineering pathways and further study in design, engineering, architecture, and the broader built environment industry.

Future Pathway Links:

- Engineering Studies General & ATAR
- Materials, Design & Technology: Wood General

ENGINEERING FUNDAMENTALS

Year 7
Engineering Fundamentals is an exciting introduction to the world of STEM, where students learn to use creativity, critical thinking and practical skills to solve real-world problems. Through hands-on projects and challenges, students will explore the foundations of Engineering while developing their understanding of the engineering design process.

Students will investigate, design, create, test and improve solutions to a range of authentic problems. The course places a strong emphasis on collaboration, innovation and problem-solving, encouraging students to think creatively, learn from challenges and work effectively as part of a team.

With a strong practical focus, students will develop foundational engineering skills and experience how STEM knowledge can be combined to turn ideas into innovative solutions

Future Pathway Links:

- Engineering Drawing & Design (Years 8 to 10)
- Engineering & Project Principles (Years 8 to 10)
- Engineering Studies General & ATAR



ENGINEERING & PROJECT PRINCIPLES

Year 8
Following on from the Year 7 Engineering Fundamentals course, Year 8 Engineering and Project Principles introduces students to the exciting world of Mechatronics Engineering, combining mechanical systems, electronics, programming and problem-solving. Students will explore how engineers design and develop automated systems to solve real-world problems.

Through practical, project-based learning, students will learn to use microcontrollers, sensors, actuators and electronic components to design, build and program simple yet functional prototypes. Students will develop their skills in the engineering design process, computational thinking, prototyping, testing and evaluation while working collaboratively to complete a range of engaging projects.

This hands-on elective provides students with a strong foundation in engineering and technology while encouraging creativity, innovation and persistence in solving challenging problems.

Year 9
The Year 9 Engineering and Project Principles course further develops students' understanding of Mechatronics Engineering through increasingly complex design and technology projects. Students will explore the integration of mechanical systems, electronics, programming and control systems to develop innovative solutions to real-world problems.

Students will continue to learn more about various electrical concept by participating in collaborative-based theory lessons. Through hands-on, project-based learning, students will work with electronic components to design, construct and program functional systems. Students will develop greater independence in applying the engineering design process, including investigating problems, developing and evaluating design solutions, prototyping, testing and refining their ideas.

This practical elective course challenges students to think creatively and systematically while developing their technical skills, computational thinking, problem-solving, project management and collaborative skills in preparation for more advanced engineering and technology studies.

Year 10
Throughout the duration of this year-long curriculum, students will delve deeper into a wide array of mechatronics 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 previous years, 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 Engineering Studies Curriculum with Mechatronics focus.

Students will be encouraged to investigate, design, prototype and evaluate their own solutions while documenting the development process. 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. 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



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.

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

Year 10
The Year 10 Electron Microscopy elective is designed to advance students' investigative abilities using our state-of-the-art Scanning Electron Microscope (SEM). Building on the foundation from the Year 9 electron microscope elective, students will deepen their understanding of this powerful research tool, which is integral to various industries including medicine, mining, materials technology, and food technology. It is highly recommended that students have previously completed the Year 9 electron microscopy elective.

In this year-long course, students will undertake an individual investigative research project, culminating in an industry-standard scientific investigation report. This project will allow students to apply and enhance their research skills, data analysis, and scientific communication, essential components of the scientific method.

Additionally, students may have the chance to showcase their work by entering their electron microscope images in national and international competitions. Images will also be featured on various platforms within school and the broader community so that students can share their discoveries and skills.

Future Pathway Links:
- Science in Practice General
- Biology ATAR
- Chemistry ATAR
- Human Biology General & ATAR
- Physics ATAR



FOOD SCIENCE & 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



FRENCH ENRICHMENT

Year 10
The Year 10 French Enrichment Class offers motivated students the chance to extend their skills beyond the standard curriculum through interactive speaking activities, cultural exploration, and personalised projects. Designed to build confidence and fluency, the course focuses on key language-learning building blocks, including vocabulary expansion, refined grammar use, and real-world communication practice.

Students will explore French music, film, food, and traditions while engaging in creative, collaborative tasks. Highly recommended for those intending to continue with French as a Second Language ATAR or for anyone striving to become fluent.

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.

Year 10
The Year 10 futsal elective elevates the training regimen, focusing on advanced team dynamics and strategic gameplay using the ProFive 40x20 methodology. Building on the foundations established in Years 8 and 9, this course delves deeper into complex tactical concepts and collective team strategies.

Students will engage in training sessions aimed at mastering multi-player combinations, with an emphasis on fluid transitions between offensive and defensive plays. The curriculum will cover advanced game scenarios, encouraging players to think critically and adapt quickly to changing situations on the court. Additionally, there will be a stronger focus on leadership skills, decision-making, and effective communication within the team, preparing students for higher levels of competition and collaborative play.

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 PRODUCTION & ANALYSIS

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 – Film Noir
In Semester 2, students will study the production of Film Noir. They will look at the structure of such films and identify common codes and conventions. They will also look at film noir productions 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 Film Noir production. 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 Production & Analysis General & ATAR

MATERIALS DESIGN & 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



MONEY MANAGEMENT

Year 10
Do you want to become a millionaire, a deca-millionaire or would you just like the freedom to work because you enjoy it? A person's financial wealth stems from the decisions they make from the day they receive their first paycheck.

Financial literacy is something that affects everyone. Through this course, students will explore the basic principles behind the most common financial decisions people in Australia make today. The course will look at developing a financial plan that will help students accumulate wealth once they start receiving a consistent income. Topics will include: looking at various incomes, budgeting, HECS and tuition costs, taxation, banking products, investing in the stock market, investing in residential real estate.

Through developing sound financial management skills, students will develop strategies that can serve them well in their adult life, helping to secure their financial future.

Future Pathway Links:

- Economics ATAR
- Accounting & Finance ATAR



Arts

MUSIC

In Music, students are given the opportunity to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns. Students will create and refine music ideas by using the elements of music within given frameworks, imitating musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context. The performance component reinforces and extends music learning.

Years 7 & 8
Students will use their developing understanding of music concepts and elements to arrange, compose 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 and, composers 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.

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
- Video Game music and its purpose within the video game itself (Year 8)

Music students are encouraged to undertake tuition on an instrument of their choice as well as participate in the college vocal ensemble or 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 performing and provides opportunities for creative and personal expression. Students will develop their music skills, specifically in the field of performance. Students must have some basic skills on an instrument/voice to be able to take this course.

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 skills required to work as a band and develop their ability to work collaboratively as part of a team.



Future Pathway Links:

- Music Certificate III

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



Health & Physical Education

OUTDOOR EDUCATION

Year 9 & 10
Outdoor Education is an exciting elective designed for students who enjoy adventure, challenge and developing skills in the natural environment. The course focuses on building confidence, resilience, teamwork and leadership through a range of outdoor recreation activities. Students will develop practical outdoor skills, environmental awareness and positive attitudes towards lifelong participation in outdoor pursuits.

To participate in the aquatic components of the course, students must successfully complete a fitness test before commencing activities. The test, as recommended by the Royal Life Saving Society, requires students to swim 150 metres, tread water for 15 minutes, and then swim a further 50 metres. Successful completion of this test is a requirement for enrolment in Outdoor Education. Students who are unable to meet this requirement will be required to select an alternative elective.

Unlike traditional team sports programs, Outdoor Education focuses on adventure-based learning and outdoor recreation experiences. Activities may include bodyboarding, snorkelling, surfing, camping, fishing, hiking, bike riding, and navigation skills, providing students with opportunities to challenge themselves in a variety of natural environments.

Year 9 Program
- Term 1: Bodyboarding and/or Snorkelling
- Term 2: Fishing
- Term 3: Camping (tenting, cooking) and Hiking
- Term 4: Bodyboarding and/or Surfing

Year 10 Program
- Term 1: Bodyboarding and Snorkelling
- Term 2: Camping (tenting, cooking), Navigation Skills and Bike Riding
- Term 3: Bike Riding, Snorkelling and Bodyboarding
- Term 4: Bodyboarding and Surfing

Please note that activities may vary depending on weather conditions, student numbers, venue availability and safety considerations.

Future Pathway Links:

- Outdoor Education General



PHYSICAL RECREATION

Year 8
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. This only runs for two terms until there is a new elective given.

To participate in 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.

Future Pathway Links:

- Physical Education Studies ATAR and General
- 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, offering opportunities to manipulate and experiment with language and genre in their own written, visual and spoken productions.

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



SPORT & RECREATION

Year 9 & 10
Sport and Recreation is an engaging elective that provides students with opportunities to develop their knowledge, understanding and appreciation of physical activity, sport and recreation. Through practical participation and theoretical learning, students explore how the body moves, responds and adapts to physical activity while developing the skills required for successful participation in a variety of sporting environments.

The course focuses on the development of movement skills, game understanding, leadership, communication and teamwork. Students investigate the principles and strategies that underpin successful individual and team performance, while learning how to analyse movement, apply tactics and improve their own performance and that of others.

A key feature of Sport and Recreation is the development of leadership and organisational skills through the Sport Education in Physical Education Program (SEPEP) model. Students take on a variety of roles including coach, referee, statistician, event manager and team captain, allowing them to gain valuable experience in planning, organising and conducting sporting competitions and events.

The course emphasises participation, collaboration and lifelong involvement in physical activity, with a strong focus on understanding sports both as a player and as a leader within a sporting community.

	Term 1	Term 2	Term 3	Term 4
Year 9	Racquet Sports	Touch Rugby, Basketball	Sepep for Touch Rugby, Basketball	Lifetime Activities
Year 10	International Sports	Netball, Volleyball	Sepep for Netball, Volleyball	Lifetime Activities

Future Pathway Links:

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



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.



VISUAL ARTS

Year 7
Year 7 Visual Arts combines the disciplines of visual art and graphic design, addressing the Visual Arts requirements of the WA Arts syllabus. Students will incorporate the elements and principles of art and design in a project that utilises graphic hand rendering in combination with observational skills. 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 digital programs and digital rendering
- Arts and Design in society
- Design process
- Production of a print product

Year 8
Year 8 Visual Arts 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:

- Building 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 Visual Arts 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 Visual Arts 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 Visual Arts Enrichment courses.

Future Pathway Links:

- Visual Arts General & ATAR



VISUAL ARTS ENRICHMENT

Year 9 & 10
For Year 9 and 10 students, Visual Arts 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 Visual Arts 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 Visual Arts 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 Visual Arts 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 Arts General & 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 (single gender classes)
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 and General



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 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 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

Secondary School Complaints Policy



Lower School Assessment Policy

The following Guidelines have been developed to provide students, parents/guardians, and teachers at Mandurah Baptist College with a clearly defined framework of the expectations and responsibilities in the assessment process for students in Years 7 to 10.

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 that shows:
  - the content from the WA curriculum (where applicable) in the sequence in which it will be taught
  - the approximate time allocated to teach each section of content.
- an assessment outline for the course 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
- an indication of the content covered by each assessment task may also be included.

The above information may be collated into a single document.

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 may be adjusted or a notation will be made by the relevant teacher to document the adjustment.

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 results 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) 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 is marked as legitimate on SEQTA.

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 Dean of Teaching & Learning 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, parents/guardians must ensure a notification 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:

7.1 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 Dean of Teaching & Learning if necessary).

If they are unable to complete their assessment in this timeframe, other arrangements may be made in consultation with the Head of Learning Area and Dean of Teaching & Learning (where required).

7.2 Semester 2 Examinations
When a student is absent for an end of year examination and the reason is deemed reasonable/approved by the College, they may receive a standardised mark for their examination or they may be granted an exemption (as determined by the Head of Learning Area, in consultation with the Dean of Teaching & Learning). If a student's absence is not deemed reasonable or approved by the College, the student may receive a mark of zero for the relevant examination.

8.A Cheating and Academic Misconduct
Students must not cheat or engage in academic misconduct (i.e. engage in a dishonest act to gain an unfair advantage or engage in any action that violates academic integrity principles). Examples of such actions include (but are not limited to) plagiarism, collusion, recycling work, and fabricating information.

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)
- is generated, written, or substantively contributed to by Artificial Intelligence (AI)
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others without acknowledging the source.

If a student is believed to have engaged in cheating or any other form of academic misconduct, 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, based on the professional judgment of the teacher in consultation with their Head of Learning Area, it is determined beyond reasonable doubt that a student has cheated or committed any other form of academic misconduct, 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. All instances of cheating or any other form of academic misconduct will also be reported to the Dean of Teaching & Learning and recorded on SEQTA as an Academic note.

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 7 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 diverse learning 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
Please note that in Secondary School, your child has a number of teachers who see between 150 and 400 students per week. All staff are keen to help, but to make things simple, your first point of contact for initial or minor matters should be your child's:

- Head of Year
- Pastoral Care Group Teacher
- 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 escalated matters of curriculum the contact is the Dean of Teaching & Learning. For discipline and pastoral matters the contact is the Dean of Students. For any matters parents are welcome to contact the Head of Secondary.

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.

Secondary 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.

