



JOHN CURTIN
College of the Arts
COLLEGE OF THE ARTS

LOWER SCHOOL HANDBOOK
2019



LOWER SCHOOL HANDBOOK

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LIST OF ACRONYMS

The acronyms listed below are used throughout this document:

AEP	Academic Excellence Program
CALD	Culturally and Linguistically Diverse Students
ESL	English as a Second Language
GAT	Gifted and Talented
HASS	Humanities and Social Sciences
HOLA	Head of Learning Area
JCCA	John Curtin College of the Arts
LOTE	Languages other than English
NAPLAN	National Assessment Program in Literacy and Numeracy
S1	Semester 1
S2	Semester 2
TAFE	Technical And Further Education
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education

This publication is an information document for prospective students of John Curtin College of the Arts. Every effort has been made to ensure that the information in this document is correct at the date of printing April 2018.

INTRODUCTION

Dear students

This booklet identifies the subject choices available to you at John Curtin College of the Arts (JCCA) in Years 7, 8, 9 and 10 for 2019. The advantage of having the information for the four lower secondary years together is to make it easier for you to plan ahead. You can make choices for study in 2019 while considering what lies ahead for you in the future.

As you journey from Year 7 to Year 10, the range of choice within and between the learning areas increases. Note, that a language other than English (LOTE) must be studied by all students in Years 7 and 8, however the study of LOTE is optional in Years 9 and 10.

If you are entering Year 10 your choice of subjects becomes more important in relation to the course that you might want to follow in Year 11 and you are urged to make full use of our course advisory system.

As you make subject choices for study each year, you should make sure that you list these in your priority order. Our college timetable is built upon the pattern of students' choices. Once the timetable is complete it is not always possible to make subject changes during the semester.

Please make good use of the college's student diary that will be given to you at the beginning of 2019. It is an aid to effective organisation which is an essential ingredient for success at secondary school.

The college has a strong tradition of academic excellence. I would encourage you to use this handbook to help select a course which best meets your needs and supports your future aspirations.

Good luck in your studies throughout 2019.

MITCHELL MACKAY

PRINCIPAL

CURRICULUM OVERVIEW IN YEARS 7, 8, 9 AND 10

The Western Australian Curriculum

The School Curriculum and Standards Authority requires all schools to implement the Western Australian Curriculum and Assessment Outline to meet the learning needs of all students. The outline is informed by *Belonging, Being and Becoming: The Early Years Learning Framework* and the Australian Curriculum. The Outline sets out the mandated knowledge, understandings, skills, values and attitudes that Pre-primary to Year 10 students are expected to acquire in the eight learning areas.

Learning areas

Learning outcomes are grouped into eight broad **learning areas**. These are:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- The Arts
- Technologies
- Language other than English (LOTE).

As students progress through their schooling, they will achieve the outcomes at **increasing levels of complexity** and in **different learning contexts**.

What happens at JCCA

Each year, students at JCCA study subjects from each of the eight learning areas. In Years 9 and 10 students have the option of continuing with LOTE, the Arts and Technologies Learning Areas or pursue other areas of interest. The amount of time a student spends studying each subject depends upon the requirements of the particular program of study.

Gifted and Talented Education (GAT) and Specialist Programs

All students who have been accepted into a GAT or specialist program are expected to continue in their program from Year 7 to Year 12 in order to maintain their enrolment in the college.

Reporting to Parents/Carers

JCCA teachers use many formal and informal methods to report student progress and achievement during the school year. Twice a year each student will receive an Education Department's formal report which will detail a student's progress and achievement reported as A, B, C, D and E.

In addition to the formal reports, Year 7 and 9 students will receive a copy of their NAPLAN results.

Where you can find further information

<http://www.scsa.wa.edu.au> or explore the college website at <http://www.jc.wa.edu.au>

VOCATIONAL EDUCATION AND TRAINING (VET)

As a Registered Training Organisation, John Curtin College of the Arts (RTO 50549) provides nationally recognised courses that involve industry standard training and recognition. As a result, students will be able to leave the college either well equipped to seek employment or with credits towards a national industry qualification that will be of assistance in further study at TAFE or university.

The college provides students with opportunities to gain skills, experience and recognition in diverse Arts related industry sectors.

The two key principles in VET programs are:

- The use of nationally accredited training qualifications. These are sets of nationally endorsed industry standards that include units of competency which describe the skills and knowledge needed to perform effectively in the workplace.
- On-the-job training in some of the skills included in the training packages.

The JCCA VET ms embody both of these principles.

The current VET programs offered in lower school at the college are delivered in the following areas:

Front of House

Students in Year 9 have the opportunity to enrol in CUA20215 Certificate II in Creative Industries (Front of House). The course aims to provide students with a realistic understanding of the world of work in the theatre industry. Students participate as Front of House ushers at college performances. They will be required to complete a minimum of 55 ushering duty hours. Students will have the opportunity to complete the unit of competency and the minimum ushering duties over four years.

Students will commence the Front of House course in Year 9 for two timetabled periods a week over Semester One or Semester Two. The remainder of the delivery of the course occurs outside of the college hours where students are able to complete the theoretical components. This will involve workshops, formal classes and self directed work at home.

An Expression of Interest form will be included with the Year 9 Subject Selection documentation.

Students may not commence this course in Year 10, 11 or 12.

Ballet

The Year 10 Gifted and Talented Ballet Program is designed to provide students with the necessary hours (15-20) of intensive training required to pursue dance/ballet as a career. This integrated program will be delivered during school curriculum time, in after school workshops and Saturday mornings.

Students participating in this program may complete a CUA30113 Certificate III in Dance, prepare for WACE examinations, work towards RAD examinations and perform as a member of Project Company, a professional ballet company.

Key areas of study include:

- Ballet technique;
- Repertoire;
- Pointe studies;
- Performance studies ballet and contemporary;
- Contemporary technique;
- Composition;
- Improvisation;
- Conditioning for dance and safe dance practices;
- History of dance; and
- Contextual knowledge.

This program aims to provide students with an environment which reflects industry standards and expectations. For further information please refer to the Gifted and Talented Arts programs handbook.

For further information contact Ms Diedre Atkinson (HOLA of Dance) on 9433 7200.

Please note that if payment of the annual charges have not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

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CONTENT STRANDS:

Literature
Literacy
Language

ENGLISH

LOWER SCHOOL OVERVIEW

The English Learning Area acknowledges the special gifts and interests that all our students possess. Students studying English at JCCA can expect to enjoy themselves while being offered every opportunity to improve in both the traditional elements of English, such as reading and writing, viewing, speaking and listening, as well as in the area of critical literacy – the ability to see how different texts can shape our identity, values and beliefs.

Students in lower school are offered interesting, innovative and creative work that reflects the college's Gifted and Talented arts programs. Students are encouraged to produce a variety of assessment items including creative and analytical tasks.

Reflecting the Australian Curriculum, the English programs from Years 7 to 10 have been constructed to reflect the three key areas of this subject; Literature, Literacy and Language. Written and visual texts have been selected to meet the demands of the new curriculum.

Through Years 7 to 10 students can participate in a range of competitions and extra-curricular programs such as debating. In addition students are encouraged to enter writing competitions such as the *Tim Winton Short Story Competition*, *The Young Writers' Competition* and the *Dorothea Mackellar Poetry Competition*.

Every student will be able to develop skills and knowledge in the outcomes of viewing, speaking and listening, reading and writing. At the beginning of each semester or term each student receives a course outline detailing which activities and outcomes are to be covered. Parents are encouraged to consult these so that they can assist their child to achieve the highest possible outcomes in the English learning area.

In addition to the grades, the English learning area uses other measures to inform recommendations for students studying upper school courses. These measures include NAPLAN testing, moderation tasks, comparability testing and a common lower school course.

YEAR 7 ENGLISH

In the English learning area, Year 7 students are placed into appropriate classes based on primary school reports, NAPLAN data and tests conducted at JCCA including the NFER – Nelson testing program.

There is also an Academic Excellence Program (AEP) in the humanities conducted at JCCA.

YEAR 8 and 9 ENGLISH

Years 8 and 9 students are placed in appropriate classes. Students are given further opportunities to develop skills and knowledge in the outcomes viewing, speaking and listening plus reading and writing.

YEAR 10 ENGLISH

In Year 10 students are placed in appropriate classes. Early in Term 3 Year 10 students face the upper school course selection process and the recommendations made by their teachers are largely based on the grades achieved by students by the end of Semester 1. In Semester 2, Year 10 students begin to undertake the type of tasks they can expect in upper school.

A final word! Students who read widely experience the most success in this subject.

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CONTENT STRANDS:

Number and Algebra
Measurement and Geometry
Statistics and Probability

MATHEMATICS

LOWER SCHOOL OVERVIEW

Creative and innovative thinking, intellectual curiosity and academic rigour underpin mathematics teaching and learning strategies and encourage students to engage in analytical, investigative and problem solving skills.

Mathematics has its own value and beauty and allows students to appreciate the elegance and power of mathematical reasoning.

Students are encouraged to participate in competitions and enrichment tasks and use computer technology.

Emphasis is placed on consolidation of work through the homework program.

The Western Australian Mathematics Curriculum focuses on:

- applying digital technologies and providing access to new tools for continuing mathematical exploration and invention;
- developing increasing sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills; and
- ensuring that the links and relationships between the various components of mathematics and other disciplines are made clear.

Content Structure

Mathematics is organised around the interaction of three context strands and four proficiency strands.

Context Strands

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of the context strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Number and Algebra

Students are required to:

- apply a range of strategies for computation and understand connections between operations;
- recognise patterns and understand concepts of variables and function;
- describe relationships and formulate generalisations;
- recognise equivalence and solve equations and inequalities; and
- apply number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Students are required to:

- develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space;
- learn to develop geometric arguments; and
- build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Students are required to:

- recognise and analyse data and draw inferences;
- summarise and interpret data and undertake purposeful investigations involving the collection and the interpretation of data;

MATHEMATICS (CONTINUED)

- assess likelihood and assign probabilities using experimental and theoretical approaches; and
- develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgements and decisions as well as build skills to critically evaluate statistical information and develop intuitions about data.

Proficiency Strands

The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. These strands describe how the content is explored or developed.

Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts so that:

- they make connections between related concepts and progressively apply the familiar to develop new ideas;
- they build understanding when they connect related ideas, represent concepts in different ways, describe their thinking mathematically and interpret mathematical information.

Fluency

Students are fluent when they calculate answers efficiently, recognise robust ways of answering questions, choose appropriate methods and approximations, recall definitions and regularly use facts, and when they can, manipulate expressions and equations to find solutions.

Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, design investigations and plan their approaches, apply their existing strategies to seek solutions and when they verify that their answers are reasonable.

Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, deduce and justify strategies used and conclusions reached, adapt the known to the unknown, transfer learning from one context to another, prove that something is true or false and when they compare and contrast related ideas and explain their choices.

LOWER SCHOOL CLASS STRUCTURE

At the college, students are streamed into mathematics pathways. These pathways are designed to prepare students for upper school courses.

In Year 7 students are selected for the Academic Excellence Program (AEP) from standardised tests. Some students are also selected into AEP using the Nelson NFER test. These students follow a compacted, accelerated and differentiated program. In Year 8, the Academic Excellence Program continues. All other students follow a general program for the whole year. Students are encouraged to perform well throughout Years 7 and 8 as in Year 9 they will be placed into pathways based on their performance.

In Year 9, the AEP pathway, pathway one and the general pathway continues. Students are placed into a pathway one course based on the ranking of their final percentage scores for Semester 1 and Semester 2.

In Year 10 there is the AEP pathway as well as pathways one and two.

As a guide, students who achieve at least 75% in the AEP pathway may enrol in Mathematics Specialist and/or Mathematics Methods course in Year 11.

Students in pathway one who achieve at least 75% may enrol in the Mathematics Methods course in Year 11. Students in pathway one and two may enrol in Mathematics Applications in Year 11 based on teacher recommendation. Students in pathway two who achieve at least 70% may enrol in Mathematics Applications in Year 11.

Pathway two students can enrol in the Mathematics Essentials course in Year 11 if they achieve at least 50% in this pathway.

ASSESSMENT

Mathematical learning by students progresses by the achievement of outcomes at increasing levels of difficulty. Various tasks and judgments are used to assess demonstrated performance in this progress. Assessments include a combination of one or more of the following:

- formal tests, mental tests and spot tests;
- projects;
- investigations and extended pieces of work;
- class work, homework and file check;
- group and/or individual work;
- informal tests; and
- participation in competitions.

TECHNOLOGY

Each student **must** have a **calculator**. The mathematics department will advise, through the booklists, which brands and models are suitable for classroom use.

Laptops and iPads are also used in classrooms. All classes have interactive white boards and/or data projectors.

MATHEMATICS COURSES AND PATHWAYS



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CONTENT STRANDS:

Science Understanding
Science as a Human Endeavour
Science Inquiry Skills

SCIENCE

LOWER SCHOOL OVERVIEW

In 2019, Year 7, 8, 9 and 10 students are studying the Western Australian Curriculum.

The Western Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers.

The Western Australian Curriculum: Science has three interrelated strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science Understanding: This strand comprises four sub-strands: biological sciences; chemical sciences; Earth and space sciences; and physical sciences.

Biological sciences: The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are:

- a diverse range of living things have evolved on Earth over hundreds of millions of years;
- living things are interdependent and interact with each other and their environment; and
- the form and features of living things are related to the functions that their body systems perform.

Chemical sciences: The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are:

- chemical and physical properties of substances are determined by their structure at an atomic scale;
- substances change and new substances are produced by rearranging atoms through atomic interactions; and
- energy transfer.

Earth and space sciences: The Earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are:

- Earth is part of a solar system that is part of a larger universe; and
- Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources.

Physical sciences: The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are:

- forces affect the behaviour of objects; and
- energy can be transferred and transformed from one form to another.

Science as a human endeavour: Through science humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing and responding to social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science based career paths.

Science inquiry skills: Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence based arguments.

Cognitive acceleration

Year 7, 8 and 9 students are also involved in the *Thinking Science* project. The project aims to accelerate the cognitive development of students through the targeted development of higher order thinking skills and is closely aligned to the requirements of the Western Australian Curriculum.

LOWER SCHOOL CURRICULUM ORGANISATION

The curriculum across Years 7, 8, 9 and 10 comprises units of work that integrate one of the Science Understanding sub-strands with the Science as a Human Endeavour and Science Inquiry Skills strands. A unit of work may vary in length from five weeks to a term. Each sub-strand in each year level has specific mandated content. Academic Excellence Program (AEP) students are given an enriched and accelerated version of this curriculum.

Students in Years 7, 8 and 9 are not placed in streamed classes (unless they are selected for inclusion in the respective AEP class). In Year 10 students are streamed into two pathways depending on their Year 9 results. These streamed classes are designed to better prepare students for the Stage 1 and 2 courses in Year 11. The following diagram shows the science courses and pathways operating across the years of lower secondary schooling leading to particular combinations of upper school subjects.

SCIENCE COURSES AND PATHWAYS



HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

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CONTENT STRANDS:

Economics
Geography
History
Law
Politics

HUMANITIES AND SOCIAL SCIENCES (HASS)

LOWER SCHOOL OVERVIEW

The Humanities and Social Sciences in Years 7 to 10 follow the Western Australian Curriculum in a broad range of subjects that include: Ancient History, Economics, Geography, Modern History, Law and Politics.

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

In Years 11 and 12, students will have the opportunity to study ATAR courses in Geography, Modern History, Politics & Law and Psychology.

The pre-requisite for ATAR courses is a B Grade in Year 10 Humanities.

The Humanities Course – An Overview:

YEAR 7 HASS

Geography: Water in the World, Place and Liveability.

History: What is History, Ancient History of Egypt, Rome or Athens. Ancient China or India.

Civics & Citizenship: The Constitution and Democratic Government, Rights and Justice.

Economics and Business: Consumers & Producers, Financial Planning, Employment.

YEAR 8 HASS

Geography: Mapping Skills, Landforms & Landscapes, Changing Nations.

History: Medieval Europe, The Crusades, The Black Death.

Civics & Citizenship: The Freedoms & Responsibilities of Australian citizens, Australian Laws, Perspectives on Australian Identity.

Economics and Business: Markets, The Role of Government, Consumer Rights & Business Responsibilities, Changes in the Workforce.

HUMANITIES AND SOCIAL SCIENCES (CONTINUED)

YEAR 9 HASS

Geography: Biomes and Food Security, Interconnections / Globalisation.

History: Industrial Revolution, Colonialism in India and Australia, Great War 1914-1918.

Civics & Citizenship: Australian Political system, the Court system, Participatory Democracy.

Economics and Business: The Global Economy, Business Competition, Responsibilities and Participation in the Workplace.

YEAR 10 HASS

Geography: Environmental Change and Management, Geographies of Human Wellbeing.

History: The Second World War 1939-1945 and Rights & Freedoms.

Civics & Citizenship: Australian Democracy in a Global Context.

Economics and Business: Economic Systems and Performance, The Role of Government & Businesses in Economic Management.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

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CONTENT STRANDS:

Moving our body
Understanding movement
Learning through movement

HEALTH AND PHYSICAL EDUCATION

LOWER SCHOOL OVERVIEW

The subject of Health Education focuses on prevention and covers areas of prime importance to adolescents living in a rapidly changing world. The underlying principle of this subject is to produce well-informed young people who can make considered decisions to ensure their good health both now and in the future.

The Physical Education curriculum has been developed for all students and not just students who like sport, as physical activity is crucial to the development of a healthy lifestyle. The activities offered focus on *Moving Your Body, Learning Through Movement and Understanding Movement*. Whilst success in this subject is assessed what is more important is what each individual gains from participation and what is learned for the longer term.

Students are required to change into the college's physical education uniform before each class. These items of clothing can be purchased at the uniform shop.

SOCCKER EXCELLENCE

The Soccer Excellence program is an Approved Specialist Sports Program which is conducted in Years 7 to 12 at JCCA. This program is available only by selection and application forms are available by contacting Mrs Helen Dixon on 9433 7200 or visiting www.jc.wa.edu.au/admissions to download a form.

The program is technically-based and sessions focus on individual and small group skills which increase in complexity from Years 7 to 12. For more information on this program please refer to the *Soccer Excellence Program Handbook*.

ALL YEAR 7 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 7 HEALTH EDUCATION

Subject Code : 7HED1 (S1) OR 7HED2 (S2)

Subject Description

The Health Education teaching and learning program monitors and assesses attitudes and values in relation to personal, social and community health. The topics covered in Year 7 include:

- communication;
- bullying;
- smoking-tobacco; and
- puberty.

HEALTH AND PHYSICAL EDUCATION (CONTINUED)

YEAR 7 PHYSICAL EDUCATION

Subject Code: 7PE1 (S1) AND 7PE2 (S2)

Subject Description

This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A balanced range of activities will be studied with a focus on skill development, health and fitness, discovery learning, leadership skills and fun.

YEAR 7 PHYSICAL RECREATION

Subject Code: 7PREC1 (S1) OR 7PREC2 (S2)

Subject Description

Students will gain an opportunity to become involved in a wide range of sports and games, providing fun and exercise. This course aims to facilitate the development of leadership and teamwork skills such as communication, delegation, collaboration, problem solving and resolution.

ALL YEAR 8 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 8 HEALTH EDUCATION

Subject Code: 8HED1 (S1) OR 8HED2 (S2)

Subject Description:

The Health Education teaching and learning program monitors and assesses attitudes and values in relation to personal, social and community health. The topics covered in Year 8 include:

- communication skills;
- cyberbullying;
- health and fitness
- sexuality – conception, pregnancy and birth; and
- drugs – cannabis.

Note: Year 8 GAT ballet students undertake Health and Physical Education outcomes as part of the Ballet GAT programs.

YEAR 8 PHYSICAL EDUCATION

Subject Code: 8PE1 (S1) AND 8PE2 (S2)

Subject Description: This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A balanced range of activities will be studied with a focus on skill development, health and fitness, discovery learning, leadership skills and fun. The course is vertically integrated with Year 7 and Year 9 study.

ALL YEAR 9 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 9 HEALTH EDUCATION

Subject Code: 9HED1 (S1) OR 9HED2 (S2)

Subject Description:

The Health Education teaching and learning program monitors and assesses attitudes and values in relation to personal, social and community health. The topics covered in Year 9 include:

- assertiveness training;
- group skills;
- diet and nutrition;
- drug awareness (with an emphasis on alcohol); and
- sexuality-relationships, ethics, STI's and safe sex.

YEAR 9 PHYSICAL EDUCATION

Subject Code: 9PE1 (S1) AND 9PE2 (S2)

Subject Description:

This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A balanced range of activities will be studied with a focus on skill development, health and fitness, discovery learning, leadership skills and fun. The course is vertically integrated with Year 7 and Year 8 study.

OTHER SUBJECTS OFFERED IN YEAR 9 ARE :

YEAR 9 PHYSICAL RECREATION

Subject Code: 9PREC1 (S1) AND/OR 9PREC2 (S2)

Subject Description:

Students will gain an opportunity to become involved in a wide range of sports and games, providing fun and exercise. This course aims to facilitate the development of leadership and teamwork skills such as communication, delegation, collaboration, problem solving and resolution.

ALL YEAR 10 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 10 HEALTH EDUCATION

Subject Code: 10HED1 (S1) OR 10HED2 (S2)

Subject Description:

The Health Education teaching and learning program monitors and assesses attitudes and values in relation to personal, social and community health. The topics covered in Year 10 include:

- mental health;
- lifestyle diseases;
- illicit drugs;
- sexuality – relationships, contraception;
- sex, technology and the law;
- sexually transmitted infections; and
- prevention education.

YEAR 10 PHYSICAL EDUCATION

Subject Code: 10PE1 (S1) AND 10PE2 (S2)

Subject Description:

This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A range of activities will be offered to students with a focus on choosing a healthy lifestyle into adulthood and retaining a love of physical movement and fun.

OTHER SUBJECTS OFFERED IN YEAR 10 ARE:

YEAR 10 OUTDOOR EDUCATION

Subject Code: 10 OED1 (S1)

Subject Description

Outdoor Education offers students the opportunity to attain life skills that can be used in the natural environment. This course provides the opportunity for students to develop confidence, skills and attitudes which will enable them to live and interact safely with the natural environment. The focus of the course is canoeing skills. Students will participate in the canoeing program at the Marine Boatshed located on the river at East Fremantle.

Students who are interested in exploring the “Great Outdoors”, taking on a challenge and participating in a camp are well suited for this course.

It is an expectation that all students attend the overnight excursion. Students will be provided with all the necessary equipment with the exception of a sleeping bag. Costs for the camp are not included in the subject fee.

YEAR 10 OUTDOOR EDUCATION

Subject Code: 10 OED2 (S2)

Subject Description

This course is designed to develop a sense of responsibility in preparing for specific conditions of the unpredictable natural environment. Students will undertake activities which develop skills in camp-craft and mountain bike riding. An overnight camp in the forest of the Southwest will be conducted in Term 4.

It is an expectation that all students attend the overnight excursion. Students will be provided with all the necessary equipment with the exception of a sleeping bag. Costs for the camp are not included in the subject fee.

YEAR 10 FITNESS AND RECREATION

Subject Code: 10PREC1 (S1) AND/OR 10PREC2 (S2)

Students will gain an opportunity to become involved in a wide range of sports and games, providing fun and exercise. This course aims to facilitate the development of leadership and teamwork skills such as communication, delegation, collaboration, problem solving and resolution.

THE ARTS LEARNING AREA

DEAN OF THE ARTS:

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HOLA: BALLET, DANCE AND MEDIA ARTS

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HOLA: DRAMA AND VISUAL ARTS

Ms Fiona Tholet

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HOLA: MUSIC AND MUSIC THEATRE

Mr Kieran Drew

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CONTENT STRANDS:

Making

Responding

THE ARTS

GIFTED AND TALENTED EDUCATION (GAT) ARTS PROGRAMS

After undertaking the GAT testing process, successful Year 7, 8, 9 and 10 students participate in their selected GAT Arts program.

Information about each program and also enrichment classes is detailed in the *Gifted and Talented Arts Handbook*.

For further information about the GAT courses and on how to apply please contact Mrs Helen Dixon on 9433 7200 or email Helen.Dixon2@education.wa.edu.au.

Please note: It is understood that students who accept a position in a Gifted and Talented program at the college will continue in this program for the remainder of their secondary schooling.

GENERAL ARTS COURSES

At JCCA a range of arts courses across all lower school years are offered which do not require prerequisites. These courses are described below in this handbook and are available to all students.

YEAR 7 MUSIC

Subject Code: 7MUS1 (S1) AND 7MUS2 (S2)

Subject Description

Enjoy learning an instrument, playing in an ensemble or band and discover what makes music unique.

As a music student you continue tuition on the instrument you began in primary school through the Instrumental Music Services (IMSS) program.

If you have not previously learnt an instrument there are limited places in beginner classes for trombone, saxophone, tuba and euphonium.

You will play in the ensemble relevant to your instrument and perform in concerts, assemblies and festivals. In Class Music you learn to hear what is in different styles of music with a focus on rock music and world music, and learn to compose your own music using music software.

NOTE:

There is an expectation that a music student continue in the music program for at least four years.

Before enrolling in music, a student must seek pre-approval from Mr Kieran Drew (Head of Music).

YEAR 7 PERFORMING ARTS

Subject Code: 7PAR1 (S1) AND 7PAR2 (S2)

Subject Description

In this course, students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on concentration.

Students will be taught to direct their focus, intent, and motivation to create and sustain a character. Students will address plot, setting, and character in monologues. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.

Students are introduced to basic theatrical, stage and film terminology; improvisation and the basic elements of theatrical performance and technologies. Students will exhibit and reinforce their skills through individual and group presentations, performances and script writing.

YEAR 7 VISUAL ARTS

Subject Code: 7VAR1 (S1)

Subject Description

Students will enjoy being introduced to basic skills required to complete original artworks in a variety of media that include painting, ceramics and printmaking.

YEAR 7 VISUAL ARTS

Subject Code: 7VAR2 (S2)

Subject Description

Students build on skills to enhance their creative output in this art form. Areas covered in this unit may include textiles, graphics and sculpture.

YEAR 8 MEDIA ARTS

Subject Code: 8MAR1 (S1) or 8MAR2 (S2)

Subject Description

Ever thought of acting in a movie? Ever thought of working behind the scenes? This subject gives you the chance to do either or both. Throughout this course you will be introduced to the world of filmmaking, both on a theoretical and practical level.

YEAR 8 MUSIC

Subject Code: 8MUS1 (S1) AND 8MUS2 (S2)

Subject Description

Enjoy learning an instrument, playing in an ensemble or band and discover what makes music unique.

As a music student you continue tuition on the instrument you began in Year 7.

You play in a band or ensemble according to your instrument and perform in concerts, assemblies and festivals. In music you learn to hear what makes up different styles of music such as rock, classical, jazz and music theatre and how to compose your own pieces using music software.

YEAR 8 PERFORMING ARTS

Subject Code: 8PAR1 (S1) AND 8PAR2 (S2)

Subject Description

In this course, students will build characters and scenes. Students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on movement and stage presence.

Students will focus on realistic and non-realistic acting, commanding audience attention, and developing a stage presence. They will understand and follow stage directions, and use proper techniques for body and voice control. Students will learn and discuss the basic elements of drama to better understand and analyse characters and scripted material. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.

Students are introduced to theatrical, stage and film terminology; improvisation, an overview of professional theatre in Australia and elements of theatrical performance and technologies. Students will exhibit and reinforce their skills through individual and group presentations, performances and script writing.

THE ARTS (CONTINUED)

YEAR 9 FRONT OF HOUSE

Subject Code: 9FOH1 OR 9FOH2

Subject Description

CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES

Students in Year 9 have the opportunity to enrol in CUA20215 Certificate II in Creative Industries (Front of House). The course aims to provide students with a realistic understanding of the world of work in the Theatre industry. Students participate as Front of House Ushers at college performances. They will be required to complete a minimum of 55 hours in Ushering duties. Students will have the opportunity to complete the units of competency and the minimum Ushering duties over four years.

Students will commence the Front of House course in Year 9 for two timetabled periods a week over Semester One or Semester Two. The remainder of the delivery of the course occurs outside of college hours where students are able to complete the theoretical components. This will involve workshops, formal classes and self directed work at home. An Expression of Interest form will be included with the Year 9 Subject Selection information sent home in Year 8.

Students may not commence this course in Year 10, 11 or 12.

YEAR 9 MEDIA ARTS

Subject Code: 9MAR1 (S1)

Subject Description

This subject will give you the opportunity to investigate types of popular culture and how they influence society in general. You are encouraged to explore forms of popular culture of interest to you from the film and television industry. Students will analyse television genre, advertisements and productions.

YEAR 9 MEDIA ARTS

Subject Code: 9MAR2 (S2)

Subject Description

This course covers the process of movie making. Exploring movies to discover the nature of construction will cover one part of the course. Following this, students explore production and/or post production skills and processes.

YEAR 9 MUSIC

Subject Code: 9MUS1 (S1) AND 9MUS2 (S2)

Subject Description

You will build on your music skills by continuing with your instrumental/voice lessons and playing in your ensembles.

You will explore the world of film music, rock music and characteristics of Western Art music. You will also have the opportunity to compose and perform your own music in each of these styles.

YEAR 9 PHOTOGRAPHY

Subject Code: 9PHOT1 (S1)

Subject Description

By selecting this subject you will learn the fundamental principles and techniques used in digital photography. You will learn how to use a camera and how to use computer technology in order to manipulate images and develop your post-production skills. The theory component covers the technical details associated with good photography practice and its history.

YEAR 9 PHOTOGRAPHY

Subject Code: 9PHOT2 (S2)

Subject Description

By selecting this subject you will get to know all about the principles and techniques of photographic composition. You will not only learn how to use a digital camera but also how to produce well-composed quality prints. Through the use of industrial standard software you will expand your post-productions skills. You will cover the technical details associated with good photography practice.

YEAR 9 VISUAL ARTS

Subject Code: 9VAR1 (S1)

Subject Description

You don't need to be an expert! We will demonstrate how you can produce your own original art works. You will explore new technologies in drawing and painting. Other areas could include cartooning, graphics, sculpture or craft.

YEAR 9 VISUAL ARTS

Subject Code: 9VAR2 (S2)

Subject Description

You will explore a variety of art media to produce art works to a high standard. Art techniques you will learn may include sculpture, textiles, printing, graphics technology or craft.

YEAR 10 FRONT OF HOUSE

Subject Code: 10FOH

Prerequisites: Successful completion of Year 9 Units of Competence

Subject Description

CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES

Students in Year 10, who have completed the Year 9 component of the course, may continue with their enrolment in the Front of House course. The course continues to provide students with a realistic understanding of the world of work in the Theatre industry. As part of the Front of House course students will participate in First Aid training and are able to complete a First Aid certificate. It is expected that students will continue with their ushering duties throughout the year.

The certificate will be awarded at Year 12 graduation and it also contributes to a student's WACE.

NB: Classes for this subject are conducted outside normal class hours.

YEAR 10 MEDIA ARTS: GENRES

Subject Code: 10MAR1 (S1)

Subject Description

This subject aims to investigate media genres and allows you to use your knowledge and understanding in completing small media projects and investigations. Skills in camera operation, editing, titling and audio production will be developed and refined. You will also develop the ability to work in a small group, complete work on time and use media equipment responsibly.

YEAR 10 MEDIA ARTS: NARRATIVES

Subject Code: 10MAR2 (S2)

Subject Description

This subject aims to explore the elements required for the structuring of a narrative based media production. Media techniques will be examined and adapted for your production. You will be expected to script and storyboard your own short narrative. Elements of the technical, symbolic, audio and written codes of media making will be explored to enhance your media project.

THE ARTS (CONTINUED)

YEAR 10 MUSIC

Subject Code: 10MUS1 (S1) & 10MUS2 (S2)

Subject Description

You continue your instrumental/voice lessons and to play in ensembles, with more opportunities for solo and small group performances.

In music you begin to specialise by studying both contemporary and classical music for the entire year. You also continue to investigate, compose and perform in each context. By the end of the year you will know which context you would like to study in Year 11.

YEAR 10 PHOTOGRAPHY

Subject Code: 10PHOT1 (S1)

Subject Description

Within this subject advanced photographic procedures are developed and refined. You will acquire competence in the use of photographic materials and equipment in order to produce quality digital colour prints. The theory component covers the composition and the use of design elements in photography.

YEAR 10 PHOTOGRAPHY

Subject Code: 10PHOT2 (S2)

Subject Description

There is a difference between taking a photo and creating a photo by using innovative and original techniques. This subject aims to explore the practical component of photographic study where creative photographic techniques are encouraged and refined. You will be given the opportunity to acquire competence in the use of photographic materials and equipment in order to produce creative digital artwork. The theory component covers the use of the camera in daily life and explores the work of some famous photographers.

YEAR 10 VISUAL ARTS

Subject Code: 10VAR1 (S1)

Subject Description

You will explore art technologies in this course. From your drawings you will develop designs suitable for completion as unique artworks in various media that could include paint techniques, sculptural skills or textile technologies.

YEAR 10 VISUAL ARTS

Subject Code: 10VAR2 (S2)

Subject Description

This fun fine art subject will further develop your graphic, sculptural, painting, drawing and mixed media skills. Individual projects will lead to exciting finished studio pieces.

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CONTENT STRANDS:
Knowledge and understanding
Processes and production skills

TECHNOLOGIES

LOWER SCHOOL OVERVIEW

The Technologies Learning Area encompasses two fields of study.

These are:

- Design and Technologies
- Digital Technologies

The subjects offered for lower school students in this learning area are grouped by year under each field of study listed above. Included are several subjects from other Learning Areas that students may also select.

YEAR 7 DIGITAL TECHNOLOGIES COMPUTER STUDIES

Subject Code: 7COM1 (S1) OR 7COM2 (S2)

Subject Description

In Year 7 students develop understanding and skills in computational thinking, to decompose problems and engage with a wide range of information systems. Students have opportunities to create a range of solutions to explore the properties of networked systems, acquiring data from a range of digital systems to model objects and events to develop an understanding of the vital role that data plays in their lives. Students are provided with opportunities to develop abstractions, identifying common elements, while decomposing apparently different problems and systems to define requirements; recognising that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints as they design increasingly complex algorithms that allow data to be manipulated automatically.

YEAR 7 DESIGN AND TECHNOLOGIES MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Subject Code: 7D&T1 (S1) OR 7D&T2 (S2)

Subject Description

Under a term rotation all students will be introduced to the areas of wood and metal. Each introductory unit involves a hands-on approach, allowing students to develop their creative and practical skills. This will provide students with valuable knowledge that can be applied across all learning areas and prepare them for further studies in the technology and enterprise area.

Students will develop design skills using problem solving strategies to build knowledge and understanding in designing, making and appraising and how this relates to technology. Students are expected to meet all safety requirements in the workshop for successful completion of the course.

YEAR 7 DESIGN AND TECHNOLOGIES FOOD AND FIBRE

Subject Code: 7HEC1 (S1) OR 7HEC2 (S2)

Subject Description

This subject has two components, food and textiles. Students will investigate healthy food choices and safely produce a range of dishes using various equipment and processes. Students will look at the factors that influence our food choices including seasonality, locality, sustainability and ethical issues. In Textiles students work independently and collaboratively to investigate, design, produce and evaluate a personal item, using a variety of resources and processes.

TECHNOLOGIES (CONTINUED)

YEAR 8 DIGITAL TECHNOLOGIES: COMPUTER STUDIES

Subject Code: 8COM1 (S1) OR 8COM2 (S2)

Subject Description

In Year 8, students further develop the understanding and skills in computational thinking, such as decomposing problems as they investigate the properties of networked systems and use for the transmission of data types. They acquire, analyse, visualise and evaluate various types of data, and the storing and transmitting of data. Students use structured data to model objects and events. They develop their understanding of the role of data and how it may be used.

Students develop abstractions, identifying common elements, decomposing problems and systems to define requirements; and recognise that abstractions hide irrelevant details. When defining problems, students identify the key elements of the problems. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore ways of showing the relationship between data elements to help computation. They progress from designing the user interface, to considering user experience factors, such as user expertise, accessibility and usability requirements. Students have opportunities to plan and manage individual and team projects.

YEAR 8 DESIGN & TECHNOLOGIES: METAL TECHNOLOGY

Subject Code: 8MW1 (S1) AND/OR 8MW2 (S2)

Subject Description

This introductory metals course is designed to introduce students to various materials, tools and processes within this industry. Students will undertake a series of set projects to develop their metalworking skills. They will have the opportunity to develop techniques which will equip them with broad educational and industry level skills, as well as provide them with future links to further courses of study in the design and technology area.

Students wishing to complete both semesters of metalwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

YEAR 8 DESIGN & TECHNOLOGIES: TECHNICAL GRAPHICS

Subject Code: 8TGR1 (S1) AND/OR 8TGR2 (S2)

Subject Description

This is an introductory course in Computer Aided Design (CAD) which provides students with the opportunity to experience 2D and 3D digital modelling and design conceptualisation.

Students will be introduced to a variety of engineering architectural, digital animation and computer graphics most commonly used in such industries as film and advertising, interior design, building, project design and SFX. Expertise in software such as Sketchup, Sculpttris, Sweet Home 3D, Photoshop and a diverse range of Autodesk products like Maya, Mudbox, Inventor and 3D Studio Max will be developed throughout the semester.

Students will also gain experience with rapid prototyping techniques such as 3D printing and laser cutting by producing a solid 3D prototype of one of their own design solutions.

Students wishing to complete both semesters of technical graphics will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

YEAR 8 DESIGN & TECHNOLOGIES: WOODWORK

Subject Code: 8WW1 (S1) AND/OR 8WW2 (S2)

Subject Description

This introductory wood course is designed to introduce students to various materials, tools and processes within this industry. They will undertake projects that will extend their knowledge of and skills in machining and fabricating various timbers to complete a series of set projects. Students will have the opportunity to develop techniques which will equip them with broad educational and industry level skills, as well as provide them with future links to further courses of study in the design and technology area.

Students wishing to complete both semesters of woodwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

YEAR 8 DESIGN AND TECHNOLOGIES: TEXTILES

Subject Code: 8TEX1 (S1)

Subject Description

Students safely develop their textiles skills to earn their own machine "driving license". While investigating where fibres and fabrics originate, students design, produce and evaluate personal articles. By the end of the course they will have practiced a variety of hand and machine sewing, and embellishment processes.

YEAR 8 DESIGN AND TECHNOLOGIES: TEXTILES

Subject Code: 8TEX2 (S2)

Subject Description

Students develop their sewing machine skills and creativity to design, produce and evaluate unique personal products. Their knowledge and understanding of textiles is further developed when they use basic commercial patterns to make boxer shorts or pyjama pants.

YEAR 8 DESIGN AND TECHNOLOGIES: FOOD

Subject Code: 8FOD1 (S1)

Subject Description

Students will develop their knowledge of nutrition to collaboratively plan and create healthy eating solutions. They investigate factors that influence foods eaten by global communities and safely produce a range of simple and delicious recipes. They will use sensory terminology to assess the food products they have developed.

YEAR 8 DESIGN AND TECHNOLOGIES: FOOD

Subject Code: 8FOD2 (S2)

Subject Description

Students will develop skills to cook and serve many interesting and delicious recipes, presenting each dish attractively. They will investigate, research and plan healthy food options. Students will need to successfully communicate and be a good team player to work safely and produce attractive dishes within a set timeframe. Students consider social, ethical, sustainable, economic and environmental factors associated with food production through assisting in the planning and maintenance of the edible school garden. They will use sensory terminology to assess the food products they have developed.

YEAR 9 HUMANITIES AND SOCIAL SCIENCES: FINANCE

Subject Code: 9BUS1 (S1)

Subject Description

This course is designed to introduce personal money management to students. It can be seen as a life skill which helps students in their future handling of such matters as money – Australian and foreign currency, saving, credit and loan facilities, personal budgeting, payroll and wages and taxation.

YEAR 9 HUMANITIES AND SOCIAL SCIENCES: BUSINESS

Subject Code: 9BUS2 (S2)

Subject Description

This course aims to inform students of their rights and responsibilities in making decisions in the market place. Students are introduced to credit cards and credit financing, shares and the share market, buying wisely and sales outlets, advertising and promotion methods and consumer protection mechanisms.

YEAR 9 DIGITAL TECHNOLOGIES: GAME DESIGN AND CONSTRUCTION

Subject Code: 9GAM1 (S1)

Subject Description

Game Design focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and using modular approaches to solutions. Students will be introduced to the role of hardware and software, and data and file types for generating games. There is also a design component looking at design conventions that make a good game and storyline. GameMaker will be used which is freely available for the Apple and Microsoft platforms. It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve and how this can be applied across all learning areas. Students also learn to work independently and collaboratively on projects, while learning about the methodology associated with the culture of digital technologies.

YEAR 9 DIGITAL TECHNOLOGIES: GAME DESIGN AND CONSTRUCTION

Subject Code: 9GAM2 (S2)

Subject Description

This course extends and continues game making skills. Students learn more about complex concepts by exploring more game genres and creating their own sprites and sound effects. Students may also script their own games using GameMaker language or Scratch. There is also a design component looking at design conventions that make a good game and storyline. GameMaker will be used which is freely available for the Apple and Microsoft platforms. It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve and how this can be applied across all learning areas. Students also learn to work independently and collaboratively on projects, while learning about the methodology associated with the culture of digital technologies.

Game Design and Construction, Semester 1, is not a prerequisite for this subject.

YEAR 9 DIGITAL TECHNOLOGIES: COMPUTER ANIMATION

Subject Code: 9COM1 (S1)

Subject Description

In Computer Animation students learn about the 12 principles of animation and how they are applied through stop motion, 2D, 3D and on digital devices. Computational thinking will be applied using patterns and models and differentiating appropriate software to use for various tasks and projects. It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve. Software used ranges from Pivot to Scratch to Adobe Design. The course provides an introduction to learning animation basics through the use of 2D graphics and simple user-friendly drag and drop interfaces to facilitate the learning of powerful programming concepts in an engaging and intuitive way. Students also learn to work independently and collaboratively on projects, while learning about creativity and the methodology associated with the culture of digital technologies.

TECHNOLOGIES (CONTINUED)

YEAR 9 DIGITAL TECHNOLOGIES: COMPUTER ANIMATION

Subject Code: 9COM2 (S2)

Subject Description

Students continue their development in Scratch, Pivot, Adobe Design, and are introduced to Alice, a 3D animation program. Alice consists of object, figure, sequence and scene editors, to create BMP, GIF and JPG graphic formats. Students will develop skills in creating characters and worlds while exploring further conceptual programming constructs that enhance the animation experience. There is also the opportunity to use Blender, a 3D character modeling software. The course provides animation basics through the use of 2D graphics and simple user-friendly drag and drop interfaces to facilitate the learning of powerful programming concepts in an engaging and intuitive way.

The 12 principles of animation are still applied through stop motion, 2D, 3D and on digital devices. Computational thinking will be applied using patterns and models and differentiating appropriate software to use for various tasks and projects.

It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve. Students also learn to work independently and collaboratively on projects, while learning about creativity and the methodology associated with the culture of digital technologies.

Computer Animation, Semester 1, is not a prerequisite for this subject.

YEAR 9 DESIGN & TECHNOLOGIES: METAL TECHNOLOGY

Subject Code: 9MW1 (S1) AND/OR 9MW2 (S2)

Subject Description

Students will undertake a series of projects which will extend their knowledge of and skill in machining and fabricating various metals to complete projects. Students will have the opportunity to further develop their design skills with the selection of a personal project based on a designated environmental need.

Students begin to explore the social and environmental implications of using various materials. They will start to recognise that the supply of some materials is limited, and examine possibilities for reusing and recycling a variety of materials other than metal to complete their projects.

Students wishing to complete both semesters of metalwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

YEAR 9 DESIGN & TECHNOLOGIES: TECHNICAL GRAPHICS

Subject Code: 9TGR1 (S1) AND/OR 9TGR2 (S2)

Subject Description

This course further develops student's skills in 2D and 3D computer aided design providing an opportunity to commence a specialised focus on specific software programs.

Students will follow the Design Process in order to conceptualise, develop and produce a solution to a personal project using preferred software to present their ideas.

Throughout this course, students will also build on any previous Computer Aided Design (CAD) skills by completing more advanced tutorials to further improve their knowledge.

Students wishing to complete both semesters of technical graphics will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

YEAR 9 DESIGN & TECHNOLOGIES: WOODWORK

Subject Code: 9WW1 (S1) AND/OR 9WW2 (S2)

Subject Description

Students will undertake a series of projects which will extend their knowledge of and skill in machining and fabricating various materials to complete projects. Students will have the opportunity to further develop their design skills with the selection of a personal project based on a designated environmental need.

Students begin to explore the social and environmental implications of using various materials. They will start to recognise that the supply of some materials is limited, and examine possibilities for reusing and recycling a variety of materials other than wood to complete their projects.

Students wishing to complete both semesters of woodwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

YEAR 9 DESIGN AND TECHNOLOGIES: TEXTILES

Subject Code: 9TEX1 (S1)

Subject Description

Following the technology process students will develop their creativity through investigating, designing, producing and evaluating items made with novelty fabrics. They will learn safe and efficient skills on the sewing machine and develop their knowledge and understanding of social, ethical, economic and environmental considerations associated with the textile industry.

YEAR 9 DESIGN AND TECHNOLOGIES: TEXTILES

Subject Code: 9TEX2 (S2)

Subject Description

Students will develop new skills using a sewing machine. They will investigate, design and produce a personal item and a garment using a commercial pattern. Planning will include consideration of time, cost, risk and safety and test appropriate technologies and processes to make successful products.

YEAR 9 DESIGN AND TECHNOLOGIES: FOOD

Subject Code: 9FOD1 (S1)

Subject Description

Students will produce tasty, healthy foods that are quick and easy to prepare. They will investigate and identify recipes and foods that will enhance the performance of an active teenager. Students will work collaboratively using time management skills to safely produce each product. Social, ethical and sustainability issues that impact on our food choices will be also investigated.

YEAR 9 DESIGN AND TECHNOLOGIES: FOOD

Subject Code: 9FOD2 (S2)

Subject Description

Students will discover changes in food preservation, food preparation and dietary habits spanning from pioneer times to the present. Students will safely cook healthy, time saving and low cost meals using a variety of food preparation methods and equipment. They will learn how to decipher the technical terms and terminologies of modern food labels. Social, ethical and sustainable factors that influence the food we eat will be considered while designing and producing recipes in teams.

YEAR 9 HEALTH AND PHYSICAL EDUCATION: PERSONAL DEVELOPMENT

Subject Code: 9INDP1 (S1)

Subject Description

In this popular course, students consider the role the media plays in affecting their self esteem and concept of body image. We examine the characteristics of respectful relationships and the impact of both healthy thinking and healthy eating habits on health and wellbeing. With a focus on self esteem building, students individually create a 'personal portfolio' after analysing their colour palette, figure type and individual style. Dress codes, posture, manicures, skin care and make up products and techniques are examined. There is a considerable practical component to this course.

YEAR 9 HEALTH AND PHYSICAL EDUCATION: FAMILY, COMMUNITY AND YOU

Subject Code: 9INDP2 (S2)

Subject Description

Students consider their own and societal attitudes and values in this three stage course. Firstly, in 'Taking Care of Me' students learn skills in both physical and emotional protection and strength. In 'Taking Care of My Relationships' they plan, prepare and host an afternoon tea for a friend. In the final phase of the course students widen their scope to support a local community charity through a fundraising event that they plan, prepare and host. Students need to liaise with the charity to present funds raised. This will require either an excursion or an incursion. There is a considerable practical component to this course.

YEAR 10 HUMANITIES AND SOCIAL SCIENCES: LAW

Subject Code: 10BUS1 (S1)

Subject Description

Legal Studies is a subject that, in many respects, teaches life skills. Students are introduced to the concepts of legal and non legal rules and learn about how parliament makes law and how these laws relate to young people. The focus then turns to criminal law and criminal liability as well as police arresting powers and criminal trial procedures. We then investigate the effect the law has on the family, relationships and employment.

YEAR 10 DIGITAL TECHNOLOGIES: APPLIED DIGITAL TECHNOLOGIES

Subject Code: 10ADT1(S1) AND/OR 10ADT2(S2)

Subject Description

In Year 10, learning in Digital Technologies focuses on further developing students' understanding and skills in computational thinking. The course focuses on refining application skills in designing digital products for a particular target audience. Students use a range of digital devices from apps to websites to animations, and software tools range from storyboards to wireframes and can include the Adobe Design Suite, MS Office Suite, Minecraft, Sway, Wix, Scratch, Prezi and Unity.

This course leads onto:

Applied Information Technology, both ATAR (AEAIT) and GENERAL (GEAIT) in Year 11.

YEAR 10 HUMANITIES AND SOCIAL SCIENCES: BUSINESS RECORDS MANAGEMENT

Subject Code: 10BUS2 (S2)

Subject Description

Students participating in this course will learn about financial literacy and the basics of running your own profit earning enterprise.

All students at some stage will have to manage their own finances and while they may not own a small business, they will go through a period of being unemployed, or on leave from permanent work, or between casual jobs, and this life stage is where the knowledge of finance for business will be essential.

They will learn about the main financial institutions that small business deals with and will understand how governments and other community bodies can influence their decision-making processes. Students will also learn about financial record-keeping on a cash basis for small business, as well as the main financial documents and reports used in financial transactions of small business.

YEAR 10 DIGITAL TECHNOLOGIES: GAME DESIGN AND CONSTRUCTION

Subject Code: 10PROG1 (S1)

Subject Description: Game Design and Construction using GameMaker

This is an introductory course, but can also accommodate more experienced students to the discipline of designing and programming games. It examines why people play games and what makes a good game such as story, rewards, graphics (data and file types) and concepts like presence and immersion. Students will be introduced to specific gaming software such as GameMaker and Blender (3D animation) programs. Students will make at least two genres of games.

Computational thinking will be applied using patterns and models and differentiating appropriate software to use for various tasks and projects. The course is also about collaboration, communication and problem solving. It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve and how this can be applied across all learning areas. Students will develop algorithms using structured English (flow charts, pseudo code) and Nassi schneiderman diagrams (graphical representation of a logical idea).

Students also learn to work independently and collaboratively on projects, while learning about creativity and the methodology associated with the culture of digital technologies.

This course leads onto:
APPLIED INFORMATION TECHNOLOGY both ATAR (AEAIT) and GENERAL (GEAIT) in Year 11

YEAR 10 DIGITAL TECHNOLOGIES: GAME DESIGN AND CONSTRUCTION

Subject Code: 10PROG2 (S2)

Subject Description: Game Design and Construction using GameMaker

This is an introductory course but can also accommodate more experienced students to the discipline of designing and programming games. Students will explore further game genres and make two advanced games, while learning further about graphics, design and file types. It examines why people play games and what makes a good game, such as story, rewards, graphics (data and file types) and concepts like presence and immersion. Students will be introduced to specific gaming software such as GameMaker and Blender (3D animation) programs.

Computational thinking will be applied using patterns and models and differentiating appropriate software to use for various tasks and projects. The course is also about collaboration, communication and problem solving. It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve. Students will develop algorithms using structured English (flow charts, pseudo code) and Nassi schneiderman diagrams (graphical representation of a logical idea).

Students also learn to work independently and collaboratively on projects, while learning about creativity and the methodology associated with the culture of digital technologies.

Digital Technologies – Game Design and Construction, Semester 1, is not a prerequisite for this subject.

This course leads onto:
APPLIED INFORMATION TECHNOLOGY both ATAR (AEAIT) and GENERAL (GEAIT) in Year 11.

YEAR 10 DIGITAL TECHNOLOGIES: COMPUTER ANIMATION

Subject Code: 10COM1 (S1)

Subject Description: Animation using Alice, Adobe Animate and Pivot

This unit continues to explore worlds and design using 3D software. Students do not have to have previous experience in the concepts because tutorials will be provided to guide and demonstrate the basic concepts.

Students will develop skills in creating characters and worlds while exploring further conceptual programming constructs that enhance the animation experience. There is also the opportunity to use Blender a 3D character modelling software. The 12 principles of animation are still applied through stop motion, 2D, 3D and on digital devices. Computational thinking will be applied using patterns and models and differentiating appropriate software to use for various tasks and projects.

It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve. Software used includes Alice, Pivot, Scratch and Adobe Design (Animate). The course provides an introduction to learning animation basics through the use of 2D and 3D graphics and simple user-friendly drag and drop interfaces to facilitate the learning of powerful programming concepts in an engaging and intuitive way. Students also learn to work independently and collaboratively on projects, while learning about creativity and the methodology associated with the culture of digital technologies.

This course leads onto:
APPLIED INFORMATION TECHNOLOGY both ATAR (AEAIT) and GENERAL (GEAIT) in Year 11.

YEAR 10 DIGITAL TECHNOLOGIES: COMPUTER ANIMATION

Subject Code: 10COM2 (S2)

Subject Description: Animation using Alice, Adobe Animate and Pivot

This unit can easily introduce new students to the concepts of digital animation, while continuing to allow more experienced students to explore worlds and design using 3D software. Students do not have to have previous experience in the concepts because tutorials will be provided to guide and demonstrate the basic concepts.

Students will develop skills in creating characters and worlds while exploring further conceptual programming constructs that enhance the animation experience. There is also the opportunity to use Blender a 3D character modelling software.

The 12 principles of animation, are still applied through stop motion, 2D, 3D and on digital devices. Computational thinking will be applied using patterns and models and differentiating appropriate software to use for various tasks and projects.

It is a very practical course with open-ended tasks and a project. Students are taught how to think and problem solve. Software used includes Alice, Pivot, Scratch, Adobe Design (Animate) and Blender. The course provides an introduction to learning animation basics through the use of 2D and 3D graphics and simple user-friendly drag and drop interfaces to facilitate the learning of powerful programming concepts in an engaging and intuitive way. Students also learn to work independently and collaboratively on projects, while learning about creativity and the methodology associated with the culture of digital technologies.

Digital Technologies – Computer Animation, Semester 1, is not a prerequisite for this subject.

This course leads onto:
APPLIED INFORMATION TECHNOLOGY both ATAR (AEAIT) and GENERAL (GEAIT) in Year 11.

YEAR 10 DESIGN & TECHNOLOGIES: TECHNICAL GRAPHICS

Subject Code: 10TGR1 (S1) AND/OR 10TGR2 (S2)

Subject Description

This subject focuses on enhancing student's abilities to solve simple and complex design problems by originating and developing a plan for a product, structure or component. Students are exposed to a huge variety of 2D and 3D software programs that will assist them in producing detailed and highly imaginative solutions to their project selections.

Students will now have the opportunity to select major design projects from a variety of options including architecture, animation, animatronics, movie SFX, art metal sculpturing and engineering. 3D modelling programs such as Maya, Mudbox, Inventor, 3D Studio max and Sculpttris will allow students to explore highly inventive and dynamic presentations commensurate with industry standards.

Students will also construct detailed prototype models using a variety of rapid prototyping machines such as 3D printers and laser cutters. Access to the design and technology workshops will be critical to students producing maquettes and models of creatures and characters for their animatronics projects and animation themes.

Students wishing to complete both semesters of technical graphics will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

This subject leads to:

- TECHNICAL GRAPHICS (CUA20715 Certificate II in Visual Arts)
- MATERIALS DESIGN & TECHNOLOGY – Wood (GEMDTW) in Year 11.

YEAR 10 DESIGN & TECHNOLOGIES: METAL TECHNOLOGY

Subject Code: 10MW1 (S1) AND/OR 10MW2 (S2)

Subject Description

This subject provides students with the opportunity to develop skills in functional and aesthetically pleasing metal based projects in the field of metal sculpturing, junk art, metal jewellery, art metal, metalsmithing and custom design metal arts.

Students will develop a variety of machine and hand skills working with a diverse range of materials to create innovative and decorative solutions to their own design problems.

This subject places a great emphasis on creativity and originality. Students are encouraged to explore progressive concepts, use new materials and develop new techniques. Students will learn to refine a variety of traditional, contemporary and innovative metalworking techniques as well as develop skills in 2D and 3D digital modelling.

Students wishing to complete both semesters or metalwork will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

This subject leads to:

- TECHNICAL GRAPHICS (CUA20715 Certificate II in Visual Arts)
- MATERIALS DESIGN & TECHNOLOGY – Wood (GEMDTW) in Year 11

TECHNOLOGIES (CONTINUED)

YEAR 10 DESIGN & TECHNOLOGIES: WOODWORK

Subject Code: 10WW1 (S1) AND/OR 10WW2 (S2)

Subject Description

This subject provides students with an opportunity to apply the concepts of design and aesthetics to objects of function and everyday use.

Students will construct machine and hand-made products with a specific design focus making them more attractive and easy to use, OR create individual, aesthetically pleasing but mostly functional craft products.

Unlike previous woodwork classes which focused predominately on simple household items, this course allows students to apply their creative abilities to the manufacture of items such as musical instruments, chess sets, sculptures, theatre props and other fine woodworking projects.

Students wishing to produce traditional workshop pieces such as wine racks, bedside tables, storage devices and other furniture items will be able to complete their projects with a stronger emphasis on design and aesthetics.

All students will develop competency in Sketchup and Autocad to conceptualise designs and finalise plans.

Students wishing to complete both semesters of woodwork will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

This subject leads to:

- TECHNICAL GRAPHICS (CUA20715 Certificate II in Visual Arts)
- MATERIAL DESIGN & TECHNOLOGY: WOOD (GEMDTW) in Year 11.

YEAR 10 DESIGN AND TECHNOLOGIES: TEXTILES

Subject Code: 10TEX1 (S1)

Subject Description

Students will advance their machining skills. Using embellishment techniques students will design and produce a personal item.

Students investigate the use of ethical and sustainable fabrics by designing and producing a garment using recycled articles.

This course leads to:

- MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (GEMDTT) in Year 11.

YEAR 10 DESIGN AND TECHNOLOGIES: TEXTILES

Subject Code: 10TEX2 (S2)

Subject Description:

Students safe machining and overlocker skills will be further advanced. Using fleece fabric students will design and create a personal item. They will research ethical and sustainable fabrics and fibres used in the production of items. Commercial patterns will be used to design and create garments and accessories.

This course leads to: MATERIALS, DESIGN AND TECHNOLOGIES: TEXTILES (GEMDTT) IN YEAR 11.

YEAR 10 DESIGN AND TECHNOLOGIES: CHILD CARE

Subject Code: 10CC1 (S1)

Subject Description

Students' knowledge and understanding of the implications of parenthood are realised through caring for our 'Virtual Baby' technology for a few days...and nights. After engaging with experts through both incursions and excursions, students will undertake a collaborative project in which they investigate, design and evaluate safe environments for young children. There is a considerable practical component to this course.

YEAR 10 DESIGN AND TECHNOLOGIES: CHILD DEVELOPMENT

Subject Code: 10CC2 (S2)

Subject Description

In this course students' knowledge and understanding of the needs of children and their carers is enhanced through investigating factors such as safety, costs, production processes, sustainability and legal requirements that influence the toy making industry locally as well as on a global scale. Students' production skills are developed when they research, design, produce and collaboratively evaluate a toy that they produce. Engaging with experts through both incursions and excursions will lead to enhanced knowledge of the toy making industry and a greater understanding of the systems involved and improved personal production skills. There is a considerable practical component to this course.

YEAR 10 DESIGN AND TECHNOLOGIES: FOOD

Subject Code: 10FOD1 (S1)

Subject Description

Students will learn how to entertain and prepare a range of food from Hors d'oeuvres through to cheese boards. They will collaboratively investigate, design and produce the menu and food for their own small dinner party. Safe kitchen skills will be developed during the practical lessons. The sustainability of food items used will also be investigated.

This course leads to:

- FOOD SCIENCE AND TECHNOLOGY (GEFST) in Year 11.

YEAR 10 DESIGN AND TECHNOLOGIES: FOOD

Subject Code: 10FOD2 (S2)

Subject Description

This course will allow students to travel the world and embrace traditional foods from many different countries. Investigating social and ethical issues, students will safely prepare ethnic dishes applying authentic techniques, ingredients and utensils. Food preparation skills will be enhanced using appropriate garnishes for attractive food presentation.

This course leads to:

- FOOD SCIENCE AND TECHNOLOGY (GEFST) in Year 11.

LANGUAGES OTHER THAN ENGLISH LEARNING AREA

HOLA:
Ms Maree Sayers
Email:
Maree.Sayers@education.wa.edu.au
Phone:
9433 7274

LEARNING AREA OUTCOMES:

Oral Communication
Written Communication
Response: Viewing, Reading and
Responding
Response: Listening and Responding

LANGUAGES OTHER THAN ENGLISH

LOWER SCHOOL OVERVIEW

In 2019 the college will offer Italian in Years 7, 8, 9 and 10. It is compulsory for all students in Years 7 and 8 to study a language other than English (LOTE).

Students in Years 9 and 10 may continue their studies in LOTE and is essential for those students intending to undertake LOTE in upper school.

Italian will run **only** in Years 11 and 12 if there are enough students selecting Italian for classes to be viable.

YEAR 7 ITALIAN

Subject Code: 7ITA1 (S1) OR 7ITA2 (S2)

Subject Description

Italian remains one of the most popular languages that people worldwide choose to learn as a second language. With its extensive history spanning from Ancient Rome to the Medieval and Renaissance periods to the present, the Italian culture is fascinating. It has spawned a huge catalogue of amazing and iconic architecture, art and design, music and much more. At John Curtin College of the Arts, Italian studies are particularly relevant as students discover connections with Italy and their artistic and sporting passions.

In Year 7 students acquire basic communications skills (written, oral, reading and listening), gain an understanding of the Italian culture and develop an awareness of the nature of the language in everyday life.

Topics covered include:

- introducing myself to others;
- family and friends;
- school;
- home; and
- puppet creation and presentation.

LANGUAGES OTHER THAN ENGLISH (CONTINUED)

YEAR 8 ITALIAN

Subject Code: 8ITA1 (S1) AND 8ITA2 (S2)

Subject Description

The Year 8 course focuses on language needed for everyday situations such as shopping, asking for directions, buying/ordering food and drinks or simply making general conversation. Students work collaboratively and independently, exploring different ways to communicate, be it in written form, verbally or even via the ubiquitous and often humorous Italian hand gestures!

Year 8 students read, view, listen to and interact with a range of texts/resources in order to further develop strategies to process unfamiliar language and appreciate the cultural perspectives embedded in the language.

Topics covered are:

- places and directions;
- making bookings and buying tickets;
- modes of transport;
- clothing and shopping;
- food and drink;
- sport and leisure;
- online program: Education Perfect;
- Commedia dell Arte; and
- celebration of traditional holidays
e.g. Festa della Repubblica

YEAR 9 ITALIAN

Subject Code: 9ITA1 (S1) AND 9ITA2 (S2)

Subject Description

The Year 9 course aims to further develop student knowledge and understanding of the Italian language. It integrates a situational learning approach and offers students a balance of context, linguistic elements and cultural knowledge. We aim to immerse the students in the Italian language by speaking only Italian in the classroom to bring the Italian language and culture alive.

Topics include a focus on youth through the issues and interests that are relevant to today's youth in Australia and Italy. Students read, view, listen to and interact with an increasing range of resources/texts that include technical language (Italian SMS and IT jargon etc), discussions and information about music, films and other forms of entertainment.

Topics covered include:

- arts and entertainment;
- music and music festivals;
- technology;
- social media;
- health and fitness;
- youth of today;
- excursion to Italian restaurant to use target language;
- il Palio di Siena; and
- excursion to Art Gallery of WA

YEAR 10 ITALIAN

Subject Code: 10ITA1 (S1) AND 10ITA2 (S2)

Subject Description

Year 10 Italian is a comprehensive and communicative course that incorporates a variety of topics from Ancient Roman history and Italian art and design to current affairs travel and careers. As students read, listen to, discuss and write about more sophisticated topics, they embark on a more formal and explicit language learning program. This includes the learning of more complex verb conjugations, tenses and general grammar, thereby increasing students' understanding and communication skills.

In Year 10 we aim to immerse the student in the Italian language by speaking Italian in the class at all times. There is a focus on cultural concepts and we analyse the ways in which the language reflect Italian cultural practices and values.

Topics covered include:

- Ancient Roman history;
- Italian art and design;
- social and political issues;
- current affairs;
- environment;
- holidays and travel;
- study and careers;
- celebration of Italian traditional days;
- excursion to UWA Language Department;
- excursion to Italian restaurant to use target language;
- pante Alighieri; and
- Italian opera

STUDENT SERVICES

MANAGERS:

Years 7, 8 & 9:

Mrs Tenielle Bright

Email:

Tenielle.Bright@education.wa.edu.au

Phone:

9433 7244

Years 10, 11 & 12:

Mr Gavin Bradshaw

Email:

Gavin.Bradshaw@education.wa.edu.au

Phone:

9433 7243

The Student Services team works together to enhance every student's chance for success at JCCA and their life beyond the college. The team works collaboratively and cooperatively to foster the intellectual, emotional and social development of all students and their right to learn in a safe, healthy and caring environment.

Our range of services include:

- pastoral care and mentoring;
- rewards and recognition;
- behaviour management and attendance monitoring;
- facilitation of communication between parents, students and staff at the college;
- academic support, assessment and monitoring;
- course and career advice;
- psychological assessment and counselling;
- whole school approach to health and wellbeing advice;
- orientation and transition to secondary schooling;
- organisation of student social activities; and
- learning support and ESL (refer section on Propel).

Student Services staff

The Student Services team is made up of professional practitioners qualified in education, health care and/or psychological issues. The make up of the team is:

Managers

Two full time managers, one Years 7-9 and one Years 10-12, who oversee and coordinate the activities of the team and work closely with the principal and deputy principals.

Assistant Managers

Three Assistant Managers support the Managers in providing pastoral and social care of students.

College Nurse

The college nurse provides medical assistance and health and wellbeing advice.

College Psychologist

This person is available to listen to and assist students cope with a range of emotional, social and learning problems. Psychological assessments are also available.

Careers Coordinator and Course Adviser

These people are available to offer students' advice as to possible course and career options.

Chaplain

The chaplain provides pastoral care and support for students, staff and parents in times of need.

Events Coordinator

This person works with the Managers and Assistant Managers to organise a variety of information and social events throughout the year.

Propel Program

A detailed look at the college's learning support program is given in a separate section of this handbook.

ESL Teacher

Students from a non-English background are provided with English language support through their Humanities classes.

PROPEL: JCCA'S LEARNING SUPPORT PROGRAM

TEACHERS IN CHARGE:

PROPEL:

Dr Lynne Ivcevic

Email:

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Phone:

9433 7248

EAL/D:

Ms Ellen Morrissey

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Ellen.Morrissey@education.wa.edu.au

Phone:

9433 7505

The PROPEL (Providing Real Opportunities = Participation, Empowerment and Learning) program at JCCA has grown since its inception in 1999. Propel won the prestigious 2001 *Norm Hyde Award* for best practice in pastoral care in a secondary school in Western Australia and has now been documented through a grant from the Public Education Endowment Trust. This very successful program caters for students with average to above average ability, inclusive of intellectually gifted students from Years 7 to 12 and is unique in Western Australia. PROPEL is an innovative, successful and research-based model of secondary learning support that aims to provide accommodations and support to teenagers to empower them to achieve their secondary education goals.

PROPEL uses a variety of approaches to cater for the individual needs of students. These approaches are different to normal remediation processes that may not have worked in the past.

Typically students who are invited to join PROPEL evidence one or more of the following risk factors and have provided the following information:

- a documented learning disability by a psychologist;
- documented diagnosis or assessment fitting Department of Education's Disability Resourcing Branch categories;
- documented attentional disorder under the care of a paediatrician or psychiatrist;
- documented mental health issue by a psychologist or psychiatrist with ongoing therapy;
- English as an additional language or dialect (EAL/D) including Indigenous students.

The benefit of Propel have been identified as:

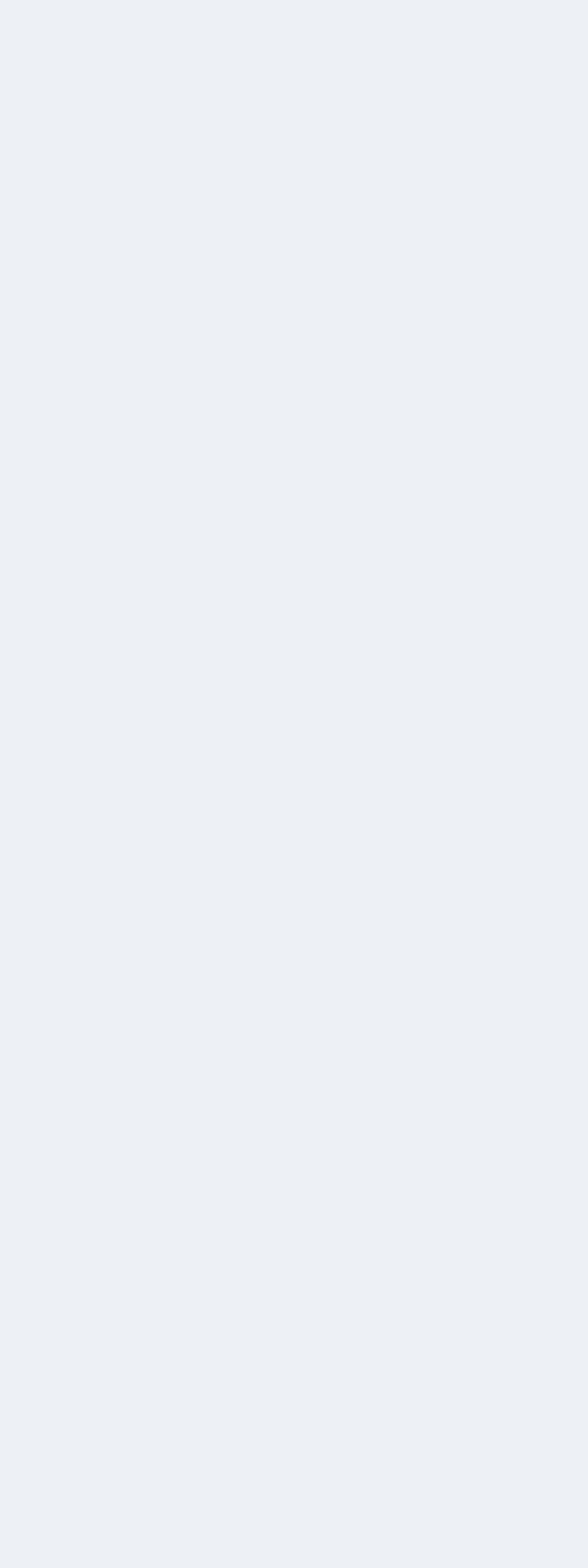
- encouraging students to be in control of their learning;
- selecting outcomes that are relevant to students;
- providing clear and structured expectations;
- empowering students to learn;
- improving a student's academic performance and/or attendance;
- enhancing a student's self-image; and
- fostering self-motivation.

Experience has shown that a further flow-on effect has been witnessed by both classroom teachers and parents.

Long term case management of students with a learning disability or mental health issue is essential when demonstrating a need for special examination arrangements in upper school through the Schools Curriculum and Standards Authority.

PROPEL also caters for Indigenous students and those students who come from an English as an Additional Language or Dialect (EAL/D) background where English is not their first language.

PROPEL has a cross-curricular focus. Students are provided with one out-of-class support period per week to assist them with the demands of the curriculum. PROPEL does not offer an alternate curriculum or intensive remediation due to resourcing limitations.





*Creativity, Innovation and Imagination • Respect, Care and Compassion
Excellence • Fair Go • Responsibility*

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