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Secondary Curriculum Policy

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Document Control

Policy Review

This policy may be reviewed periodically and republished; as applicable. The Principal may issue additional instructions within the policy framework as appropriate. The policy will also be reviewed on an annual basis.

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AMENDMENT		DATE	DESCRIPTION OF AMENDMENT
Page	Version		
ALL	2021.1	20/10/2021	Review and update of plan contents and layout.
5-8,	2022.1	16/03/2022	Version update for identified missing information and revisions for clarity/specificity – added Secondary Assessment Tools table with benchmarks

Contents

Background

The purpose of this document is to maintain uniformity in structure, delivery and assessment of the WA Curriculum in the classroom across all learning areas – English, Mathematics, Humanities and Social Sciences, Science, Health and Physical Education, Technologies, The Arts, Languages and Christian Education. In addition, this document is instrumental in maintaining extremely high standards in teaching and learning, and ensuring that all students and staff are meeting the College's requirements for student growth.

At Goldfields Baptist College, all students learn in an environment that is informed by Christian values and includes:

- a pursuit of knowledge and a commitment to achievement of potential
- self-acceptance and respect of self, as being created in the image of God
- respect and concern for others and their rights
- social and civic responsibility
- environmental responsibility

Scope

All teachers and Education Assistants in Year 7 to Year 10 at Goldfields Baptist College are required to comply with this policy. The College is committed to planning for, monitoring and achieving improvements in student learning, through creating a flourishing educational community that is being transformed by the Truth of God's Word, nurturing and equipping each person for life, empowering them to be thriving contributors in the world. It is expected that all staff share this mission, and are committed to ensuring that every student has the opportunity to reach their learning potential in a safe and nurturing environment.

Policy

1 Standard of Education

At Goldfields Baptist College, we are committed to providing educational opportunities that will help every student to reach their potential. In order to achieve this, teachers at the College are required to adhere to policies that govern the way in which students access education; how planning and instruction are to take place; methods of assessment that are employed; and reporting.

To maintain a high standard at Goldfields Baptist College, teachers will collect and evaluate evidence of students' learning through effective assessment practices and data analysis. Assessment will inform the teaching and learning process, in order to enhance student engagement and motivation. Quality feedback and 'feed-forward' will be used to actively involve students in their own learning, thereby giving them ownership of the improvement goals they are striving to attain. The College's Visible Learning Journey provides further opportunities for students to succeed through engagement with the learning intentions and success criteria that are displayed and discussed in all classes, and through taking advantage of the quality feedback provided by teachers.

Goldfields Baptist College's minimum standard of achievement aligns with ACARA's national minimum standard, as reported in NAPLAN results for Years 3, 5, 7 and 9. To ensure continued progress, teachers use targeted support strategies to address areas of concern, as identified by an ongoing programme of formative and summative assessment. Data analysis is an integral part of maintaining standards, by identifying the needs of individual students, cohorts and the College as a whole. NAPLAN, Brightpath and EdCompanion data is analysed, in conjunction with the Compass Continuum and other relevant assessment data, to enable judgements to be made about students' progress and how that will contribute to further learning.

Goldfields Baptist College pursues 'growth not grades' for students. As such, a Christian education that is individually pitched to facilitate, support and challenge students to attain at least a year's academic growth throughout the course of an academic year, irrespective of their starting point, constitutes a 'satisfactory standard' at the College. Essential to the College's Mission and ethos, this pursuit of growth takes place in a nurturing environment that empowers and equips students for life, and it is the responsibility of staff to facilitate, monitor and review.

The College's commitment to providing a very high standard of nurturing pastoral care to students means that the College's satisfactory standard of education expects, promotes and requires that heavy emphasis is placed on students' holistic education; not only their academic performance, but also their personal, social, emotional and spiritual education and growth.

The College is acutely aware that it is difficult for students to attain a year's growth when they are not mentally or emotionally ready to learn, which may be due to physical, mental, emotional, or spiritual health challenges, the impacts of trauma, or other contributing factors. For this reason, it is of great importance to the College that all students are enabled and empowered to utilise internal and external support mechanisms, structures and strategies, in order to maintain and promote their holistic health and wellbeing, with the support of staff, so that they may thrive.

To ensure consistent improvement for all students, including those who have low attainment, teachers will analyse the data that targets where specific gaps in learning exist. This will allow for focussed support that must show a minimum of 20% improvement in each individual student's lower-level learning-gaps each year. It should be noted that this standard of growth applies to all individual students, irrespective of their overall level of performance or 'starting point', and is a responsibility of staff to facilitate. This minimum benchmark ensures that teachers are attentive to identifying underlying gaps in each individual student's areas of greatest struggle, to establish the stronger foundations necessary in order to achieve a year's growth.

Teachers will ensure students are well prepared for the next stage of their education through:

- use of the Compass Continuum to identify and fill gaps in learning as students work towards the standard;
- encouraging and supporting students to take responsibility for their own learning;
- ensuring students are engaging with homework;
- equipping students with the strategies they need to accurately demonstrate their skills, knowledge and understanding through assessments.

In all learning areas, teachers will address the Cross-curriculum Priorities, in addition to the General Capabilities, as identified on the SCSA website. General capabilities for all learning areas can be found by clicking on the relevant syllabus tab via this link https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser . The Keeping Safe: Child Protection Curriculum is explicitly and implicitly taught in all learning areas across all year levels.

Within the Christian Education learning area, literacy, numeracy and ICT capability may be indirectly addressed. However, opportunity presents to integrate the learning continuum for the remaining four General Capabilities with the four Key Learning Domains:

Enter the Story of Scripture, seeking an imaginative and yet informed hermeneutic approach as a wise reader in conversation with *Critical and Creative Thinking*.

Examine Beliefs, drawing on a diversity of religious, spiritual and secular worldviews, in conversation with *Intercultural Understanding.*

Exemplify Values, discerning right from wrong, life from death, virtue from vice, in conversation with *Ethical Understanding*.

Experience Practices, learning to serve and worship together across lines of difference, in conversation with *Personal and Social Capability*.

1.1 Use of student data to track growth

Staff gather student performance data from a range of sources, in order to track growth throughout, and between, academic years. The following is a list of sources of data that can be utilised to source student data, in conjunction with other sources deemed appropriate:

- Handover Continuum data from the student's previous teacher

- Student Semester Reports
- Assessment performance
- NAPLAN
- PAT (literacy, numeracy, science, spelling)
- On-Entry
- BrightPath
- EdCompanion (including writing assessments)

The above standardised and school-based literacy, spelling and mathematics assessments are administered throughout the year. PAT Reading, Spelling Skills and Numeracy, NAPLAN, OLNA, Subject Assessments and Semester Exams follow a testing schedule, as shown in the following table. Students entering the College part-way through the year will complete the relevant tests upon arrival. This testing assists in ensuring students are provided with the correct reading and comprehension resources for their ability level, that will sufficiently challenge them, thereby enabling growth. Previous NAPLAN results may also be used in assessing student ability. The table below shows the timing of standardised and school-based testing.

Secondary Assessment Tools

Standardised	**Year levels**	**Timing**	**Comments**
NAPLAN	Yr 7 and Yr 9	Term 2	
OLNA –selected students	Yr 10 -12 Yr 10 -12	Term 1 Term 3	Students who have not achieved minimum literacy and numeracy standards
PAT Reading and Mathematics	Yr 7-10 Yr 7-10	Term 1 Term 4	Tested at previous year level (eg yr 8 complete Yr 7 test) Tested at year level
PAT Spelling Skills	Yr 7 – 10	Term 1 Term 4	Tested at Spelling Level (as determined by previous results, or by teacher judgement for new students)
Externally Set Tasks – General Courses Yr 12	Yr 12	Term 2	Issued by SCSA, administered by GBC staff

School Based	**Year levels**	**Timing**	**Comments**
Secondary Semester Exams – Yr 7-10	Yr 7 – 12 Yr 7 -12	Term 2 Term 4	Exams written and administered by GBC staff
In-class unit/subject assessments	Yr 7 – 10	At least 2 per unit	At least one summative and one formative assessment per unit
EdCompanion	Yr 7 – Yr 10	On-going	Analysis of submitted testing to allow targeted teaching to close learning gaps
Compass Continuum	Yr 7 – Yr 10	On-going	Recording tool to map educational progress supported by evidence from assessment

The College's minimum benchmarks and upper targets for the above literacy assessments can be found in the table located in the Learning Area – English section.

The data generated from these sources should be used to track each student's performance against their Continuum for each subject (by the relevant subject and/or Pastoral Care teacher). When entering data and

evidence/comments into the Continuum, staff should be sure to include the date and reference to the source of the data that has provided evidence of student achievement. For example, if a Year Six student had a learning gap in literacy, which placed them at a Year Two level, their Compass Continuum would reflect their placement at Year Two level for that specific element. The student's English teacher may employ an EdCompanion 'learning sprint' to remedy this gap. After the student has carried out lessons and further testing in this focus area, they may have moved from Year Two-level performance in that specific area to a Year Four-level. The teacher would access that student's Compass Continuum and mark that the student had demonstrated achievement within the Year Four level, right click the square and "Add Comment" to indicate that the student had demonstrated achievement through EdCompanion Learning Sprints and the date on which this was attained. In this example, the staff member has just provided evidence of:

- An individualised approach to education that meets a student's needs
- The equivalent of two years' growth in that particular area for that student
- Tailored remedial growth for a student who has been challenged by content/skills.

As in the example above, staff should use interventionist/remedial and extension strategies for individual students to ensure they achieve at least a year's growth by the end of the academic year in all areas of assessment, irrespective of their starting point.
Staff should update and track changes on students' Compass Continuums at least once per term.

1.2 Improving student learning

Teaching staff work collaboratively to apply student performance data, teaching and learning tools, assessment tools, curriculum and other resources to promote and analyse improvements in student learning through the following processes:

- Diagnostic testing is conducted at the commencement of each academic year, with further benchmark and performance data-gathering testing revisited throughout the course of the year
- Standardised testing is conducted at set times each academic year, further feeding student performance and tracking data
- College-based assessment (summative and formative) is conducted throughout each academic year, providing additional performance and tracking data
- As data is received, teachers enter results into the Compass Continuum, maintaining an up-to-date, holistic view of students' demonstrated abilities against the WA Curriculum, across year levels, which clearly identifies areas of strength and weakness
- As learning 'gaps' are identified, teachers implement 'learning sprints' and focussed Group Education Plans/Individual Education Plans, using a range of teaching strategies, to target and remedy students' skill and knowledge gaps – Ed Companion tools are particularly applicable in this regard
- As students complete targeted learning in their 'gaps', teachers apply a variety of assessment tools to continually update their data and track growth as 'gaps' are remedied
- Incrementally, but at least once per term, targeted staff meetings are conducted, so that teachers can work collaboratively to analyse and review their whole-class, holistic data, in order to identify and reflect upon patterns in student learning, making changes to their teaching programmes as a result
- Each term, teachers meet with their allocated appraiser to demonstrate changes that have been made to teaching programmes, based on the data that has been analysed
- Each semester, Primary and Secondary staff engage in targeted Team meetings to collaboratively analyse longitudinal, cohort-based and College-wide patterns in student learning, based on PAT data, as it is received
- Annually, all teaching staff engage in a targeted whole-staff meeting to collaboratively analyse longitudinal, cohort-based and College-wide patterns in student learning and performance, based on NAPLAN data, as it is received
- The College Leadership and Executive Teams review and analyse teacher suggestions, observations, reflections and proposed changes, in order to develop and implement College-wide strategies for continuous improvement in student learning
- The College Principal reports patterns, areas of strength and areas of weakness to the College Board, with information as to the Leadership Team's approach to remedial action and ongoing growth.

2 Curriculum Plan

Working from a Christian worldview perspective, all Year 7 to Year 10 teachers at Goldfields Baptist College are required to plan and teach quality education programmes in accordance with the School Curriculum and Standards Authority frameworks. An additional school-based learning area, Christian Education, extends throughout the College.

All Year 7 to Year 10 teachers are required to adhere to the Western Australian Curriculum.

2.1 Year 7 to Year 10

Planning and teaching of the following learning areas in Year 7 to Year 10 is in accordance with the Western Australian Curriculum:

- English;
- Mathematics;
- Science;
- Humanities And Social Sciences (Incorporating History; Geography; Economics and Business; and Civics and Citizenship);
- The Arts (Incorporating Drama, Dance, Media Arts, Music, Visual Arts);
- Technologies (incorporating Design and Technologies; Digital Technologies);
- Health and Physical Education;
- Languages.

Consistent with the expectations of the Western Australian Curriculum, the College's programmes in Year 7 to Year 10 integrate the seven general capabilities and three cross-curriculum priorities through each learning area.

The seven general capabilities are:

- Literacy;
- Numeracy;
- Information and communication technology capability;
- Critical and creative thinking;
- Personal and social capability;
- Ethical understanding;
- Intercultural understanding.

The three cross curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures;
- Asia and Australia's engagement with Asia;
- Sustainability.

2.2 Developmental Approach

As students progress through Secondary School, they continue to build on their learning experiences in the core areas of the curriculum. Lower secondary students continue to experience a strong sense of belonging, as a significant proportion of their academically rigorous programme is taught by their Pastoral Care Teacher, who also acts as their support and advocate.

Core Programme	Keeping Safe: Child Protection Curriculum
English Mathematics Science Humanities and Social Sciences Christian Education Health Visual Arts Digital Technologies	

Design Technologies		
Specialist	Drama Physical Education Languages – Mandarin	
Co-Curricular	After School Sports/Clubs – e.g. Homework Club	

2.3 Curriculum Teaching Time Allocation

The table below shows the time allocated to each learning area in Year 7 to Year 10 at the College, in accordance with the notional time allocation guidelines provided by SCSA.

	NUMBER OF HOURS ALLOCATED PER WEEK
LEARNING AREA	YEAR 7 TO YEAR 10
English	4 hours 20 minutes
Mathematics	4 hours 20 minutes
Humanities and Social Sciences	3 hours 15 minutes
Science	3 hours 15 minutes
Health and Physical Education	2 hours 10 minutes
Languages	2 hours
Technologies	2 hours 10 minutes
The Arts	2 hours 10 minutes

2.4 Homework

Homework is most beneficial when students, parents and the College are working in partnership. Most success with homework is seen by students whose parents engage with their children regarding their learning.

Tasks are to be assigned as an additional support for classroom activities, and to assist in the consolidation of topics and concepts. Homework is allocated according to the guidelines found in the Staff Handbook which states that:
Teachers are required to set regular homework (and study) for students during each week. Each student is required to have a College Diary (Years 1 -10) in which homework can be recorded. The following homework times are suggested for each year level for four nights per week:

- Year 7 – 30 minutes across all Learning Areas
- Year 8 – 45 minutes across all Learning Areas
- Years 9 & 10 – at least an hour across all Learning Areas

Homework time should involve time spent completing work set by teachers as well as time for study and any further research. Please note that the ability to study is not inherent in most students, and therefore must be explicitly taught before students can be expected to carry out independent study. While teachers are encouraged to set nightly homework in each class, it must be remembered that students will have homework from other subjects, therefore teachers are to be mindful of how much is allocated, as homework may be assigned from multiple teachers at the same time.

Incomplete Homework
It is the responsibility of parent/s to ensure that students are completing their homework. Subject teachers will contact parents if there is an ongoing issue.

In accordance with the Behaviour Management System, students who fail to submit homework will have a negative incident recorded against them on Compass, and must complete the homework during a lunchtime detention. Any special circumstances that prevent students from completing their homework must be taken into consideration on a case-by-case basis. It may be necessary for teachers to provide alternative methods for students to either complete or submit homework (e.g., if students do not have computer access at home for a digital/online task, a printed version of the task must be provided for them to complete).

3 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to address the diverse learning needs of students.

Although the lesson objectives will be the same for all students, adjustments will be made to the complexity of the curriculum content, the resources provided to them (such as manipulatives for Mathematics), and/or to the means through which students demonstrate their knowledge, skills and understanding. This will include language adjustments for students whose first language is not English. For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

Details on how students access Group Education Plans, Individual Education Plans and additional support, can be found in the Grow, Enrich, Thrive Additional Needs Policy.

4 Planning

All planning is to be done semester by semester. Planning must be completed on the templates provided on SharePoint by the deadline set by the Secondary Team Leader. Planning on SharePoint should be brief, but must contain enough detail to give a clear picture of:

- the Learning Intention and Success Criteria
- the specific knowledge and skills students should attain from the unit
- an outline of the approach to learning, specific activities and topics
- any resources that will be used
- intended assessments – identifying whether they are formative or summative (these must also be entered into Compass Learning Tasks)
- any adjustments being made to cater to students' learning needs, such as printing on different coloured paper; scaffolding tasks; setting aside one-to-one explanation times; providing tiered activities/ assessments.

The planning document should also be used for teachers to reflect on the effectiveness of the lessons/units, and to note down any adjustments/improvements they identify for future use, which would enhance student learning.

For each year level, there is a folder for every learning area. The learning area planning template should not be overwritten. The 'save as' button must be used and an appropriate title given to the planning document. The year level folders can be found by following this pathway: Staff Documents>Whole College>Planning Documents>Secondary. From there, select the appropriate calendar year, then the required year level.

Learning Intentions and Success Criteria should not only appear in planning, but should also be clearly displayed in classrooms. They should be explained to the students and referred to regularly as part of routine teaching practice.

5 Assessment

Teachers will collect and evaluate evidence of students' learning through effective assessment practices, using a variety of assessment tools. The instruments of assessment should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning. Assessment is gathered at many points throughout the learning process, and is also used to guide planning, pedagogy and instruction. Effective assessment strategies allow teachers to differentiate learning and to personalise learning programmes.

The SCSA Assessment Principles, as detailed below, form the basis of effective assessment, and will be upheld by Goldfields Baptist College teachers. For more detailed information about these Principles, please go to the SCSA website: https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions.

5.1 Assessment Principles

5.1.1 Assessment should be an integral part of Teaching and Learning

Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

To do this, assessments should provide information about fine changes in student learning related to specific aspects of that learning. They should help teachers understand where students are in their learning, what they need to learn next as well as identify any misunderstandings or misconceptions that the students have. It is this fine-grained information that enables teachers to plan programmes that challenge students to go beyond what they already know, understand or can do in order to build new knowledge, understanding and skills.

5.1.2 Assessment should be educative

Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists students in learning and informs teachers' planning. Thirdly, where appropriate, assessment criteria should be made explicit to students to focus their attention on what they need to achieve and provide students with feedback about their progress. Students need to be included in the assessment process.

5.1.3 Assessment should be fair

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning.

Assessments should also provide reliable indications of students' knowledge, understanding and skills and should be based on the integration of a range of types and sources of evidence.

5.1.4 Assessments should be designed to meet their specific purposes

Information collected to establish where students are in their learning can be used for summative purposes (assessment *of l*earning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the achievement standards, after completion of a unit of work or at the end of a term or semester. The aim of the assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable.
At the College, staff regularly engage with their colleagues and counterparts from similar schools in the Goldfields through moderation meetings hosted by the College. Staff also use the Judging Standards and other resources released by the School Curriculum and Standards Authority, Brightpath, the Association of Independent Schools Western Australia and Christian Schools Australia to ensure that teachers' judgements are fair and reliable.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers that focusses on the details of specific knowledge and skills that are being learnt. Therefore, it is essential that the assessments provide fine-grained information about student performance that supports teachers in planning learning that challenges students to go beyond what they already know, understand or can do in order to build new knowledge, understanding and skills.

5.1.5 Assessment should lead to informative reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable.

5.1.6 Assessment should lead to school-wide evaluation processes

Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data. Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programmes. Teachers should plan for how they will reflect on and evaluate their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or programme.

Assessment is an essential component of the teaching and learning cycle. Assessment **for**, assessment **as** and assessment **of** learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

The principles of assessment **for** learning and assessment **as** learning strategies have some common elements, and incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning, or whether they need further learning experiences to consolidate their knowledge, understanding and skills

Assessment **for** learning and assessment **as** learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of assessment **for** learning into the assessment **of** learning.

5.1.6.1 Assessment *for* Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Also known as ‘formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding. Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark;
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning;
- includes clear goals for the learning activity;
- provides effective feedback that motivates the learner and can lead to improvement;
- reflects a belief that all students can improve;
- encourages self-assessment and peer assessment as part of the regular classroom routines;
- involves teachers, students and parents reflecting on evidence;
- is inclusive of all learners.

5.1.6.2 Assessment *as* Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning:

- encourages students to take responsibility for their own learning;

- requires students to ask questions about their learning;
- involves teachers and students creating learning goals to encourage growth and development;
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning;
- encourages peer assessment, self-assessment and reflection.

5.1.6.3 Assessment *of* Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Also known as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback. Assessment of learning:

- is used to plan future learning goals and pathways for student;
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups;
- provides a transparent interpretation across all audiences.

5.2 Assessment Strategies

A variety of assessment strategies must be used by teachers in order to give all students maximum opportunity to demonstrate their knowledge, understanding and skills. In all Learning Areas, there must be a minimum of two formative assessments and one summative assessment of each unit of work. Where possible, assessments within each unit of work must take different forms, in order to allow for varied learning styles. Teachers should assess student learning by means such as written, oral, practical, pictorial, sequencing, matching, using ICT, or any of a variety of other methods of assessment.

Assessment activities should:

- be based on the WA curriculum outcomes;
- be a valid instrument for what they are designed to assess;
- include criteria to clarify for students what aspects of learning are being assessed;
- enable students to demonstrate their learning in a range of task types;
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement;
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills;
- enable students and teachers to use feedback effectively and reflect on the learning process;
- be inclusive of, and accessible for, all students;
- be part of an ongoing process where progress is monitored over time.

5.2.1 Responsibilities

The student is responsible for ensuring that:

- work is handed in for marking on time and all homework is completed;
- he/she takes on board the comments given by the teacher to improve his/her work;
- he/she looks back over previous written feedback when tackling new pieces of work complete the prescribed work requirements by the due date;
- he/she completes all assessment items as described in the subject/course outline;
- he/she maintains a good record of attendance, conduct and progress;
- he/she initiates contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

The Teacher is responsible for ensuring that:

- assessment for learning is an integral part of lesson planning and the learning process;
- students know the criteria for assessment and what is needed to progress;
- baseline assessment data is used to inform teaching and learning and to set targets;

- a record of assessments is kept and is available for monitoring;
- up-to-date assessment information is available and presented at Parent/Teacher/Student Interviews;
- analysis of performance data is undertaken and used to inform practice;
- parents are kept informed of the child's progress by regularly communicating with parents via the telephone, Compass, in person and/or the student's diary;
- parents are informed if students are at educational risk by the end of Term One and Term Three at the latest;
- assessment is differentiated;
- IEPs have specified assessment goals for students who have specific needs (extension or remediation);
- IEPs are reviewed at the end of Semester One and progress notes entered. Revised IEPs are in place at the commencement of Semester Two;
- progress notes are entered into IEPs before the end of Semester Two, and are available for handover at the end of the year.

The **Secondary Team Leader** is responsible for:
- monitoring teachers' assessment and feedback processes at least once per semester;
- reviewing teachers' assessment record keeping at least once per semester;
- viewing a selection of student work samples at least once per semester;
- providing feedback to teachers, supporting and monitoring to ensure consistency and good practice;
- ascertaining whether students are engaged in focussed and sufficiently challenging activities;
- identifying whether students' work reflects a variety of learning opportunities;
- ensuring formative assessment practices are being utilised to inform teaching programmes;
- ensuring planning is reflected in classroom activity.

In addition, the Secondary Team Leader will monitor students' work in order to:
Identify Student Progression –
- gain an insight as to student progress;
- support the teacher in identifying strategies to increase engagement and progress;
- support the teacher in identifying areas of common need.

Identify Assessment for Learning –
- check that students are involved in the Assessment for Learning process through self-review and peer review, and are actively involved in raising standards;
- make sure that there is evidence of diagnostic marking/goalsetting.

Identify Summative Assessment –
- check students' marks/levels are in line with the appropriate assessment criteria;
- identify the extent to which particular strategies are impacting upon student progress.

6 Reporting

When reporting to parents/carers, teachers will:
- provide an interim report at the end of Terms 1 and 3, which will show students' learning dispositions in the four core and specialist learning areas;
- use plain language to report on the achievements of Year 7 to Year 10 students in terms of the Western Australian Achievement Standards – such reports will be provided
    - **formally**, in an end of semester report using a five-point scale. The components of the formal report will meet the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting;*
    - **informally**, throughout the year in a variety of ways and for a variety of reasons, and
    - **as requested from the student's parents/carers**, providing information on how a student's achievement compares with the student's peer group at the school;
- disseminate to parents/carers the reports from national and state-wide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers.

7 Review of Student Learning

Review of student learning emphasises a focus on the learning of all students through analysis of their needs, engagement and progress, while implementing school-wide approaches to raising achievement in partnership with parents and the wider community.

The review of student learning will be an ongoing process that continually provides direction for goals in the College's School Improvement Plan. Review of student achievement and progress is based on information gathered from a range of sources, such as standardised test results, moderated school assessment of student achievement and other information. A variety of staff are responsible for the administration, and analysis, of assessment tools. It is intended to apply to all teaching and learning for which Goldfields Baptist College is responsible, including teaching and learning undertaken by partner organisations where the College is responsible for quality assurance. In such cases, the Review of Student Learning serves as a guide for the expectations of the College.

7.1 Review of Student Learning Guidelines

7.1.1 Analysis of Student Learning

At various points in the year, the College will analyse data on student learning that will include consideration of the achievement, progress, and engagement of individual students and targeted groups of students e.g., Aboriginal, ESL, special needs, gifted and talented and at-risk students.

The College's two focus questions in analysing data will be 'how well are we doing?' and 'how can we do better?' Such judgements are to be made against individual, College, state and national expectations. This information will provide the basis for decision making regarding improvement planning and changes to teaching and learning at the classroom and school levels.

The College's analysis of student learning will be featured in reports to its governing body, to enable it to carry out its responsibility for maintaining a satisfactory standard of education. These reports will also contribute to evidence that an effective school self-assessment and quality improvement process is in place.

7.1.2 School Improvement Plan

The College's school improvement plan will describe the priorities identified through analysis of student learning (achievement, progress and engagement) and the strategies to improve teaching and learning.

7.1.3 Reflection

As part of the ongoing review process, the following should be analysed by the Pastoral Care Teacher for any patterns/information regarding the level of a student's engagement in learning:

- Student learning (achievement, progress and engagement);
- Student attendance records;
- Behaviour Management records;

7.1.4 Responsibilities

Goldfields Baptist College Board

The Board has a responsibility to:

- provide support through advice and provision for training and materials;
- support the sharing of good practice;
- work with the Principal to ensure the Review of Student Learning is implemented and monitored.

Principal and Deputy Principal

The Principal and Deputy Principal have a responsibility to:

- manage the implementation of the Review of Student Learning;
- allocate responsibility for development and implementation to College leadership positions;
- ensure that information about the Review of Student Learning and College action is accessible to, and enacted upon by, all members of the College community;
- ensure that teachers are supported to implement the Review of Student Learning effectively;

- show leadership in identifying and developing good practice;
- ensure that the Review of Student Learning is regularly monitored, reviewed and evaluated;
- manage and preserve accurate records of student learning;
- communicate aggregated data to the College community and the Board.

The Leadership Team

The Goldfields Baptist College Leadership team consists of the Team Leaders of each Department of the College, The Early Childhood Co-ordinator, The G.E.T Co-ordinator, The Secondary Progressions Co-ordinator and the Sport Co-ordinator, and have a responsibility to:

- support and facilitate the implementation of the Review of Student Learning within their area;
- ensure that teachers are supported to implement the Review effectively;
- show leadership in identifying and developing good practice amongst staff;
- ensure that the Review of Student Learning is regularly monitored, reviewed and evaluated in Team Meetings;
- support transition of students between levels of schooling and different schools.

Teachers

Teachers have a responsibility to:

- assess, provide feedback and report on student learning;
- work with colleagues to contribute to a co-ordinated whole College approach to the Review of Student Learning (achievement, progress and engagement);
- facilitate the implementation of the Review within their area;
- ensure that their review practices are valid and reliable;
- monitor student learning, as well as the effectiveness of their own programmes, teaching methods, record keeping and assessment tasks;
- negotiate with students the assessment, recording and reporting protocols that meet the learning needs of individuals and groups of students;
- encourage students to review their own knowledge, skills and understanding;
- build up a complete profile of each student;
- maintain and share relevant records of student progress;
- plan tasks and activities based on a review of student learning;
- report student progress and achievement to parents and/or caregivers as outlined here;
- report student achievement as required to State and Commonwealth government bodies;
- undertake professional learning programmes designed to address identified student learning needs.

Students

Students have a responsibility to:

- contribute to discussions about their own learning;
- assess their own learning and that of their peers;
- respond to assessments made by peers, teachers and others.

Parents

Parents have a responsibility to:

- communicate relevant information that may affect their child's learning;
- take advantage of opportunities to be informed, or to learn about how they may be involved;
- provide feedback about their child's learning;
- respond to issues raised by the student or the College during the reporting process;
- contribute to the review of the Review of Student Learning process.

8 Learning Area – English

8.1 Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the

world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the English learning area plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English learning area contributes both to nation-building and to internationalisation.

The English learning area also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The English learning area values, respects and explores this contribution. It also emphasises Australia's links to Asia.

8.2 Aims

The English learning area aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose;
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue;
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning;
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

8.3 Content Structure

The English learning area Pre-primary to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language;
- *Literature*: understanding, appreciating, responding to, analysing and creating literature;
- *Literacy*: expanding the repertoire of English usage.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

Language	**Literature**	**Literacy**
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

8.4 Allocated Teaching Time

Teaching time allocated to English in Year 7 to Year 10 is four hours and 20 minutes per week.

8.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to

refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

8.6 Teaching and Learning Programme

Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Western Australian Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address the three English content strands and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level. Teachers may refer to the results of the following assessments to design their teaching and learning programmes:

- NAPLAN
- PAT
- EdCompanion
- Brightpath
- PAT Spelling Skills

The table following details the end of year targets for school-based literacy and numeracy assessment in each Secondary year level.

Secondary Assessment End of Year Targets

	Year 7	Year 8	Year 9	Year 10
PAT Spelling Skills	Low <150	Low <155	Low <160	Low <169
	At 150 – 154	At 155 - 160	At 161 - 169	At 170+
	Above 155+	Above 161+	Above 170+	
Brightpath	Of Concern <400	Of Concern <430	Of Concern <460	Of Concern <490
	Low 400 - 425	Low 430 - 455	Low 460 - 485	Low 490 - 500
	At or Above 430+	At or Above 460+	At or Above 490+	At or Above 500+

For students who demonstrate 'Low' or 'Of Concern' results in any test, strategies will be put in place to support them in their further growth and improvement.

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

English Teaching and learning programmes must include:

- Spelling and Vocabulary Programme;
- Explicit teaching of reading comprehension strategies;
- Explicit teaching of grammar and punctuation;
- Literature.

Along with the study of literature (set novel or film study), it is required that the teaching and learning programme be scheduled to allow one lesson per week for the explicit teaching of grammar and punctuation, and another period for the teaching and application of reading strategies.

The following teaching strategies/approaches must be utilised:

- Education Perfect

- Sharp Reading

8.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

- monitoring the progress of students;
- adjusting programmes to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programmes;
- reporting student achievement to parents;
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

Assessment quality and equity

For quality, and therefore equity, each assessment item should:

- clearly outline what it intends to assess in student accessible language;
- only use specialist language or jargon as an aid to clarity and accuracy;
- be presented clearly through appropriate choice of layout, cues, visual design, font and words, and state its requirements, explicitly and directly;
- be assessed using criteria developed from either the Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:

- give clear and definite instructions with the use of rubrics;
- be available on Compass;
- be used under clear, definite and specific conditions that are substantially the same for all, except in the event of Tier 2 and Tier 3 differentiation/modification;
- be used under conditions that do not present inappropriate barriers to equal participation by all;
- involve the use of a range of background contexts in which assessment items can be presented;
- include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials;
- offer a range and balance of conditions.

Student responsibilities:

- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities:

- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;
- ensure that any change to the assessment programme is communicated to students timeously;
- ensure that assessments are valid, educative, explicit, fair and comprehensive;
- ensure all assessments are marked and returned to students within two weeks of submission;;
- maintain accurate records of student achievement and assessment;
- initiate contact with parents/guardians when a student fails to submit an assessment, or achieves at a level below the expected range;

- meet College timeframes for assessment and reporting.

English assessments will include the following each semester:
- Formal spelling tests – minimum of five;
- Different genres in writing – minimum of four;
- Comprehension test;
- Cloze procedures;
- Oral presentation – minimum of two;
- Reviews of multi-model texts such as films;
- Recounts of literature e.g. poems, novels, short stories and plays;
- Projects and posters.

Tests and other scheduled in-class assessment tasks:
- students absent from an in-class assessment task or test are still required to complete this assessment within a reasonable timeframe;
- in this case, the student will be required to complete the same or different test/assessment on the very first occasion on which they attend the relevant class.

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Assignments and Homework

- Cheating, collusion and plagiarism
  Cheating is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations. Collusion is when a student submits work that is not their own for assessment. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. In this case, work is essentially copied. Students shown to have cheated, colluded or plagiarised more than 10% of the work in assessed work or in examinations will receive a mark of zero or an 'E' grade.

  The College requires that the teacher is able to verify that a student's work is, in fact, his or her own. The teacher may refuse to use some work as evidence for assessment if he or she is not completely satisfied that it is the student's work. It is therefore recommended that a high proportion of work on tasks, especially final drafts or copies, be completed at school under teacher supervision. A note from a parent is not sufficient evidence that the work was completed by the student.

  For information on allocating homework, please see 2.4.

- Moderation
  In cases where there is more than one class group of students undertaking a course, teachers must ensure that cross marking of assessment tasks is occurring to ensure internal compatibility. It is an expectation that the nature and the timing of assessment tasks be consistent. All major tests and examination papers must be cross moderated.

- Specific Needs
  Students with disabilities or specific learning difficulties are to be adjusted in consultation with the Specific Needs Co-ordinator and the relevant teacher. The Team Leaders, in conjunction with the Specific Needs Co-ordinator and relevant teacher, may modify assessment and examination requirements in accordance with the Curriculum Council guidelines, to enable a student with a permanent or temporary disability, or a student with specific learning difficulties to demonstrate achievement of course objectives.

- Late Submission
  Take-home assessments will always be handed out at least two weeks prior to the due date. In the absence of a reasonable cause that would satisfy the College (medical certificate or similar), penalties will apply to all students, who will hand in assessments and/or assignments, past their due dates.

The penalties will follow the sequence below:

- The student will receive a penalty equivalent to taking 5% off their result, for each day past the assessment's due date.
- If the assessment is more than three days late (the penalty is 15% off), the student will receive a detention (or several) until the assessment is completed and handed in. Should a student exceed the deadline by more than three days, a 50% penalty will be applied.

For example, if at the end of an academic detention (or the assessment is handed in, four days late) the student would have achieved 80% (A grade result), then by applying the penalty, the maximum result the student can obtain, is ONLY 40% (D grade).

- Absence
  It is detrimental to a student's academic progress to miss school for any reason. Parents/Guardians should be aware that there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on all designated contact days. The Law states: Under Western Australian law (School Education Act 1999), Parents/Guardians must send their children to school unless:
  - they are too unwell
  - they have an infectious disease
  - the Principal is provided with a genuine and acceptable reason

Students who miss an assessment without reasonable cause, will receive a mark of zero or an 'E' grade. Parents/Guardians are asked to organise holidays during term breaks and holiday periods only.

If a parent chooses for their child to miss an exam and/or assessment task to go on holiday, the student will receive a mark of zero or an 'E' grade for that examination or assessment task.

Semester Examinations
Teachers will be required to set an exam question paper each semester. All assessments must be completed two weeks before commencement of the examination. Exam papers and marking keys must be submitted to the Team Leader according to the schedule set by management.

Structure of Examination Papers

	Year 7	Year 8	Year 9	Year 10
Total of paper	80 marks Weighting 20%	80 marks Weighting 20%	100 marks Weighting 20%	120 marks Weighting 20%
Duration of paper	90 minutes + 10 minutes reading time	90 minutes + 10 minutes reading time	2hrs (120 minutes) + 10 minutes reading time	2hrs (120 minutes) + 10 minutes reading time
Reading Comprehension				
Multiple Choice Questions	10 marks	10 marks	10 marks	10 marks
Open-ended questions	10 marks	10 marks	10 marks	20 marks
Response	10 marks	10 marks	20 marks	20 marks
Language Conventions				
Spelling	10 marks	10 marks	10 marks	20 marks
Grammar	10 marks	10 marks	10 marks	10 marks
Punctuation	10 marks	10 marks	10 marks	10 marks
Extended Writing	20 marks	20 marks	30 marks	30 marks

9 Learning Area – Mathematics

9.1 Rationale

Learning Mathematics creates opportunities for, and enriches the lives of, all Australians. The Mathematics curriculum provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty, and the Mathematics curriculum aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas, and providing access to new tools for continuing mathematical exploration and invention. The curriculum focusses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought, and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Mathematics curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the

mathematics classroom. In Science, for example, understanding sources of error and their impact on the confidence of conclusions is vital, as is the use of mathematical models in other disciplines. In geography, interpretation of data underpins the study of human populations and their physical environments; in Humanities and Social Sciences, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative and spatial information is an important aspect of making meaning of texts.

The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

9.2 Aims

The Mathematics curriculum aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability;*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

9.3 Content Structure

The Mathematics curriculum is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

9.3.1 Content Strands

9.3.1.1 Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

9.3.1.2 Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students 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. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities,

choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

9.3.1.3 Statistics and Probability

Statistics and Probability initially develop in parallel, and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

9.3.2 Proficiency Strands

The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

9.3.2.1 Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts, and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

9.3.2.2 Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

9.3.2.3 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, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

9.3.2.4 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, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

9.4 Allocated Teaching Time

Teaching time allocated to Mathematics in Year 7 to Year 10 is four hours and 20 minutes per week.

9.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to

refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

9.6 Teaching and Learning Programme

Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Mathematics Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address the three Mathematics content strands and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level. Teachers may refer to the results of the following assessments to design their teaching and learning programmes:

- NAPLAN
- PAT
- EdCompanion
- Brightpath

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

A course outline per semester, per year group will be uploaded into the Compass Class Resources when teacher programming is due.

9.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

- monitoring the progress of students;
- adjusting programmes to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programmes;
- reporting student achievement to parents;
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

Assessment quality and equity

- For quality, and therefore equity, each assessment item should:
- clearly outline what it intends to assess in student accessible language;
- only use specialist language or jargon as an aid to clarity and accuracy;
- be presented clearly through appropriate choice of layout, cues, visual design, font and words, and state its requirements, explicitly and directly;
- be assessed using criteria developed from either the Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:

- give clear and definite instructions with the use of rubrics;
- be available on Compass;
- be used under clear, definite and specific conditions that are substantially the same for all, except in the event of Tier 2 and Tier 3 differentiation/modification;
- be used under conditions that do not present inappropriate barriers to equal participation by all;
- involve the use of a range of background contexts in which assessment items can be presented;
- include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials;
- offer a range and balance of conditions.

Student responsibilities

- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities

- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;
- ensure that any change to the assessment programme is communicated to students timeously;
- ensure that assessments are valid, educative, explicit, fair and comprehensive;
- ensure all assessments are marked and returned to students within two weeks of submission;;
- maintain accurate records of student achievement and assessment;
- initiate contact with parents/guardians when a student fails to submit an assessment or achieves at a level below the expected range;
- meet College timeframes for assessment and reporting.

The following assessment types are to be utilised in assessing the students:

a. Response.

i. This type of assessment is where students show what has been learnt and is to be completed in either a class environment or exam session.

ii. Students are to have minimal research material and are to be limited to one page of handwritten notes if required, or two in the case of exams.

b. Investigation.

i. This type of assessment is where students are to research, utilise problem solving strategies or other process to complete a task.

ii. The nature of this type of activity involves the application of student classroom learning.

iii. Investigations may be completed in class or as a take home assignment, and research material may be allowed to be accessed by the students.

Tests and other scheduled in-class assessment tasks

- Students absent from an in-class assessment task or test are still required to complete this assessment within a reasonable timeframe
- In this case the student will be required to complete the same or different test/assessment on the very first occasion on which they attend the relevant class

Assignments and Homework

- Cheating, collusion and plagiarism
  Cheating is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations. Collusion is when a student submits work that is not their own for assessment. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. In this case work is essentially copied. Students shown to have cheated, colluded or plagiarised more than 10% of the work in assessed work or in examinations will receive a mark of zero or an 'E' grade.

- The College requires that the teacher is able to verify that a student's work is, in fact, his or her own. The teacher may refuse to use some work as evidence for assessment if he or she is not completely satisfied that it is the student's work. It is therefore recommended that a high proportion of work on tasks, especially final drafts or copies, be completed at school under teacher supervision. A note from a parent is not sufficient evidence that the work was completed by the student.

For information on allocating homework, please see 2.4.

- Moderation
  In cases where there is more than one class group of students undertaking a course, teachers must ensure that cross marking of assessment tasks is occurring to ensure internal compatibility. It is an expectation that the nature and the timing of assessment tasks be consistent. All major tests and examination papers must be cross moderated.

- Students with disabilities or specific learning difficulties are to be adjusted in consultation with the Specific Needs Co-ordinator and the relevant teacher. The Team Leaders, in conjunction with the Specific Needs Co-ordinator and relevant teacher, may modify assessment and examination requirements in accordance with the Curriculum Council guidelines, to enable a student with a permanent or temporary disability, or a student with specific learning difficulties to demonstrate achievement of course objectives.

- Late Submission
  Take-home assessments will always be handed out at least two weeks prior to the due date. In the absence of a reasonable cause that would satisfy the College (medical certificate or similar), penalties will apply to all students, who will hand in assessments and/or assignments, past their due dates.

  The penalties will follow the sequence below:
  - The student will receive a penalty equivalent to taking 5% off their result, for each day past the assessment's due date.
  - If the assessment is more than three days late (the penalty is 15% off), the student will receive a detention (or several) until the assessment is completed and handed in. Should a student exceed the deadline by more than three days, a 50% penalty will be applied.

  For example, if at the end of an academic detention (or the assessment is handed in, four days late) the student would have achieved 80% (A grade result), then by applying the penalty, the maximum result the student can obtain, is ONLY 40% (D grade).

- Absence
  It is detrimental to a student's academic progress to miss school for any reason. Parents/Guardians should be aware that there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on all designated contact days. The Law states: Under Western Australian law (School Education Act 1999), Parents/Guardians must send their children to school unless:
  - they are too unwell
  - they have an infectious disease
  - the Principal is provided with a genuine and acceptable reason

Students who miss an assessment without reasonable cause, will receive a mark of zero or an 'E' grade.
Parents/Guardians are asked to organise holidays during term breaks and holiday periods only.
If a parent chooses for their child to miss an exam and/or assessment task to go on holiday, the student will receive a mark of zero or an 'E' grade for that examination or assessment task.

Semester Examinations
Teachers will be required to set an exam question paper each semester. All assessments must be completed two weeks before commencement of the examination. Exam papers and marking keys must be submitted to the Team Leader according to the schedule set by management.

Structure of examination papers
The table below outlines the time and marks to be allocated to Mathematics semester examinations for Years 7 to 10:

Year Group	Time Allocation	Marks Allocation		
		Multiple Choice	Standard Questions	Total
Year 7	90 minutes + 10 minutes reading time	20	60	80
Year 8	90 minutes + 10 minutes reading time	20	70	90
Year 9	120 minutes + 10 minutes reading time	20	80	100
Year 10	120 minutes + 10 minutes reading time	20	100	120

10 Learning Area – Humanities and Social Sciences

10.1 Rationale

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

10.2 Aims

Develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world;
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale;
- a knowledge, understanding and an appreciation of the past and the forces that shape society;
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues;
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities;
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice;
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

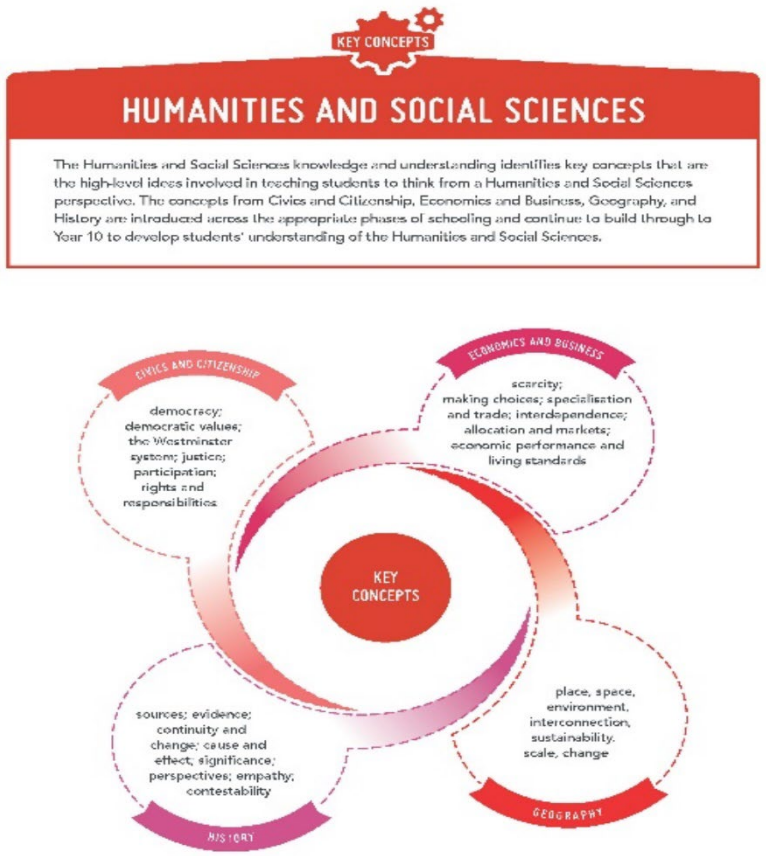
10.3 Content Structure

The Humanities and Social Sciences learning area comprises four subjects. Each subject is organised into two interrelated strands: Knowledge and understandings and Humanities and Social Sciences skills.
History and Geography commence in Pre-primary; Civics and Citizenship is introduced in Year 3; and Economics and Business in Year 5. All subjects continue through to Year 10.

10.3.1.1 Knowledge and understanding

Humanities and Social Sciences knowledge refers to the facts, principles, concepts, theories and models as developed in each of the subjects. This knowledge is dynamic, and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

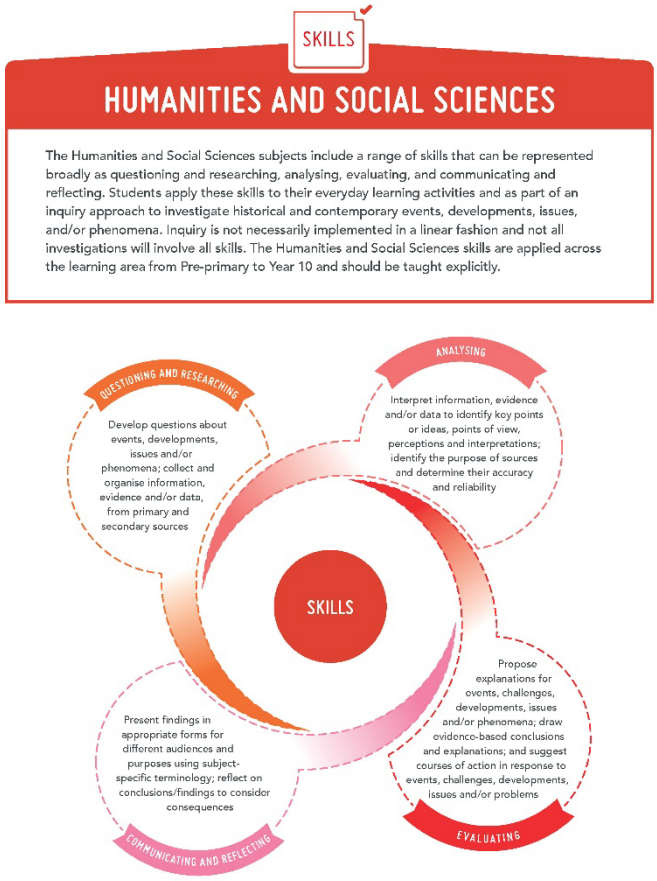
The key concepts are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. Figure 1 identifies the key concepts for the learning area.



Humanities and Social Sciences understanding is the ability to see relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

10.3.1.2 Humanities and Social Sciences skills

This strand includes a range of skills that are common to all four subjects. These skills can be taught discretely or as part of an inquiry approach. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. Moreover, there may be different entry points where the skills are employed as part of an inquiry process. Figure 2 illustrates the Humanities and Social Sciences skills.



10.3.1.3 Relationship between the strands

The two strands are to be integrated in the development of a teaching and learning program. The knowledge and understanding strand provides the content focus through which particular skills are to be developed. Following Pre-primary, the sequencing and description of the skills are in two-year bands (1–2, 3–4, 5–6, 7–8, 9–10). This may assist in multi-age programming by providing a common skill focus for the teaching and learning of the knowledge and understanding content.

10.4 Allocated Teaching Time

Teaching time allocated to Humanities and Social Sciences in Year 7 to Year 10 is three hours and 15 minutes per week.

10.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

10.6 Teaching and Learning Programme

Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Western Australian Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address the four subjects as well as the two content sub-strands and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level. Teachers will refer to the students' learning continuum on Compass to design their teaching and learning programmes.

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

A course outline per semester, per year group will be uploaded into the Compass Class Resources when teacher programming is due.

10.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

- monitoring the progress of students;
- adjusting programmes to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programmes;
- reporting student achievement to parents;
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

Assessment quality and equity

For quality, and therefore equity, each assessment item should:

- clearly outline what it intends to assess in student accessible language;
- only use specialist language or jargon as an aid to clarity and accuracy;
- be presented clearly through appropriate choice of layout, cues, visual design, font and words, and state its requirements, explicitly and directly;
- be assessed using criteria developed from either the Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:

- give clear and definite instructions with the use of rubrics;
- be available on Compass;
- be used under clear, definite and specific conditions that are substantially the same for all, except in the event of Tier 2 and Tier 3 differentiation/modification;
- be used under conditions that do not present inappropriate barriers to equal participation by all;
- involve the use of a range of background contexts in which assessment items can be presented;
- include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials;
- offer a range and balance of conditions.

Student responsibilities

- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;

- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities

- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;
- ensure that any change to the assessment programme is communicated to students timeously;
- ensure that assessments are valid, educative, explicit, fair and comprehensive;
- ensure all assessments are marked and returned to students within two weeks of submission;;
- maintain accurate records of student achievement and assessment;
- initiate contact with parents/guardians when a student fails to submit an assessment or achieves at a level below the expected range;
- meet College timeframes for assessment and reporting.

Humanities and Social Science assessments would include the following each semester:

- oral presentation
- slide show
- written responses including essays (both in class and take home), posters, biographies, formal reports etc
- comprehension tasks
- undertake research

Assessments may be individual tasks or group tasks. When students are given group assessment tasks, the important, life-skill of working as part of a team makes up a significant portion of the learning undertaken. For this reason, students are all expected to participate in, and contribute to, their groups. If a student is not contributing, it is the responsibility of the group members to rectify this situation immediately. If the situation cannot be resolved on a group level, students should involve the classroom teacher in a timely fashion. If students wait until the day an assessment is due or the day before an assessment is due, to bring a student's lack of effort to the teacher's attention, it is beyond the teacher's ability to assist with resolving issues, so the group will be penalised for any missing work.

Tests and other scheduled in-class assessment tasks

- Students absent from an in-class assessment task or test are still required to complete this assessment within a reasonable timeframe
- In this case the student will be required to complete the same or different test/assessment on the very first occasion on which they attend the relevant class

Assignments and Homework

- Cheating and collusion
  Cheating is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations. Collusion is when a student submits work that is not their own for assessment. The College requires that the teacher is able to verify that a student's work is in fact his or her own. The teacher may refuse to use some work as evidence for assessment if he or she is not completely satisfied that it is the student's work. It is therefore recommended that a high proportion of work on tasks, especially research notes, be completed at school under teacher supervision. A note from a parent is not sufficient evidence that the work is the was completed by the student.

  For information on allocating homework, please see 2.4.

- Plagiarism
  Plagiarism constitutes a breach of copyright/theft of intellectual material and is therefore illegal.
  Plagiarism includes an instance in which a student:

- Uses 'Copy and Paste' function to copy material from a book or website into their assessment, without offering the necessary referencing;
- Copies material from a book or website into their assessment, changing some words in sentences (e.g. using some synonyms to attempt to hide their plagiarism, by making the work 'sound more like them');
- Copies material from a book or website into their assessment, changing some words in sentences, and/or the order the sentences appear in their texts.

Students who plagiarise 10% or more of their assessment will receive a failure result (E Grade), and parents will be notified. Prior to completing any take home assessments, classroom teachers will teach students appropriate information gathering techniques.

- Moderation
  In cases where there is more than one class group of students undertaking a course, teachers must ensure that cross marking of assessment tasks is occurring to ensure internal compatibility. It is an expectation that the nature and the timing of assessment tasks be consistent. All major tests and examination papers must be cross moderated

  Students with disabilities or specific learning difficulties are to be adjusted in consultation with the Specific Needs Co-ordinator and the relevant teacher. The Team Leaders, in conjunction with the Specific Needs Co-ordinator and relevant teacher, may modify assessment and examination requirements in accordance with the Curriculum Council guidelines, to enable a student with a permanent or temporary disability, or a student with specific learning difficulties to demonstrate achievement of course objectives.

- Late Submission
  Take-home assessments will always be handed out at least two weeks prior to the due date. In the absence of a reasonable cause that would satisfy the College (medical certificate or similar), penalties will apply to all students, who will hand in assessments and/or assignments, past their due dates.

  The penalties will follow the sequence below:
  - The student will receive a penalty equivalent to taking 5% off their result, for each day past the assessment's due date.
  - If the assessment is more than three days late (the penalty is 15% off), the student will receive a detention (or several) until the assessment is completed and handed in. Should a student exceed the deadline by more than three days, a 50% penalty will be applied.

  For example, if at the end of an academic detention (or the assessment is handed in, four days late) the student would have achieved 80% (A grade result), then by applying the penalty, the maximum result the student can obtain, is ONLY 40% (D grade).

Students who miss an assessment without reasonable cause, will receive a mark of zero or an 'E' grade. Parents/Guardians are asked to organise holidays during term breaks and holiday periods only. If a parent chooses for their child to miss an exam and/or assessment task to go on holiday, the student will receive a mark of zero or an 'E' grade for that examination or assessment task.

Semester Examinations
Teachers will be required to set an exam question paper each semester. All assessments must be completed two weeks before commencement of the examination. Exam papers and marking keys must be submitted to the Team Leader according to the schedule set by management.

Structure of examination papers
The table below outlines the time and marks to be allocated for Humanities and Social Sciences semester examinations for Years 7 to 10:

Year Group	Time Allocation	Marks Allocation		
		HaSS Content	HaSS Extended Writing	Total
Year 7	90 minutes + 10 minutes reading time	60	10	70
Year 8	90 minutes + 10 minutes reading time	70	20	90
Year 9	120 minutes + 10 minutes reading time	70	30	100
Year 10	120 minutes + 10 minutes reading time	70	50	120

11 Learning Area – Science

11.1 Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum 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.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery, and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

11.2 Aims

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live;
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things;
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions;
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims;
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions;

- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science;
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

11.3 Content Structure

The Science curriculum 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.

11.3.1 Science Understanding

Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. The *Science Understanding* strand comprises four sub-strands. The content is described by year level.

11.3.1.1 Biological Sciences

The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over time; 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. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

11.3.1.2 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 that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

11.3.1.3 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 that: 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. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth's rotation and its orbit around the sun. Students investigate the processes that result in change to Earth's surface, recognising that Earth has changed over time and that the effect of some of these processes is

only evident when viewed over long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

11.3.1.4 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 that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand, students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

11.3.2 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.

The content in the *Science as a Human Endeavour* strand is described in two-year bands. There are two sub-strands of *Science as a Human Endeavour*. These are:

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

11.3.3 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.

Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation.

In Science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases.

The content in the *Science Inquiry Skills* strand is described in two-year bands. There are five sub-strands of *Science Inquiry Skills*. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.
Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.
Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

Relationship between the strands
In the practice of science, the three strands of *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills* are closely integrated; the work of scientists reflects the nature and development of science, is built around scientific inquiry and seeks to respond to and influence society's needs. Students' experiences of school science should mirror and connect to this multifaceted view of science.

To achieve this, the three strands of the Science curriculum should be taught in an integrated way. The content descriptions of the three strands have been written so that at each year this integration is possible. In the earlier years, the 'Nature and development of science' sub-strand within the *Science as a Human Endeavour* strand focusses on scientific inquiry. This enables students to make clear connections between the inquiry skills that they are learning and the work of scientists. As students progress through the curriculum, they investigate how science understanding has developed, including considering some of the people and the stories behind these advances in science.

They will also recognise how this science understanding can be applied to their lives and the lives of others. As students develop a more sophisticated understanding of the knowledge and skills of science, they are increasingly able to appreciate the role of science in society. The content of the *Science Understanding* strand will inform students' understanding of contemporary issues, such as climate change, use of resources, medical interventions, biodiversity and differing perspectives of the origins of the universe. The importance of these areas of science can be emphasised through the content of the *Science as a Human Endeavour* strand, and students can be encouraged to view contemporary science critically through aspects of the *Science Inquiry Skills* strand, for example by analysing, evaluating and communicating.

11.4 Allocated Teaching Time
Teaching time allocated to Science in Year 7 to Year 10 is three hours and 15 minutes per week.

11.5 Students with Diverse Learning Needs
At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

11.6 Teaching and Learning Programme
Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Western Australian Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address the three Science content strands and sub-strands, and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level. Teachers will refer to the students' learning continuum on Compass to design their teaching and learning programmes.

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Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

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Student responsibilities

- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities

- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;
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- ensure that assessments are valid, educative, explicit, fair and comprehensive;
- ensure all assessments are marked and returned to students within two weeks of submission;
- maintain accurate records of student achievement and assessment;
- initiate contact with parents/guardians when a student fails to submit an assessment or achieves at a level below the expected range;
- meet College timeframes for assessment and reporting.

The following assessment types are to be utilised in assessing the students:

a. Tests & Examinations.

- This type of assessment allows students to demonstrate what has been learnt and is to be completed in either a class environment or exam session.
- Students are to have minimal research material and are to be limited to one page of handwritten notes if required, or two in the case of exams.

b. Investigations.

- This type of assessment allows students to research, utilise problem solving strategies or other processes to complete a task. A written report must be completed in conjunction with an investigation.
- The nature of this type of activity involves the application of student classroom learning, as well as the practice of scientific enquiry.
- Investigations may be completed in class or as a take home assignment, and students may be allowed to access research material. The maximum mark available for the Written Practical is 10 and the maximum mark available for the Competency/Conduct Criteria is 5, which adds to an overall practical assessment mark of 15.

Practical Section Headings	**Maximum mark available**
Aim	1
Hypothesis	1
Prediction	1
Apparatus & Materials	1
Method	1
Results	2
Discussion	2
Conclusion	1
Total Mark available:	10

Tests and other scheduled in-class assessment tasks

- Students absent from an in-class assessment task or test are still required to complete this assessment within a reasonable time frame
- In this case the student will be required to complete the same or different test/assessment on the very first occasion which they attend the relevant class

Assignments and Homework

- Cheating, collusion and plagiarism
  Cheating is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations. Collusion is when a student submits work that is not their own for assessment. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. In this case work is essentially copied. Students shown to have cheated, colluded or plagiarised more than 10% of the work in assessed work or in examinations will receive a mark of zero or an 'E' grade.

  The College requires that the teacher is able to verify that a student's work is in fact his or her own. The teacher may refuse to use some work as evidence for assessment if he or she is not completely satisfied that it is the student's work. It is therefore recommended that a high proportion of work on tasks, especially final drafts or copies, be completed at school under teacher supervision. A note from a parent is not sufficient evidence that the work was completed by the student.

For information on allocating homework, please see 2.4.

- Moderation
  In cases where there is more than one class group of students undertaking a course, teachers must ensure that cross marking of assessment tasks is occurring to ensure internal compatibility. It is an expectation that the nature and the timing of assessment tasks be consistent. All major tests and examination papers must be cross moderated

- Students with disabilities or specific learning difficulties are to be adjusted in consultation with the Specific Needs Co-ordinator and the relevant teacher. The Team Leaders, in conjunction with the Specific Needs Co-ordinator and relevant teacher, may modify assessment and examination requirements in accordance with the Curriculum Council guidelines, to enable a student with a permanent or temporary disability, or a student with specific learning difficulties to demonstrate achievement of course objectives.

- Late Submission
  Take-home assessments will always be handed out at least two weeks prior to the due date. In the absence of a reasonable cause that would satisfy the College (medical certificate or similar), penalties will apply to all students, who will hand in assessments and/or assignments, past their due dates.

  The penalties will follow the sequence below:
  - The student will receive a penalty equivalent to taking 5% off their result, for each day past the assessment's due date.
  - If the assessment is more than three days late (the penalty is 15% off), the student will receive a detention (or several) until the assessment is completed and handed in. Should a student exceed the deadline by more than three days, a 50% penalty will be applied.

  For example, if at the end of an academic detention (or the assessment is handed in, four days late) the student would have achieved 80% (A grade result), then by applying the penalty, the maximum result the student can obtain, is ONLY 40% (D grade).

- Absence
  It is detrimental to a student's academic progress to miss school for any reason. Parents/Guardians should be aware that there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on all designated contact days. The Law states: Under Western Australian law (School Education Act 1999), Parents/Guardians must send their children to school unless:
  - they are too unwell;
  - they have an infectious disease;
  - the Principal is provided with a genuine and acceptable reason ;.

Students who miss an assessment without reasonable cause, will receive a mark of zero or an 'E' grade. Parents/Guardians are asked to organise holidays during term breaks and holiday periods only. If a parent chooses for their child to miss an exam and/or assessment task to go on holiday, the student will receive a mark of zero or an 'E' grade for that examination or assessment task.

Semester Examinations
Teachers will be required to set an exam question paper each semester. All assessments must be completed two weeks before commencement of the examination. Exam papers and marking keys must be submitted to the Team Leader according to the schedule set by management.

Structure of examination papers
The table below outlines the time and marks to be allocated for Science semester examinations for Years 7 to 10:

Year Group	Time Allocation	Marks Allocation		
		Science Understanding	Science as a Human Endeavour	Total
Year 7	90 minutes + 10 minutes reading time	70	10	80
Year 8	90 minutes + 10 minutes reading time	70	20	90
Year 9	120 minutes + 10 minutes reading time	80	20	100
Year 10	120 minutes + 10 minutes reading time	100	20	120

12 Learning Area – Languages

12.1 Rationale

The Languages curriculum enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

The Languages curriculum operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich and challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. The curriculum builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

In the Western Australian Curriculum, the Languages learning area comprises six subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language. Additionally, for the purposes of Languages education in Western Australia:

- the study of an Aboriginal Language is appropriate;
- students who speak English as a second language or as an additional language or dialect, and whose use of Standard Australian English is restricted, may substitute further studies in English for the study of another language;
- recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of another language;
- schools may offer a language other than those for which syllabuses are provided by the Authority using ACARA's curriculum or a language curriculum approved by the Authority.

12.2 Aims

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the target language;
- extend their literacy repertoires;
- understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication;
- develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives;
- develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity;

- strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills;
- understand themselves as communicators.

12.3 Content Structure

Goldfields Baptist College endeavours to offer at least one language to students from Pre-primary to Year 10, though, as a minimum, the College strives to ensure all students will study a Languages subject from Year 3 to Year 8. Currently, the College provides a Languages programme in Chinese commencing in Year 3.

The design of the Chinese Languages curriculum takes into account different entry points into language learning across the year levels carrying out the programme, which reflects current practice in Languages. For the Language subjects contained within the Western Australian Curriculum, there are two learning sequences:

- Pre-primary – Year 10 sequence; and
- Year 7 – Year 10 sequence.

The content of the Languages curriculum is organised into two interrelated strands: Communicating and Understanding. Together, these strands reflect three important aspects of language learning: performance of communication; analysing various aspects of language and culture involved in communication; and understanding oneself as a communicator.

Within each strand, a set of sub-strands has been identified, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation, but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each strand will differ for different languages and for different stages of learning.

12.3.1 Communicating

The Communicating strand focusses on students learning to use the target language to interpret, create and exchange meaning and to use the language to communicate in different contexts. It involves learning to use the target language for a variety of purposes.

12.3.1.1 Socialising

The content focusses on interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

12.3.1.2 Informing

The content develops skills to obtain, process, interpret and convey information through a range of oral, written and multimodal texts; and developing and applying knowledge.

12.3.1.3 Creating

The content focusses on students engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

12.3.1.4 Translating

The content focusses on developing the skills to move between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

12.3.1.5 Reflecting

The content focusses on providing opportunities for students to participate in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
The Communicating strand involves various combinations of listening, speaking, reading, and writing skills:

- interacting and interpreting meaning (spoken and written reception)
- interacting and creating meaning (spoken and written production)

and incorporates diverse text types and task types.

12.3.2 Understanding

The Understanding strand focusses on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

12.3.2.1 Systems of language

The content focusses on students developing the understanding of language as a system, including sound, writing, grammatical and textual conventions.

12.3.2.2 Language variation and change

The content focusses on students developing the understanding of how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

12.3.2.3 The role of language and culture

The content focusses on students analysing and understanding the role of language and culture in the exchange of meaning.

12.4 Allocated Teaching Time

Teaching time allocated to Languages in Year 7 to Year 8 is two hours and 10 minutes per week.

12.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

12.6 Teaching and Learning Programme

Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Western Australian Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address the two content sub-strands and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level. Teachers will refer to the students' learning continuum on Compass to design their teaching and learning programmes.

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

A course outline per semester, per year group will be uploaded into the Compass Class Resources when teacher programming is due.

The students at the College have been enrolled in the Education Perfect Languages Programme and teachers are encouraged to utilise this programme in their teaching and learning programme. However, the Education Perfect Learning Programme is to be used as one of the many strategies employed by the Languages teacher.

For information on allocating homework, please see 2.4.

12.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

- monitoring the progress of students;
- adjusting programmes to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programmes;
- reporting student achievement to parents;

- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

Assessment quality and equity
For quality, and therefore equity, each assessment item should:
- clearly outline what it intends to assess in student accessible language
- only use specialist language or jargon as an aid to clarity and accuracy
- be presented clearly through appropriate choice of layout, cues, visual design, font and words, and state its requirements, explicitly and directly
- be assessed using criteria developed from either the Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:
- give clear and definite instructions with the use of rubrics;
- be available on Compass;
- be used under clear, definite and specific conditions that are substantially the same for all, except in the event of Tier 2 and Tier 3 differentiation/modification;
- be used under conditions that do not present inappropriate barriers to equal participation by all;
- involve the use of a range of background contexts in which assessment items can be presented;
- include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials;
- offer a range and balance of conditions.

Student responsibilities
- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities
- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;
- ensure that any change to the assessment programme is communicated to students timeously;
- ensure that assessments are valid, educative, explicit, fair and comprehensive;
- ensure all assessments are marked and returned to students within two weeks of submission;
- maintain accurate records of student achievement and assessment;
- initiate contact with parents/guardians when a student fails to submit an assessment or achieves at a level below the expected range;
- meet College timeframes for assessment and reporting.

The following list of suggested assessment strategies is recommended (Languages teachers are not limited to these assessment strategies):
- observation;
- group activities;
- short responses;
- extended responses;
- practical and authentic tasks;
- performances and/or oral presentations;
- visual representation;
- portfolios.

There is no Languages Examination at the College. All assessments should be completed before the commencement of Semester Examinations.

13 Learning Area – Health and Physical Education

13.1 Rationale

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum (P–10) offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Through Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life. Given these aspirations, the curriculum has been shaped by the following five interrelated propositions that are informed by a strong evidence base:

13.1.1 Focus on educative purposes

The curriculum focusses on the development of disciplinary knowledge, understanding and skills, which underpin Health and Physical Education. The priority for the curriculum is to provide ongoing, developmentally appropriate and explicit teaching and learning experiences about health and movement.

13.1.2 Take a strengths-based approach

A strengths-based approach is characterised by focusing on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. This approach affirms that students and their communities have particular strengths which can be nurtured to improve health.

13.1.3 Value movement

The curriculum focusses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence. This supports ongoing participation across the lifespan, and positive health outcomes.

13.1.4 Develop health literacy

The development of health literacy skills is essential for people to increase control over their health and for better management of disease and risk, at both an individual and population level. The curriculum focusses on developing knowledge, understanding and skills related to the following health literacy dimensions:

- functional – knowledge, understanding and skills related to comprehending, evaluating and applying health information
- interactive – knowledge, understanding and skills related to making decisions and setting goals to enhance health
- critical – skills related to being able to selectively access and critically analyse health information from a variety of sources and apply this to promote own and others' health.

13.1.5 Include a critical inquiry approach

The curriculum engages students in critical inquiry processes that develop research skills and the ability to appraise health and physical activity knowledge, and the way this influences decision-making and health-related behaviours.

13.2 Aims

The Western Australian Curriculum: Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan;
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships;
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings;
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes;
- analyse how varied and changing personal and contextual factors shape their understanding of, and opportunities for, health and physical activity locally, regionally and globally.

13.3 Content Structure

The Health and Physical Education curriculum comprises two strands: Personal, social and community health; and Movement and physical activity. The content in each strand is organised under three interrelated sub-strands, and lessons are planned to reflect the Christian ethos of the College.

13.3.1 Personal, social and community health

13.3.1.1 Being healthy, safe and active

This sub-strand focusses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions, and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.

13.3.1.2 Communicating and interacting for health and wellbeing

This sub-strand develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

13.3.1.3 Contributing to healthy and active communities

This sub-strand develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

13.3.2 Movement and physical activity

13.3.2.1 Moving our body

The content of this sub-strand lays the important early foundations of play and fundamental movement skills. It focusses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance. They practise and rehearse skills and strategies to move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activity, outdoor recreation and sport.

13.3.2.2 Understanding movement

This sub-strand focusses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own and others' lives, and across time and cultures.

13.3.2.3 Learning through movement

The content of this sub-strand focusses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and co-operation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges.

Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within a range of physically active pursuits.

The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to develop interpersonal, communication, self-management, and decision-making skills. Figure 1 identifies these interrelated skills in Health and Physical Education.

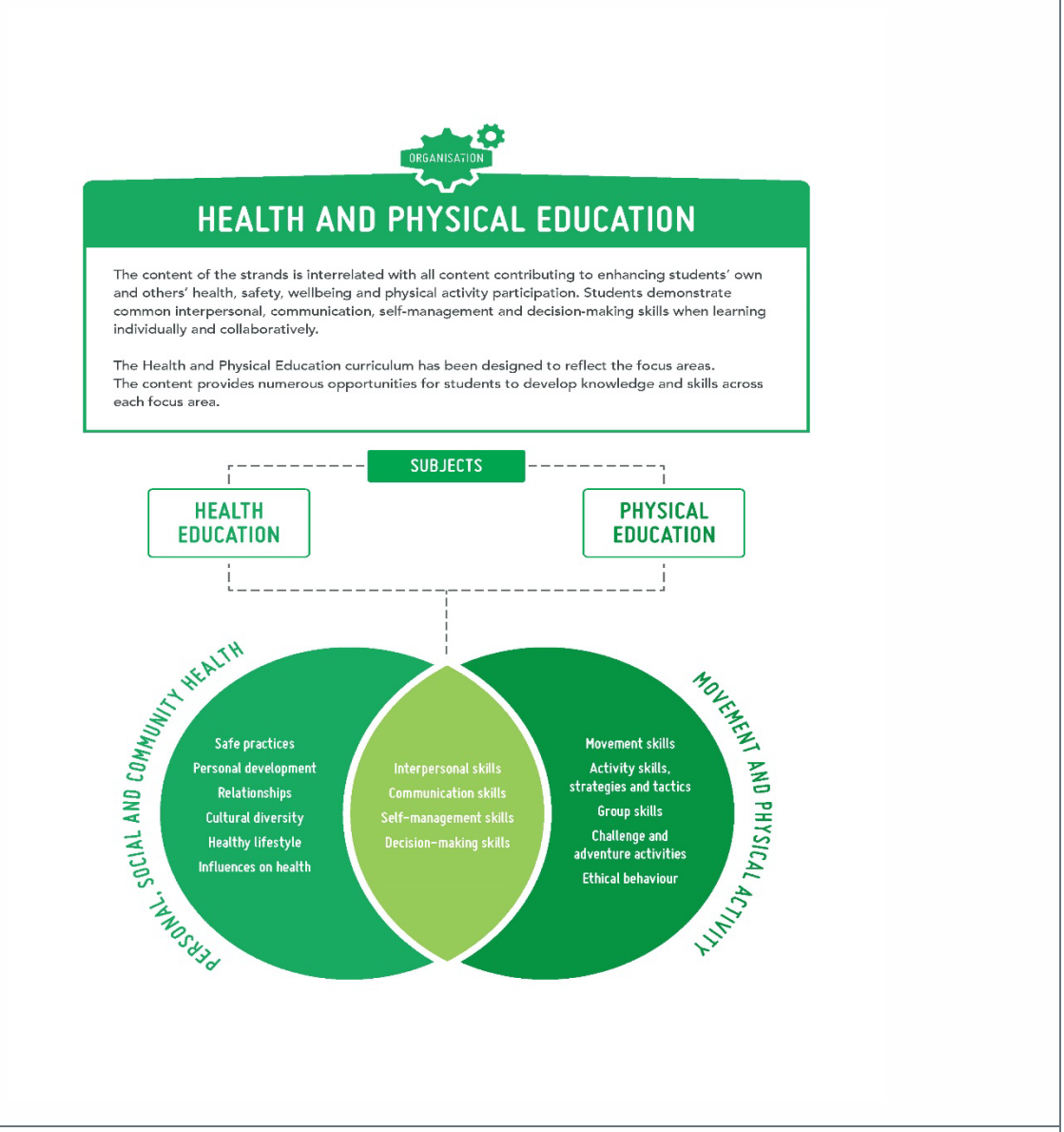

Figure 1: The organisation of content in the Health and Physical Education curriculum

13.3.3 Attitudes and values

The Health and Physical Education curriculum provides opportunities for students to develop positive attitudes and values about their own health and wellbeing, as well as respect for the rights and values of others. Through structured learning experiences, students examine their own attitudes and values and the level of influence they have on their own and others' health. Although attitudes and values are not specified in the syllabus content, students learn to reflect on their own and others' attitudes and values and consider how they impact on behaviour and how healthy use and treatment of their bodies – as Image Bearers – brings honour to God.

13.3.4 Focus areas

Focus areas indicate breadth of learning across P–10 and provide a context for student engagement with the content. A variety of focus areas should be used to teach the content in each year of schooling and provide students with a breadth of learning that can be applied in their daily lives.
The focus areas are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- active and minor games
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive activities.

13.4 Allocated Teaching Time

Teaching time allocated to Health and Physical Education in Year 7 to Year 10 is two hours and 10 minutes per week.

13.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

13.6 Teaching and Learning Programme

Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Western Australian Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address the Health and Physical Assessment content strands and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level. Teachers will refer to the students' learning continuum on Compass to design their teaching and learning programmes.

Teachers are to refer to the Personal Development Scope and Sequence, available on SharePoint, ensuring that their teaching and learning programme addresses the focus areas listed on the Personal Development Scope and Sequence when designing their teaching and learning programmes.

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

For information on allocating homework, please see 2.4.

A course outline per semester, per year group will be uploaded into the Compass Class Resources when teacher programming is due.

13.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

- monitoring the progress of students;

- adjusting programmes to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programmes;
- reporting student achievement to parents;
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

Assessment quality and equity
For quality, and therefore equity, each assessment item should:
- clearly outline what it intends to assess in student accessible language;
- only use specialist language or jargon as an aid to clarity and accuracy;
- be presented clearly through appropriate choice of layout, cues, visual design, font and words, and state its requirements, explicitly and directly;
- be assessed using criteria developed from either the Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:
- give clear and definite instructions with the use of rubrics;
- be available on Compass;
- be used under clear, definite and specific conditions that are substantially the same for all, except in the event of Tier 2 and Tier 3 differentiation/modification;
- be used under conditions that do not present inappropriate barriers to equal participation by all;
- involve the use of a range of background contexts in which assessment items can be presented;
- include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials;
- offer a range and balance of conditions.

Student responsibilities
- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities
- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;
- ensure that any change to the assessment programme is communicated to students timeously;
- ensure that assessments are valid, educative, explicit, fair and comprehensive;
- ensure all assessments are marked and returned to students within two weeks of submission;
- maintain accurate records of student achievement and assessment;
- initiate contact with parents/guardians when a student fails to submit an assessment or achieves at a level below the expected range;
- meet College timeframes for assessment and reporting.

The following list of suggested assessment strategies is recommended (Health and Physical Education teachers are not limited to these assessment strategies):
- observation
- group activities
- short responses
- extended responses
- practical and authentic tasks

- performances and/or oral presentations
- visual representation
- portfolios

There is no Health and Physical Education Examination at the College. All assessments should be completed before the commencement of Semester Examinations.

14 Learning Area – Technologies

14.1 Rationale

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

The Technologies curriculum describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities;
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.

Through the practical application of technologies including digital technologies, students develop dexterity and co-ordination through experiential activities. Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

14.1.1 Design and Technologies

Knowledge, understandings and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

Through Design and Technologies, students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments.

14.1.2 Digital Technologies

Digital systems are everywhere, mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. Technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enables students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

14.2 Aims

The Technologies learning area aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions;
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time;
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future;
- engage confidently with and responsibly select and manipulate appropriate technologies − materials, data, systems, components, tools and equipment − when designing and creating solutions;
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

14.2.1 Design and Technologies

Design and Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- produce designed solutions suitable for a range of Technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes;
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

14.2.2 Digital Technologies

Digital Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:

- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions;
- confidently use digital systems to efficiently and effectively transform data into information and to creatively communicate ideas in a range of settings;
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and understand the impact of these systems on individuals, societies, economies and environments.

14.3 Content Structure

The Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects from Pre-primary to the end of Year 8. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts, as they create designed solutions.

At Goldfields Baptist College, the study of Technologies is an elective in Years 9 and 10.

In Digital Technologies, students are provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

The syllabus for each of these subjects describes the distinct knowledge, understanding and skills of each subject and, where appropriate, highlights their similarities and complementary learning. This approach enables students to develop a comprehensive understanding of traditional, contemporary and emerging technologies. It also provides the flexibility, especially in the primary years of schooling, for developing integrated teaching programmes that focus on both Technologies subjects, and concepts and skills in other learning areas.

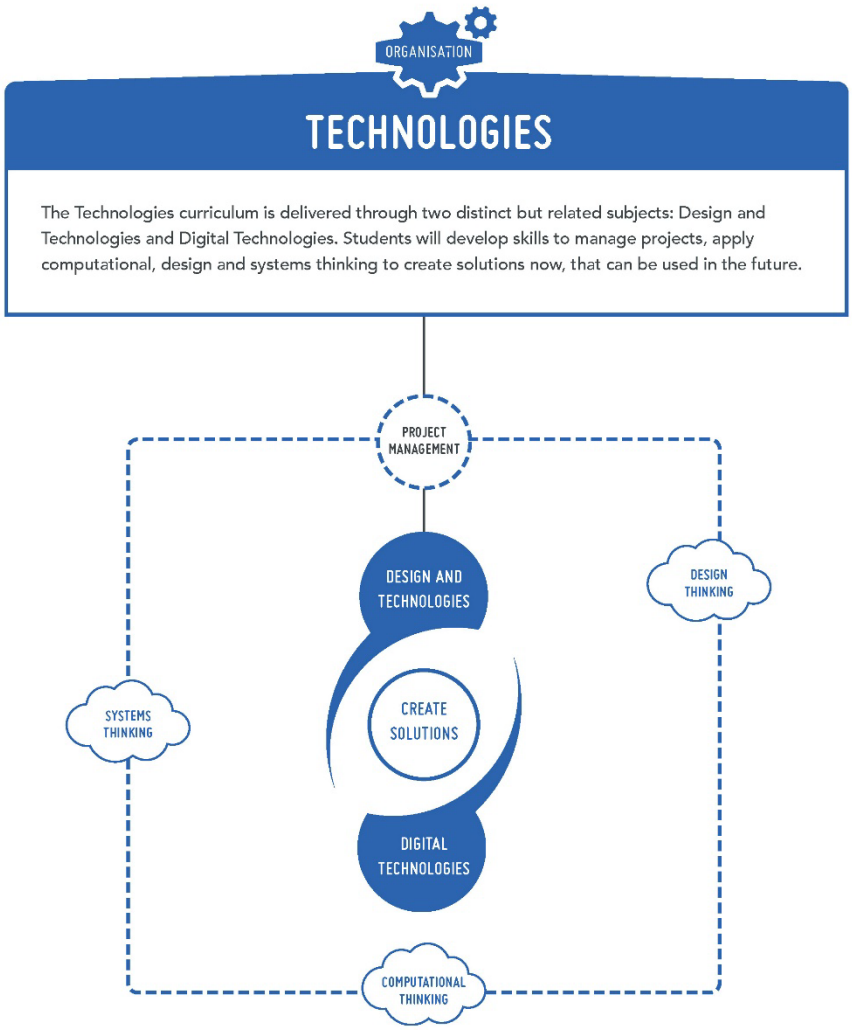

Figure 1: The relationship between key ideas and the Technologies subjects

14.3.1 Relationship between the strands

Knowledge, understanding and skills in each subject are presented through two related strands:

- Knowledge and Understanding
- Processes and Production Skills

Teachers select technologies-specific content from the Knowledge and Understanding strand and students apply skills from the Processes and Production Skills strand to that content.
The common strand structure provides an opportunity to highlight similarities across the two subjects.

14.3.1.1 Knowledge and understanding

The table below outlines the focus of the Knowledge and Understanding across the two Technologies subjects:

Design and Technologies	Digital Technologies
Technologies and society • the use, development and impact of technologies in people's lives	**Digital systems** • the components of digital system: hardware, software and networks and their use
Technologies contexts Technologies and design across a range of technologies contexts: • Engineering principles and systems • Food and fibre production • Food specialisations • Materials and technology specialisations	Representation of data • how data are represented and structured symbolically

14.3.1.2 Processes and Production Skills

The following table indicates the focus of the Processes and Production Skills across the two Technologies subjects**.**

Design and Technologies	Digital Technologies
Creating solutions by: • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing	**Collecting, managing and analysing data** • the nature and properties of data, how they are collected and interpreted
	Digital implementation • the process of implementing digital solutions
	Creating solutions by: • investigating and defining • designing • producing and implementing • evaluating • collaborating and managing

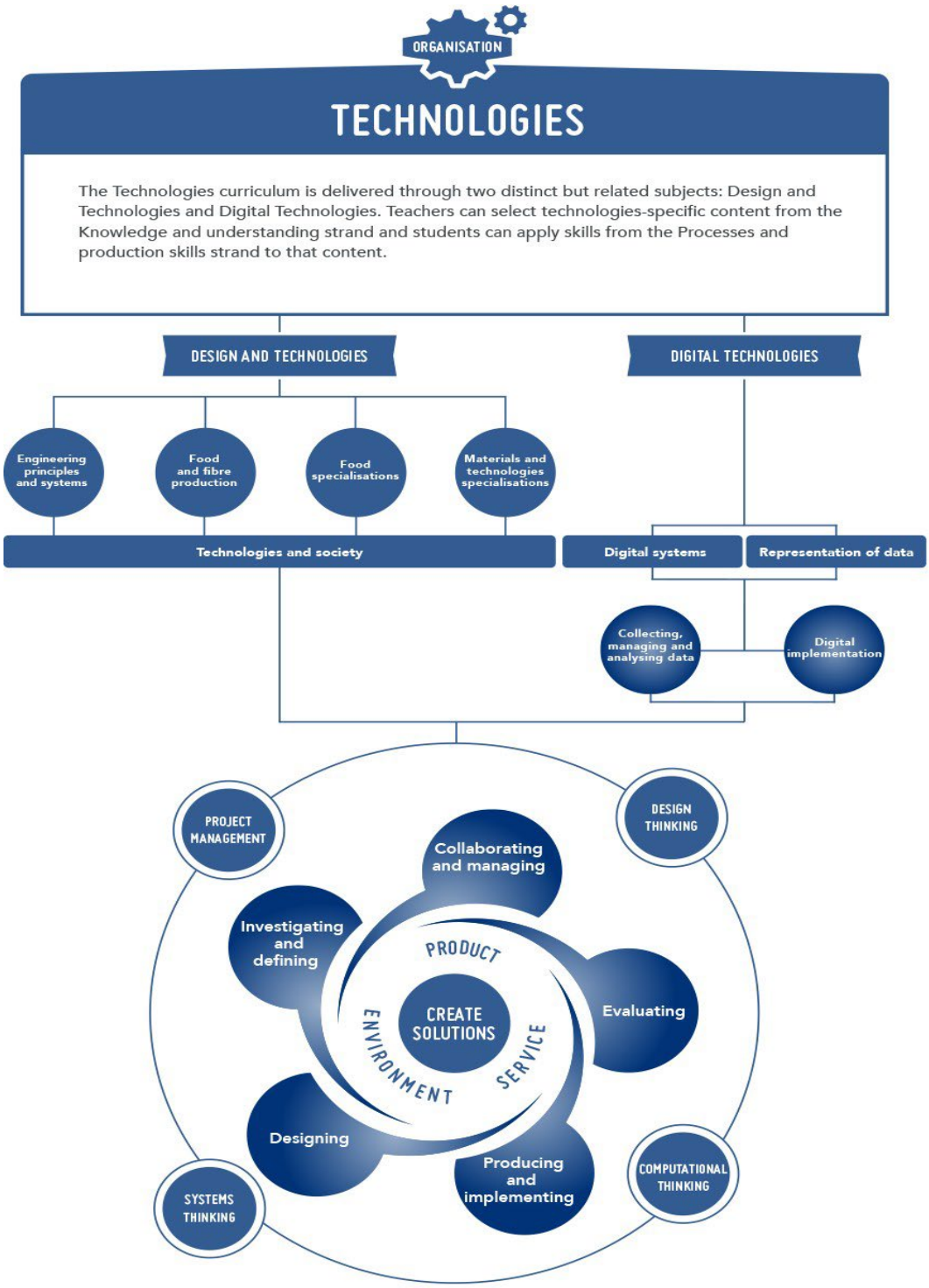

Figure 2: The organisation of content in the Technologies curriculum

14.4 Allocated Teaching Time

Teaching time allocated to Technologies in Year 7 to Year 8 is two hours and 10 minutes per week. Students change their elective each semester, which allows students to study four Technologies strands over the course of two years.

Teaching time allocated to Technologies in Year 9 to Year 10 is two hours and 10 minutes allocated to each of the Technologies subjects. Students study their elected subject for the full school year – both semesters.

14.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

14.6 Teaching and Learning Programme

Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Western Australian Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address each of the subjects and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level.

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

For information on allocating homework, please see 2.4.

A course outline per semester, per year group will be uploaded into the Compass Class Resources when teacher programming is due.

14.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

- monitoring the progress of students;
- adjusting programmes to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programmes
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

Assessment quality and equity

For quality, and therefore equity, each assessment item should:

- clearly outline what it intends to assess in student accessible language;
- only use specialist language or jargon as an aid to clarity and accuracy;
- be presented clearly through appropriate choice of layout, cues, visual design, font and words, and state its requirements, explicitly and directly;
- be assessed using criteria developed from either the Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:

- give clear and definite instructions with the use of rubrics;
- be available on Compass;
- be used under clear, definite and specific conditions that are substantially the same for all, except in the event of Tier 2 and Tier 3 differentiation/modification;
- be used under conditions that do not present inappropriate barriers to equal participation by all;
- involve the use of a range of background contexts in which assessment items can be presented;

- include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials;
- offer a range and balance of conditions.

Student responsibilities
- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities
- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;
- ensure that any change to the assessment programme is communicated to students timeously;
- ensure that assessments are valid, educative, explicit, fair and comprehensive;
- ensure all assessments are marked and returned to students within two weeks of submission;
- maintain accurate records of student achievement and assessment;
- initiate contact with parents/guardians when a student fails to submit an assessment or achieves at a level below the expected range;
- meet College timeframes for assessment and reporting.

The following list of suggested assessment strategies is recommended:
- observation
- group activities
- short responses
- extended responses
- practical and authentic tasks
- performances and/or oral presentations
- visual representation
- portfolios

There is no Technologies Examination at the College. All assessments should be completed before the commencement of Semester Examinations.

15 Learning Area – The Arts

15.1 Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all arts subjects. For the Western Australian Curriculum, the following explanation of the creative process is useful:

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

15.1.1 Dance

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using movement as the medium for personal, social, emotional, physical and cultural communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

15.1.2 Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

In making and staging drama, they learn how to be focussed, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

15.1.3 Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

Students learn to be critically aware of ways that media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

15.1.4 Music

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music, individually and collaboratively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts.

15.1.5 Visual Arts

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

15.2 Aims

15.2.1 Dance

Dance knowledge and skills ensure that, individually and collaboratively, students:

- develop confidence to become innovative and creative dancers to communicate meaning through body awareness, technical dance skills and performance skills;
- apply the elements of dance and choreographic skills through group processes to create dance that communicates meaning to an audience;
- develop aesthetic, artistic and cultural appreciation of dance in past and contemporary contexts as choreographers, performers and audience members;
- develop respect for, and knowledge of, the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

15.2.2 Drama

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama;
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms and styles of drama in traditional and contemporary drama to engage and create meaning for audiences;
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences;
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

15.2.3 Media Arts

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them;
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork;
- creative and critical thinking skills to explore different perspectives in media as producers and consumers;
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

15.2.4 Music

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians;
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music;
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members;
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

15.2.5 Visual Arts

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making;
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process;
- apply visual language and critical creative thinking skills when creating and responding to artwork;
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

15.3 Content Structure

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Goldfields Baptist College endeavours to provide as many of these learning areas as possible, however limited availability of resources, including human resources, usually allows for the provision of a minimum of two of the Arts subjects.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject. In Years 9 and 10, the study of the Arts is optional.

Each of the five Arts subject is organised into two interrelated strands: Making and Responding.

15.3.1 Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus.

Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

15.3.2 Responding

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through making is interrelated with, and dependent upon, responding. Students learn by reflecting on their making and responding to the making of others. The points of view students hold, shift according to different experiences in the Arts.

Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

15.3.3 Relationships between the strands

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members, and develop students' skills in critical and creative thinking. As students ‘Make’ in the Arts, they actively ‘Respond’ to their developing work, and the works of others; as students ‘Respond’ to the Arts, they draw on the knowledge and skills acquired through their experiences to inform their ‘Making’.

15.4 Allocated Teaching Time

Teaching time allocated to The Arts in Year 7 to Year 8 is four two and 10 minutes per week. Students change their elective each semester, which allows students to study four Arts strands over the course of two years.

Teaching time allocated to The Arts in Year 9 to Year 10 is two hours and 10 minutes per week. Students study their elected subject for the full school year – both semesters.

15.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

15.6 Teaching and Learning Programme

Teachers are required to develop a teaching and learning programme that fulfils the current requirements of the Western Australian Curriculum. Using a range of strategies, approaches and techniques, the teaching and learning programme must address the making and responding content strands and should be designed to allow adequate practice to, at a minimum, meet the achievement standard appropriate to their year level.

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

For information on allocating homework, please see 2.4.

A course outline per semester, per year group will be uploaded into the Compass Class Resources when teacher programming is due.

15.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

Assessment assists teachers and the College in:

- monitoring the progress of students;
- adjusting programmes to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programmes;
- reporting student achievement to parents;
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid and reliable.

Assessment quality and equity

For quality, and therefore equity, each assessment item should:

- clearly outline what it intends to assess in student accessible language;
- only use specialist language or jargon as an aid to clarity and accuracy;
- be presented clearly through appropriate choice of layout, cues, visual design, font and words, and state its requirements, explicitly and directly;
- be assessed using criteria developed from either the Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:

- give clear and definite instructions with the use of rubrics;
- be available on Compass;
- be used under clear, definite and specific conditions that are substantially the same for all, except in the event of Tier 2 and Tier 3 differentiation/modification;
- be used under conditions that do not present inappropriate barriers to equal participation by all;
- involve the use of a range of background contexts in which assessment items can be presented;
- include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials;
- offer a range and balance of conditions.

Student responsibilities

- complete the prescribed work requirements by the due date;
- complete all assessment items as described in the subject/course outline;
- maintain a good record of attendance, conduct and progress;
- initiate contact with teachers concerning absence from class, missed assessments, extension requests prior to the due date, clashes with excursions and other issues pertaining to assessment.

Staff responsibilities

- provide students with assessment due dates and assessment requirements in a timeous manner;
- provide a relevant marking key or rubric for each assessment;
- place learning tasks on Compass, bearing in mind that students can only write one test per day. The due date will appear on the learning task;

- ensure that any change to the assessment programme is communicated to students timeously;
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- meet College timeframes for assessment and reporting.

The following list of suggested assessment strategies is recommended:

- observation
- group activities
- short responses
- extended responses
- practical and authentic tasks
- performances and/or oral presentations
- visual representation
- portfolios

There is no Arts Examination at the College. All assessments should be completed before the commencement of Semester Examinations.

16 Learning Area – Christian Education

16.1 Rationale

Christian Schools Australia is a national organisation that seeks to unite independent Christian schools in Australia around a common purpose and vision. CSA member schools share a vision to work together with parents and the church in the education and formation of children. Like churches, CSA member schools are places of belonging that exist to encourage and enable people to discover their gifts as they love God, love each other, and lovingly steward this world God created. This brings blessing, through responsible citizenship and global mission, to Australian society and beyond. With a diverse group of Christian and non-Christian students together, we are committed to discovering a truly common good on the journey toward *holistic flourishing* – that is, the journey toward *shalom*.

Christian schools are missional communities in the sense that they are called to contextualise the Gospel for their particular sociocultural location. Yet, in our post-Christendom – and at times anti-Christian – society, Christian schools must at the same time be firmly located in the mission of our Triune God, entering God's Big Story in the Bible (most simply captured by the narrative of Creation, fall, redemption and restoration), while reconciling this with state-mandated and valuable curriculums.

Furthermore, viewed through the lens of orthodoxy (right belief), orthopathy (right desire) and orthopraxy (right action) – head, heart and hands, as we examine beliefs, exemplify values and experience worshipful practices – we must seek a compelling ethos for evangelical Christian education which is comprised of non-negotiable guiding principles.

The Christian Studies Programme (CSP) facilitates consistency throughout associated schools as they endeavour to live out the faith and mission of the church, functioning as a sign of Christ's Kingdom for the flourishing of all in Australian society – for such a time as this.

16.2 Aims

The aim of Christian Studies is to form wise peacemakers who learn, love and live God's Big Story. This story centres on Jesus, thus we seek to enter this story as thinking, desiring, 'doers', who might increasingly imitate the character of Christ and serve, so that all might flourish.

Every aspect of Christian Education should work towards cultivating mature Christian faith. Many students, however, are not Christian, and it would be unethical and counterproductive to expect them to evidence a

spirit-filled life, imitating Christ in pursuit of shalom, when this may well not be their choice. Thus, we need proximate outcomes – success criteria – that set these students up for life-long learning, founded in common morals and values, allowing them to become more faithful and fruitful image-bearers over time, whatever their ultimate allegiance.

16.3 Content Structure

As a result of the learning experiences provided in Christian Education, through the Christian Studies Programme, Goldfields Baptist College students are expected to:

16.3.1 Be Wise (Facts and Content to Learn About)

- Learn about the nature, content and shape of the Biblical story as a skilled reader and critical thinker;
- Learn about the core beliefs and practices of the global Christian community; and
- Learn about the impact of the Bible and Christian faith over time and place.

16.3.2 To Understand (Wisdom to Make Meaning)

- How one's life, community and concerns are located in God's Big Story;
- How living this story contributes to holistic flourishing; and
- How a Biblical worldview relates to other big stories, critically evaluating belief.

16.3.3 Be Peacemakers (Disposition)

- Exemplify the values (i.e., virtues) that sustain and empower peacemaking.

16.3.4 Do (Skills/Actions We're Called to Practice)

- Students pursue truthful action/faithful practice that serves holistic flourishing;
- Participate in, and form practices to discern and sustain, one's call as peacemaker;
- Able to reflect theologically on all of life – learning, loving and living God's Big Story;
- Able to construct, justify and articulate one's own faith commitments, especially concerning their decision in relation to Christ.

The four domains (enter, examine, exemplify, experience) of God's Big Story suggest the primary mode of engagement with each domain. The **story** is *entered*, **beliefs** are *examined*, **values** are (ideally) *exemplified,* and **practices** *are experienced*. These words should be regularly used in classrooms, and can be drawn upon to introduce and explore new topic areas. For example, 'How could our class *exemplify* an attitude of inclusive love during class debates?'

16.4 Allocated Teaching Time

Teaching time allocated to Christian Education in Year 7 to Year 10 is one hour and five minutes per week, with an additional 1 hour and 5 minutes per week allocated to Personal Development, which encompasses Christian Education, Health, Keeping Safe: Child Protection Curriculum and service learning.

16.5 Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn and that the needs of every student are important. Teachers differentiate every lesson to accommodate the needs of the student. Teachers are to refer to the Grow, Enrich, Thrive Additional Needs Policy to identify and create Individual and Group Learning Plans for students.

16.6 Teaching and Learning Programme

In order to provide students with active and stimulating learning experiences in Christian Education, a variety of teaching and learning opportunities must be provided. These may include, but are not limited to:

- Use of technology
- Role plays
- Debates
- Research projects
- Pair/group/class discussion

- Peer teaching
- Interviews

For help with planning learning experiences, teachers should consult the Christian Studies Programme document, as well as other resources on the CSA website.

When assessing students in Christian Education, assessment tasks should be focussed on class-based activities, but may occasionally include some take-home elements.

For information on allocating homework, please see 2.4.

Teaching and learning programmes must be completed according to the schedule set by management and uploaded onto SharePoint.

A course outline per semester, per year group will be uploaded into the Compass Class Resources when teacher programming is due.

16.7 Assessment

Giving quality written feedback and setting learning targets are fundamental to a productive teacher/student dialogue within the learning process. Both student goals and feedback need to be recorded and available on Compass. They are intrinsic to improving student learning and performance.

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Staff responsibilities

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The following list of suggested assessment strategies is recommended:

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- group activities
- short responses
- extended responses
- practical and authentic tasks
- performances and/or oral presentations
- visual representation
- portfolios

At Goldfields Baptist College, students do not write a Christian Education Examination. All assessments should be completed before the commencement of Semester Examinations.