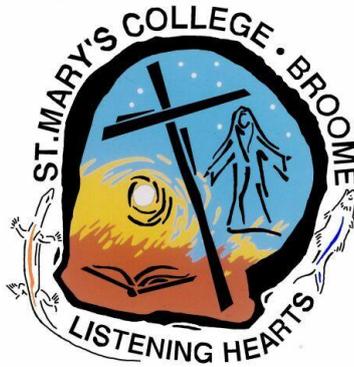


# Curriculum Handbook 2018



**Year 7**

# PRINCIPAL'S WELCOME

## YEAR SEVEN 2018

### **A Message to Students**

Welcome to Year 7 at St Mary's College. I especially welcome all Year 7's and students who are new to our campus. I hope that your secondary years at St Mary's College will be a very enjoyable and memorable time in your life.

The structure of the day will be very new to Year 7 students. Having 6 different classes each day and keeping all your belongings in your own locker are some of the differences about being at secondary school. You will also get to enjoy having many more teachers and different subjects to choose from than in primary school.

While the days are very busy at St Mary's College there is still plenty of time for you to spend time with your friends at recess and lunch. Many of you will have friends from primary school attending the secondary campus. If you are new to St Mary's, I am sure that it will not take long to make some really good friends; our students are very welcoming. We start each day with Homeroom. Your homeroom will have students from Year 7 and Year 8 so you will also make friends from a different year group. Homeroom is like your family at school and if you have brothers or sisters in a different year they will also be in the same house but not usually the same Homeroom.

Enjoy and make the most of your secondary school years. The days at high school can be some of the best days of your life. You will be given lots of challenges and opportunities. Strive to always do the best you can and to be the best you can be. I really encourage you to use your God given gifts during *your* time at St Mary's College to reach your full potential.

### **A Message to Parents**

Thank you for choosing St Mary's College for your child's secondary schooling. Staff at the College are committed to helping each student to grow in their Catholic faith and Christian values, encouraging each student to strive for excellence and to achieve their academic potential.

As students transition from primary to secondary school, they enter a stage in their schooling where they have the chance to become more independent and begin to make some choices and decisions about their educational pathway. There will be new subjects, new teachers and different challenges from the ones they had in primary school. The Year 7 and Year 8 component of schooling will provide the basis for students to make informed choices about the subjects they wish to study in the next phase in Year 9 and Year 10, during which still further challenges are presented. After that, they need to further refine their choices to successfully negotiate their way through Year 11 and Year 12 and then on to employment, future career choices and/or further education.

The importance of ongoing communication between parents and teachers is paramount. I encourage every parent to establish close links with your child's teachers and Homeroom teacher. Regular parent teacher contact can help to resolve many simple issues before they escalate. This communication can be by attendance at Parent Teacher meetings, Planner entries, telephone and email.

Our College is well supported by parents, guardians and friends of the St Mary's community. We have a very committed College Board and Parents and Friends Association. I am grateful for the generous amount of time and effort that is given by our community members to support the work of educating each of our students. I encourage you to become involved in the St Mary's College community.

Finally, I thank you for taking time to read this booklet. It has been carefully prepared and I am grateful to all those who have contributed to its preparation. Remember we are here to support you. I sincerely hope that we can work together in the best interests of your children.



**Michael Pepper**  
*Principal*

## CONTACT INFORMATION

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**Please do not hesitate to contact College staff members if you require any assistance.**

# ST MARY'S COLLEGE

## MISSION STATEMENT

St Mary's College Broome is a Catholic College that provides education from Kindergarten to Year 12, for parents who desire a Catholic education for their children. The College caters for the diverse educational, spiritual and cultural needs of its students by promoting self-esteem and initiative. It offers them skills to take their place confidently in society while living according to Christian values.

## VALUES AND BELIEFS

The College exists under the mandate of the Catholic Education Commission of WA and places great emphasis on clear, open lines of communication. The vitality and leadership of its staff is nurtured through spiritual and professional development.

The College promotes celebrations which highlight its values and beliefs. This combined with an acceptance of change allows the College to maintain an adaptable curriculum. Students and the general College community are encouraged to challenge the external influences that may diminish the self-worth of individuals, their families or their culture.

## IDENTITY

Central to the College's identity is the community of parents, staff and students who are involved in decision making related to the learning processes and future directions of the College.

## AIMS

- provide a supportive environment which affirms positive growth and development and promotes strong self-esteem in each student.
- develop in the students, life skills and Christian values so they have the confidence to meet challenges with optimism and conviction.
- value each person's individuality and culture as a special resource within the College.

## YEAR 7 CAMP

**Wednesday February 28 – Friday March 2 2018**

All students in Year 7 will be participating in a camp at the Broome Camp School. The camp will provide an opportunity for the students to get to know one another and develop strong relationships with many of the staff who are teaching them in Year 7. The camp is an integral part of the curriculum, and it is expected that all Year 7 students will attend.



## **PARENTAL INVOLVEMENT AT ST MARY'S COLLEGE**

A process of co-operation and a sense of partnership is required in order for both parents and teachers to work together for the education of the students. The following structures assist parent/guardian and College interaction and communication:

### **PARENT/GUARDIAN -TEACHER MEETINGS**

- Information evenings for parents/guardians
- Parent/guardian, student and teacher interviews – formal evenings organised by the College in Term 2 & Term 3
- Parent Educational Programmes

### **REPORTS**

Reports are provided to parents/guardians throughout the year.

- Interim Report – end of Term 1
- Semester 1 Report – end of Term 2
- Interim Report – end of Term 3
- End of Year/Semester 2 Report – end of Term 4

### **BEING CATHOLIC AT ST MARY'S**

- Class and College Liturgies
- College Celebration and Feast Days
- Retreats

### **SOCIAL AND FUND-RAISING OCCASIONS**

- Parents and Friends' gatherings
- Sports Carnivals
- Family Night evenings

### **DIRECT PARENT HELP**

- Canteen
- Helping with Reading in Pathways classes
- Assisting at Athletics and Swimming Carnivals
- Library helpers – covering books

### **TERM CALENDER AND NEWSLETTER**

A term calendar is published at the commencement of each school term. A newsletter is sent home fortnightly on a Friday. This newsletter contains items of interest, of immediate concern, and reminders about term dates. Occasional circulars from other groups in the College may be sent home.

### **ENQUIRES**

Administration Office hours are from 7.30am to 4.00pm Monday to Friday.

## **COLLEGE HOURS**

Classes commence at 7.45am, Monday – Friday. Classes conclude at 2.15 each day. All changes are notified via the College newsletter or SMS to parents/guardians. Students should aim to be at the College each morning by 7:30 am to be prepared for classes.

## **SCHOOL ATTENDANCE**

Should a student be absent from the normal school programme, the college should be notified on the day of that absence. Parents/guardians are urged to avoid removing their children during the term, e.g. for holidays for extended periods of absence. The College must be notified in writing if a student is likely to be absent for an extended period.

## **STUDENT BEHAVIOUR**

The St Mary's College has a focus on promoting positive behaviours with students. The St Mary's College 'Our Expectations' chart outlines the behaviours expected of St Mary's College Students.

## **THE YEAR SEVEN CURRICULUM**

It is important that students are able to make clear and meaningful connections across the various learning areas and demonstrate their knowledge, understanding, skills and values in a variety of ways.

In Year Seven, students are involved in a diverse program that exposes them to a variety of learning areas and associated skills. Programs are designed to not only provide the essential knowledge and understandings but also to encourage independent learning and creative thinking skills and to foster an enthusiasm for learning.

### **Compulsory Subjects**

All Year Seven students in 2018 will study the following:

<ul style="list-style-type: none"><li>• Religious Education</li></ul>	<ul style="list-style-type: none"><li>• Health and Physical Education</li></ul>
<ul style="list-style-type: none"><li>• English</li></ul>	<ul style="list-style-type: none"><li>• Mathematics</li></ul>
<ul style="list-style-type: none"><li>• HASS (Humanities and Social Science)</li></ul>	<ul style="list-style-type: none"><li>• Science</li></ul>

### **Specialist Curriculum Subjects**

Year 7 classes are rotated through a series of specialist subjects, giving them the opportunity to try each subject so that in future they can make informed decisions about which options they would like to choose. As the students progress through the following years they will choose semester or year-long courses in areas of study according to their interests, needs and abilities.

### **Referencing**

Students at the College are encouraged to use APA referencing.

## Period Allocation

Year 7 students have the following subjects timetabled per week.

Subject	Number of Periods
Religious Education	3
English	5
HASS	4
Health and Physical Education	3
Mathematics	5
Science	4
Art	3 specialist subjects for 2 periods each
Dance and Drama	
Food Science and Textiles	
ICT	
Music	
Woodwork and Metalwork	

## HOME STUDY GUIDELINES

Home study forms a critical part of the learning process. It is an opportunity for students to reflect on and/or revise concepts and strategies learnt in the classroom. Home study should be an allocated time for students to complete tasks, assignments, unfinished schoolwork or assessments at home. It is essential that reading, particularly novels, is part of the homework routine.

It is important for students to develop a study routine. Should there be no homework for a particular day, students are expected to revise any of their completed work.

Please contact the relevant teacher if either an excessive amount of time is spent each evening or limited amounts of home study appear to be completed by your son/daughter.

## HOMEWORK CENTRE

A homework centre is available for students to access after school from Monday to Wednesday, in the Secondary Library.

The Centre is staffed by teachers of the College and is open Monday to Wednesday from 2.30pm until 3.30pm (dependent upon availability)

SUGGESTED HOMEWORK / STUDY TIME ALLOCATION PER DAY			
Year 7/8	1 hour	to	1 ½ hours
Year 9	1 ½ hours	to	2 hours
Year 10	2 hours	to	2 ½ hours
Year 11	2 ½ hours	to	3 hours
Year 12	3 hours	to	4 hours

## ST MARY'S COLLEGE PLANNER

- All students will be given a St Mary's College Planner at the beginning of the year, to assist them in maintaining good study habits and to help them stay focused on when assessments and homework are due.
- Students are expected to have their St Mary's College Planner with them for every class.
- Parents are expected to sign their child's St Mary's College Planner each week so that they are aware of homework and assignment tasks and can provide support and encouragement to ensure completion of tasks to a high standard.
- The St Mary's Planner is also a valuable means of communication between parents and the school.

## YEAR SEVEN SUBJECTS

### RELIGIOUS EDUCATION

Through our entire school curriculum, St Mary's College, as a Catholic school, aims to promote integrated personal development, and form Christian men and women who have learned to serve and be responsible for themselves and others. Gospel values are integrated into all aspects of the life and curriculum of the school. The school aims to work in partnership with families and our parish whom we recognise as first educators in faith.

Religious Education is the first learning area in Catholic schools and is approached with the same educational rigour and learning expectations as other curriculum areas. The Religious Education curriculum is compulsory for all years of schooling and is mandated by the Bishops of Western Australia. It contains both the process and content of what is to be taught in Religious Education. There is a prescribed time allocation of three periods per week for Religious Education. In line with will all curriculum area expectations, students are expected to perform to their best in Religious Education and complete assessments by due dates as prescribed.

All students of St Mary's College follow the Western Australian Religious Education Program, *Come Follow Me*, as the core curriculum. This program engages students in contemporary, student centred learning. Through sequential units, students will gain knowledge and understanding of the Catholic Tradition and at the same time understand how faith is integrated into life and culture. They will be enabled to understand, explain and justify the Christian message as it is handed on by the Catholic church to those who follow Christ in today's world. Students are guided to explore, research and learn about Jesus and what the Catholic Church teaches about the distinctive vision of how Christian people live. Students are also directed to a systematic and critical reflection of what it means to be a Catholic.

The units in the Year 7 Come Follow Me curriculum focus on:

- Jesus
- Church
- Sacraments
- Catholic Social Teaching
- Liturgical Celebrations

Along with the formal curriculum, students also have many opportunities to assume leadership and engage in opportunities to live faith in action. Students are encouraged to initiate and engage in opportunities to build connectedness and relationships with the wider Catholic community, both state wide and globally. Students will undertake Christian Service Learning, Outreach ministry and leadership roles in celebrations of Liturgy and Prayer. In various ways, St Mary's College acknowledges and celebrates key feast days and events in the liturgical year. Active participation and support is expected from students in daily homeroom prayer, whole School Masses and special celebrations of Parish and diocesan events.

**For further information see:** Mr. Joseph Eastgate

## **ENGLISH**

English is a compulsory subject offered to all students from Years 7 - 12. Within the national curriculum, English is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

The course programs are divided into four units per year.

### **Year 7 English Units of Work**

#### **Can you persuade me?**

Students investigate the power of language and how words are used in a variety of context to create meaning. The narrative text structure is explored to discover the process to capture the reader's attention. Students will also use persuasive features and devices to shape meaning and influence others to understand and accept a particular point of view.

#### **My place in the world**

Students reflect on how individuals and groups experience a sense of place in the world. Students will explore how connection to landscape, culture and community influence connection to place and how these are represented in literature. Students are also encouraged to make meaning through personal experience.

#### **Our stories: Myths and Legends**

Students explore how myths and legends have been a part of storytelling since the earliest human history. Students will discover how amazing myths, strange legends, fearless folktales, fascinating fables, twisted fairy tales and modern fantasy stories have not just entertained audiences, but also attempted to explain theories about how the world was made and why people existed. Students will investigate a range of texts from ancient myths to modern day fantasy.

### **What frightens us? Fears and Phobias**

Students will explore the human fascination with the frightening, the unexplainable and the macabre through film and literature. They will analyse the notion of fear in psychology and draw parallels with cultural superstitions and myths. They will research events such as Halloween and festivals of the dead and read Gothic fiction. Students reflect on why fear makes us laugh.

**For further information see:** Mrs Amy Meeuwissen

## **HUMANITIES AND SOCIAL SCIENCES**

In the Western Australian Curriculum the subject now referred to as Humanities and Social Sciences (HASS) was once called Society and Environment and includes a mixture of four subject. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

History is based on developing students' Historical Skills and Historical Understanding. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

Economics and Business builds students' understanding of the interdependence of consumers and producers in the market, the characteristics of successful businesses, and the ways entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

Geography explores the concepts of place, space, environment, interconnection, sustainability and change which continues to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Civics and Citizenship allows students to continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

The following units are studied at St Mary's College:

### **YEAR 7**

#### **Semester 1**

Investigating Ancient Past  
Ancient Egypt  
Economics and Business

#### **Semester 2**

Water in the World  
Place and Liveability  
Civics and Citizenship

**For further information see:** Miss Emily Criddle

# MATHEMATICS

In this learning area, students learn about mathematics, what it is and how it is used in making decisions and solving problems. Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves.

Under the Australian Curriculum, Mathematics is arranged into three content strands:-

## **Number and Algebra**

The students will use numbers, operations and the relationship between them. They will also use algebraic symbols, diagrams and graphs to reason, describe and reason.

## **Measurement and Geometry**

Students will use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct. They will also describe and analyse mathematically the spatial features of objects, environments and movements.

## **Statistics and Probability**

Students use their knowledge to work with handling data, and in situations where uncertainty is involved.

At St Mary's College, we recognise that not all students in a year level are proficient in the same skills, nor do they learn at the same rate. Therefore, students in Year 7 will undertake a personalised mathematics program that will reinforce and build on the foundations laid in primary school, while covering content from the three content strands, as well as addressing the proficiency strands: understanding and fluency. The remaining two proficiency strands, problem solving and reasoning, will see students engage in rich tasks and projects that involve hands on and real life, investigative activities.

**For further information see:** Miss Carrie-Ann Philips

# SCIENCE

In the Science learning area students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Through a diversity of teaching and learning strategies students are encouraged to become critical thinkers and explore evidence to evaluate the use of science in society and the application of science in daily life.

The *Foundation to Year 10 Australian Curriculum organises Science* into three interrelated strands:

**Science understanding** - which focuses on the important science concepts from across different areas of science and includes the sub-strands of:

- Biological sciences
- Chemical sciences
- Earth and space sciences
- Physical sciences

**Science inquiry skills** - which focuses on skills essential for working scientifically includes the following sub-strands:

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

**Science as a human endeavour** - which focuses on the nature and influence of Science in society.

In Year 7 the science inquiry skills and science as a human endeavour are integrated and delivered through the science understanding strand. The topics are delivered over both semesters.

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

### **Semester 1**

Chemical Sciences - Solutions, Atoms, Elements, Compounds, Mixtures

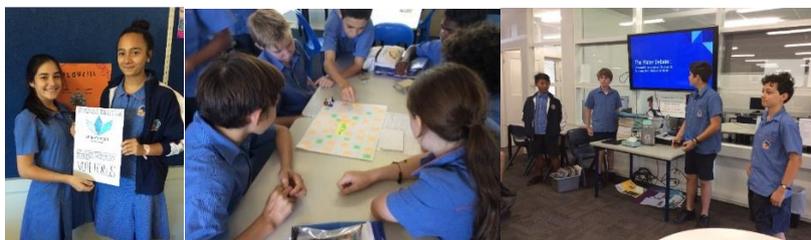
Biological Sciences – Classification, Variation, Interdependence (Food Chains and Food Webs)

### **Semester 2**

Physical Sciences – Forces, Motion, Machines

Earth and Space Sciences – Earth in Space and Earth's Resources

**For further information see:** Ms Katie cole



## **PATHWAYS**

The Pathways program is an alternate curriculum that caters for students from Years 7 – 10 who are well below expected standards in Literacy and/or Numeracy. Results from compulsory school based testing, national testing and previous school reports determine a student's eligibility for the Pathways program. Pathways programming implements the use of learning strategies recommended for students with English as an additional language, and aims to address the needs of students with learning challenges through targeted intervention.

Intensive English and Mathematical knowledge and skills are explicitly taught within an integrated curriculum. There is a strong focus on establishing foundational skills in reading, writing, spelling and grammar. Oral language and the teaching of specific comprehension strategies underpin all student learning. Religious Education, Science and Humanities subject specific content is integrated within

an inquiry based curriculum. Students are also explicitly taught dispositions, time management and organisational skills that enable learning success.

In addition to Pathways units, students are expected to undertake study in a selection of Specialist Curriculum subjects which gives them the opportunity to interact with the entire cohort of Year 7 students.

Pathways units are designed specifically for the learning needs of Pathways students and are based on the Western Australian curriculum. A large component of Pathways is designing learning that provides a practical, real life context for concepts being addressed. This allows all students of the College to participate in a similar learning journey throughout the Middle School years.

Ongoing monitoring of student progress enables students to transition into mainstream classes, with support, if deemed appropriate. Students who are identified as needing additional support in literacy and numeracy, and are eligible, can also move to the Pathways program, in consultation with parents and guardians.

**For further information see:** Ms Diana Jans

## **PHYSICAL EDUCATION AND HEALTH**

### **HEALTH EDUCATION**

In Health Education, students develop an understanding of health issues and the skills needed for confident decision making to promote their own and others' health and well-being. Students' health is seen as a focus in this subject with key issues being self-esteem, healthy lifestyle and drug education. Recognition is given to the collaboration and partnerships between students, teachers, parents and the community.

Students are provided with the opportunities to:

- demonstrate communication skills and cooperative work habits
- identify feelings of self-worth and actions they can take to enhance it
- develop understandings of the effects drugs, and how they impact on healthy lifestyles
- describe the relationships between their strengths, weaknesses and their self-esteem in situations of change
- implement a simple plan for an emergency.
- develop understandings of puberty and changing body and gender issues.

Information is accessed through class and small group discussions, a combination of print resources, on-line databases, the Internet and videos.

### **PHYSICAL EDUCATION**

Students acquire the essential knowledge and understandings, attitudes, values and skills which promote and encourage participation in regular physical activity and promote a healthy lifestyle. Students experience an array of individual and team pursuits including various forms of recreation and leisure activities. Opportunities are provided to develop self-management and interpersonal skills that help students to engage in social interaction within the family, school, community and work environments.

Students are provided with the opportunities to:

- learn and refine basic physical skills, rules and game tactics and strategies, and develop an awareness of safety procedures
- participate in a variety of activities that are common to the fitness, recreation and leisure industries
- appreciate and value the contribution that regular physical activity makes to their physical, emotional and social health
- optimise their safe performance through learning and using safe practices
- learn to give and receive advice to improve their own performance and that of others



St Mary's also offers a wide range of extracurricular activities. These include: swimming, cricket, netball, basketball, athletics and Kimberley Cup sports.

**For further information see:** Mr Mark Dellar

## **SPECIALIST CURRICULUM**

St Mary's College offers four pairs of elective subjects across Years Seven and Eight. Students will study paired elective subjects for six periods per week for the whole year.

### **ART**

Year 7, students have opportunities to use and apply visual language and artistic conventions in their design and production process. They create 2D and/or 3D artworks through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual arts practices, and present their artworks for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artworks/art style which, in turn, allows them to link their own production to a given context.

Students are introduced to a critical analysis framework to analyse artworks and use art terminology when responding.

Art Production will include some of the following: 2D (drawing, painting, printmaking, illustration) and 3D (ceramics, sculpture, installations).

**For further information see:** Ms Helen Capsalis-D'Alton

## DANCE

Students who study dance at the college will use and organise the elements of dance (Body, Space, Time and Energy). They will prepare group dance sequences within given frameworks from a range of choices. They will interpret a variety of ideas as inspiration for their own dance works and refine their skills individually and collaboratively with guidance from the teacher. Part of the dance course is to participate in dance performance and to gain knowledge and understandings of audience perceptions.

**For further information see:** Mrs Vicki Thompson

## DRAMA

Students will work within the elements of role play and poetry. They will interpret song lyrics, and pictorial information to develop characters within short scripts. Students will explore and gain an understanding of their world around them. They will develop vocal techniques, movement skills and participate in problem solving activities in relation to performance and presentation.

**For further information see:** Ms Emily Criddle

## DESIGN AND TECHNOLOGIES:

In Design & Technologies, students learn about the technology process and its importance for good design. Students will find the subjects challenging and enjoyable as they encourage creativity in a hands-on environment.

### DESIGN AND TECHNOLOGIES: Fibre Production

By the end of Year 7, students will have the opportunity to create more than three textile projects. Effectively and safely use a broad range of materials, components, tools and equipment and techniques to make designed solutions.



### DESIGN AND TECHNOLOGIES: Food Production and Specialisations

By the end of Year 7, students will have the opportunity to create a range of healthy food dishes. Analyse how food is produced when designing managed environments and how these can become more sustainable. Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.

**For further information see:** Mrs Bette Lake



### MATERIALS & TECHNOLOGIES: Metal

The Metal course exposes students to a variety of metals, hand tools and metal fabricating machinery. Students design and manufacture a garden trowel, a candle holder and a tools tray. Through these projects they get a basic knowledge about cutting and shaping metals, bending and riveting of sheet-metals and general workshop skills.

## **MATERIALS & TECHNOLOGIES: Wood**

The Wood course introduces students to a variety of timbers, timber finishes, hand tools and woodworking machinery. Students design and manufacture pencil blocks, toys and storage cases.

**For further information see:** Mr Michael Lake

## **MUSIC**

In Year 7, learning in Music builds on the experience of the individual. It involves students making and responding to music independently, and with their classmates, teacher and community, where possible. They explore music as an art form through listening, composing and performing. Music is learned through developing skills and knowledge associated with the elements of music; rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural awareness and development is strongly encouraged, as is the reading of traditional and non-traditional music notation.

It is always an advantage to have instrumental lessons and an instrument for practise at home.

**For further information see:** Ms Robyn Christie

## **FOLLOW THE DREAM: PARTNERSHIPS FOR SUCCESS PROGRAM**

In 2011, St Mary's College implemented the Follow the Dream: Partnerships for Success Program on the Secondary Campus. Nyamba Buru Yawuru named the program '**Walarba Bugarri**', which is literally translated as 'Follow the Dream'. The Department of Education has supported this program in their schools for some time, the first program starting in 1997. St Mary's is fortunate to be the first Catholic school that the Polly Farmer Foundation, jointly with the Catholic Education Office is supporting with such a program.

The program incorporates an enrichment centre which is open to provide academic support to the most capable **aspiring Indigenous students**. This support will potentially lift the academic standards across the school.

The program at St Mary's involves students receiving out-of-hours and some in-school tutoring to assist them with their studies. Students are also given careers advice and each student on the program will be mentored to develop their own educational and personal goals. The progress of students is tracked over the year with and regular parent meetings established. The program also includes cultural experiences and excursions to academic institutions. This includes two camps during the year: a Middle School Cultural Camp to Port Smith and an Upper School Year 10 & 11 Camp to visit post-school educational institutions and workplace options in Perth.

The FTD: PFS program has been running successfully in many locations around Australia. Programs operate across 15 sites nationally, with over 500 students enrolled in such programs. The programs are backed by research in the form of a five year longitudinal study, conducted by Edith Cowan University. The findings of this study outlined the successes in addressing student retention and academic performance in high school.

The program requires a strong commitment from the selected students. Students must have a minimum of 85% attendance, have a positive attitude to their work, complete all assignments and homework and attend the enrichment centre at least twice a week for tutoring.

This program will further enhance the successes we are experiencing at St Mary's and we look forward to celebrating the wonderful results that I know will generate from the efforts of our students involved in this program.

Project Coordinator – **Mr Dave Wilkinson**

## **CLONTARF FOUNDATION WEST KIMBERLEY ACADEMY**

### **Purpose and what we do**

*The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and by doing so, equip them to participate more meaningfully in society.*

*Using the passion that Aboriginal boys have for football allows Clontarf to attract the boys to school. But it is not a sporting program.*

Each Clontarf Academy, formed in partnership with the local school, is focussed on encouraging behavioural change, developing positive attitudes, assisting students to complete school and secure employment. Fundamental to this, is the development of values, skills and abilities that will assist the boys to achieve better life outcomes.

Through a diverse mix of activities, the full-time, local Clontarf staff mentor and counsel students while the school caters for the educational needs of each student.

Since opening its first Academy for 25 boys on the campus of the Clontarf Aboriginal College in Perth, Western Australia in 2000, the Foundation has grown rapidly and has been consistently successful.

We now cater for over 2,500 boys in 45 schools across Western Australia, Northern Territory and Victoria.

Academy members are not selected on football ability, though obviously most of those attracted to the academy have some aptitude for the game. In order to remain in the academy members must consistently endeavour to:

- Attend school regularly
- Apply themselves to the study of appropriate courses
- Embrace the Academy's requirements for behaviour and self-discipline



## **WIRRPANDA FOUNDATION DEADLY SISTA GIRLZ PROGRAM**

The Deadly Sista Girlz Program engages, inspires and empowers Aboriginal and Torres Strait Islander girls between 11-17 years.

We aim to connect with the girls as a friend, confidant, and a mentor to encourage the girls to become great role models in their community and achieve every success with their chosen career paths.

The Deadly Sista Girlz Program offers girls a stable environment in which they can discuss current and personal issues they may be facing and it allows the girls to trust and receive guidance in a safe environment.

Each girl has the opportunity to be personally mentored throughout the program and it is our goal to develop confidence and resilience so that they believe in themselves and the abilities to achieve success.

Deadly Sista Girlz addresses the issues of:

- Self esteem
- Identity
- Communication
- Women's health
- Drug and alcohol abuse
- Healthy nutrition
- Financial literacy

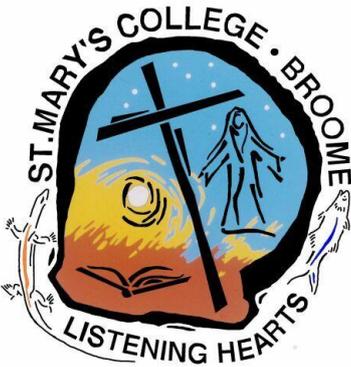
### **Aim:**

The purpose of the Deadly Sista Girlz Program is to use our female role models to empower young Aboriginal and Torres Strait Islander girls to make informed decisions about their personal health and wellbeing to lead a positive and healthy lifestyle.

We want to give more opportunity to young Aboriginal and Torres Strait Islander girls to expand their thinking and dare to dream to be active members and leaders in their communities and create a brighter future for themselves, their families, their communities and the generations to come.

Project Coordinator – ***Ms Anna Kelly***





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