



Junior School Course Information and Selection Guide

Explore. Dream. Discover.

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Welcome to the Junior School

Course Information and Selection Guide

The Junior School Course Information and Selection Guide provides information regarding the courses undertaken in Years 7-10. Students have the option of selecting courses that appeal to their interests and provides information on those subjects which are compulsory for all students.

I encourage you to read this information and selection guide carefully and discuss the contents with your parents/carers. If you have any questions, talk to your teachers or other members of staff.

I wish you all the best in making decisions that will provide you with a balanced program that appeal to your interest areas.



Ms Vicki McKeown

Principal

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PLANNING FOR A SUCCESSFUL FUTURE

Our Junior School program aims to provide a wide range of opportunities to enable students to reach their full academic and personal potential.

This selection guide identifies the subject choices available to you at Coodanup College in Years 7, 8, 9 and 10. You will be able to make choices for study as well as be able to consider what lies ahead of you in the future.

In Years 7 and 8, most subjects are compulsory. In Year 9, students continue to study English, Mathematics, Science, History, Geography, Health and Physical Education; however Year 9 students will have a wider range of electives from which to choose.

Course Selection Process

Year 8 moving into Year 9

Mid-year, students will receive a course selection sheet and Junior School Course Information Guide. Parents/caregivers are welcome to make an interview appointment to discuss choices. The course selection sheet must be returned to the Administration Office. Students who do not return their course selection sheet will have their courses chosen for them by the College.

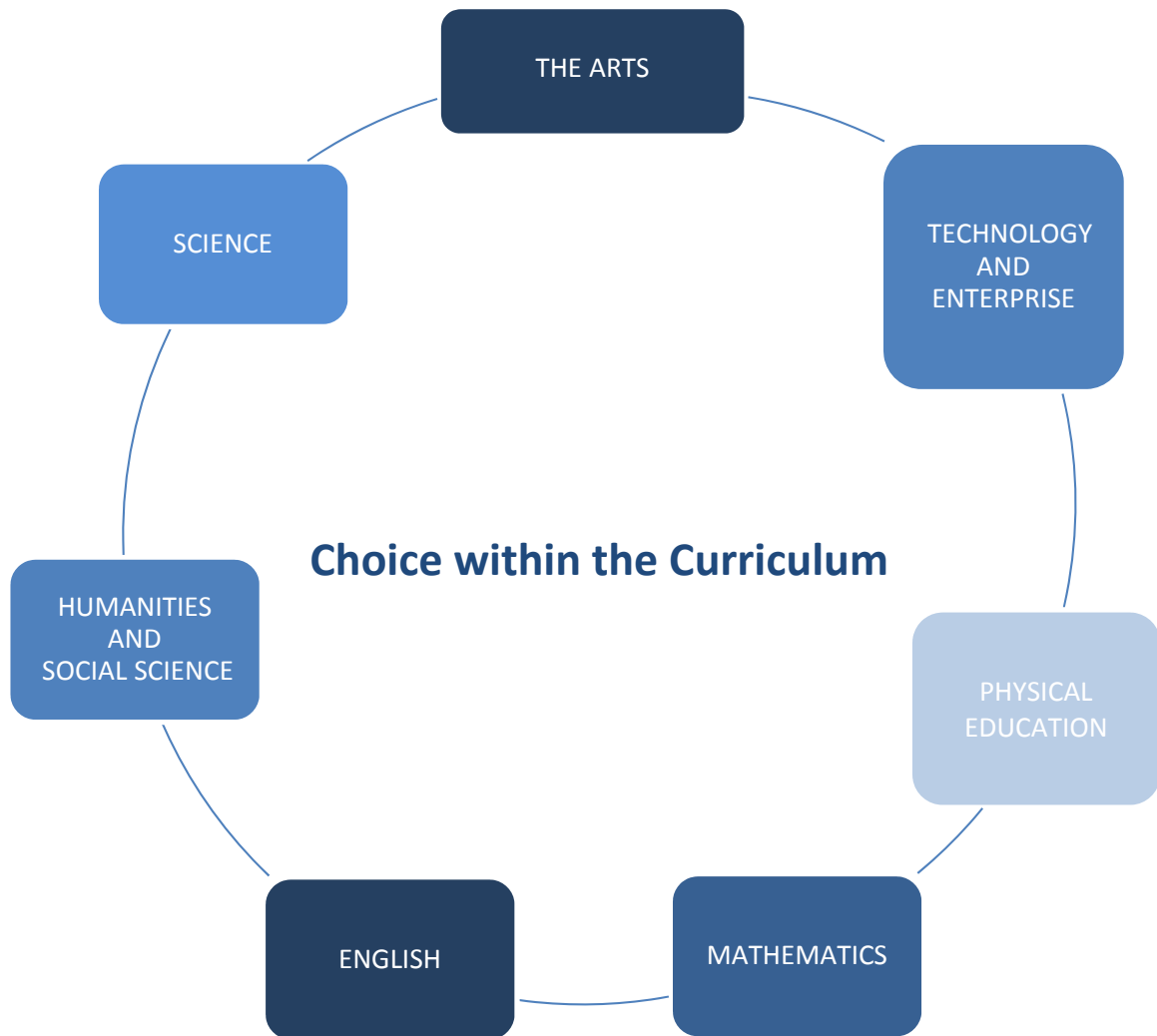
Year 9 moving into Year 10

Students will receive a course selection sheet and Junior School Course Information Guide. Parents/caregivers are welcome to make an interview appointment to discuss choices. The course selection sheet must be returned to the Administration Office. Students who do not return their course selection sheet will have their courses chosen for them by the College.

If your child chooses to do a cost option subject in Years 7 – 10, these charges are compulsory and must be paid. Please refer to the Year 7-12 Contributions, Charges and Fees information; this is located on the College website or from the Administration Office.

Note: While every effort is made to meet course selections, classes are subject to viable numbers and resources (teachers, funding, etc.) If changes to a student's selections need to be made, parents/carers will be notified.

CHOICE WITHIN THE CURRICULUM



Students will participate in the above Learning Areas and subjects. Each Learning Area provides students with the opportunity to develop the skills, knowledge and work ethic necessary for success.

LITERACY AND NUMERACY

YEAR 7 AND YEAR 9

NAPLAN: The National Assessment Program: Literacy and Numeracy

NAPLAN is an annual assessment for students in Years 7 and 9 and occurs in May of each year.

NAPLAN is made up of tests in four areas:

- Reading.
- Writing.
- Language Conventions (spelling, grammar and punctuation).
- Numeracy.

YEAR 10 AND BEYOND

Literacy and Numeracy

There are two parts to demonstrating competence in literacy and numeracy.

1	Complete two Year 11 English units and one pair of Year 12 English units.
2	Demonstrate that you have met the minimum standard for literacy and numeracy. You can demonstrate the minimum standard through: <ul style="list-style-type: none">• Passing the Online Literacy and Numeracy Assessments (OLNA); or• Achieving Band 8 or higher in your Year 9 NAPLAN tests.

Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components to the OLNA:

Reading	Writing	Numeracy
<ul style="list-style-type: none">• One 60 minute test.• 60-Item, multiple choice test on reading.	<ul style="list-style-type: none">• One 60-minute, extended response in writing of between 300 and 600 words.	<ul style="list-style-type: none">• One 60-minute test.• 60-Item, multiple choice test on mathematics.

If you have a language background other than English and arrived from overseas in the past year, you may be able to delay sitting the OLNA. You should discuss your options with your Year Co-ordinator.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the College, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE.

JUNIOR SCHOOL PROGRAMS

Coodanup College offers students three programs in Junior School. Our programs aim to provide a wide range of opportunities to enable students to reach their full academic and personal potential.

- CLAN Year 7 – 9, Focus Year 10
- Mainstream
- Inspire Academy

CLAN – Year 7 - 9

The Centre for Literacy and Numeracy (CLAN) is an innovative program which runs on a primary school model for Mathematics, English, Science, History, Geography and Health where there is one teacher, one class. CLAN provides the opportunity and environment for students who wish to experience academic success. It has been proven to increase engagement, confidence and learning outcomes. Students are selected for inclusion into CLAN through interview and diagnostic testing. Once benchmarks have been reached, students are transitioned into the Mainstream program.

FOCUS – Year 10

This program is directed towards students who are focused upon accessing further training, apprenticeships and employment opportunities after school. Students will study their core subjects of English, Mathematics, Humanities and Social Science and Science with one teacher in a homeroom environment. This enables a high level of pastoral care and learning support tailored to individual needs. There is a strong emphasis on literacy and numeracy and preparation for the transition into WACE courses in Year 11.

MAINSTREAM

These are general courses for students who in Senior School are likely to pursue entrance to further training or the workforce directly from school.

INSPIRE

The Inspire Program is all about engaging students in their education and helping them develop their academic potential for university entrance. The Academy provides the opportunity for students to be mentored by students from Murdoch University.



Students will have an opportunity to participate in:

- Academic camps and experiences.
- Exclusive excursions.
- Extension learning opportunities.
- Lego Robotics.
- Creative Art Filming.
- Mentoring by University students.
- Exclusive 'Inspire' Hub.
- Scholarships.
- One on one support provided by the Academy Manager.
- Science, Technology, Engineering, Arts and Mathematic (STEAM).

Student expectations:

- Apply to participate in the Inspire Program.
- Maintain a high attendance percentage.
- B grade or higher in school reports.
- Maintain good behaviour.
- Create a portfolio that will clarify your career path.
- Participate in extension learning.

ROBOTIC LEGO LEAGUE

Inspire Academy students have an opportunity to partake in the Robotic Lego League at Coodanup College.

The Lego League will have a chance to work alongside Murdoch University Students to share their ideas. Murdoch University will tutor our Inspire Academy students by connecting them with the robotics competitions.

Key Learning Values:

- Design and build programmable robots using motors, sensors, gears, wheels, axles and other technical components.
- Build, test, troubleshoot and revise designs to improve robots performance.
- Gain practical, hands-on experience using concepts of all learning areas.
- Communicate effectively using scientific and technical language.
- Students are encouraged to collaborate and be creative in solving challenges.

There is a selection criterion for you as an Inspire Academy student to enable you to join the Robotic Lego League. You must maintain excellence in attendance, behaviour and learning.

THE CLONTARF ACADEMY

YEAR 7 - 12

Who we are and what we do!

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

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

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

Academy activities are planned within the focus areas of education, leadership, employment, healthy lifestyles and football.

The Clontarf Academy is available Monday to Friday during school terms.



clontarf
foundation

LEARNING AREAS

- **ENGLISH**
- **MATHEMATICS**
- **SCIENCE**
- **HUMANITIES AND SOCIAL SCIENCE**
- **PHYSICAL EDUCATION**
- **THE ARTS**
- **TECHNOLOGY AND ENTERPRISE**

Studies in English focus on the content strands of Literature, Literacy and Language. Students will have the opportunity to improve in the receptive modes of listening, reading and viewing; and the productive modes of speaking, writing and creating. Students will also develop a critical literacy skill, which means developing the ability to see how different texts can shape our identity, values and beliefs. Students will be encouraged to produce a variety of assessment items including creative and analytical tasks. All year groups will be involved in a 21st Century learning production for one term.

7	<ul style="list-style-type: none"> Understand text structures. Understand what text features affect meaning. Explain issues and ideas. Respond to text. Awareness of audience. Create text. Make presentations. Use accurate vocabulary, grammar, spelling and punctuation. 	<p>Students will:</p> <ul style="list-style-type: none"> Write to describe and persuade. Write to entertain. Write to inform. Write to recount and socialize. <p>21st Century unit – multimedia presentation for incoming Year 6 students.</p>
8	<ul style="list-style-type: none"> Understand how text features represent different ideas and issues in text. Understand how text structures are influenced by language. Interpret texts. Select evidence from text. Understand how language can be used for effect. Awareness of influencing audience. Create text. Make presentations. Use accurate vocabulary, grammar, spelling and punctuation. 	<p>Students will:</p> <ul style="list-style-type: none"> Examine personal stories. Investigate literature that influences. Investigate the impact of communication technology. Compare literary texts. <p>21st Century unit – the developing use of technology and social media.</p>
9	<ul style="list-style-type: none"> Understand how text structures can be manipulated. Distinguish the work of individual authors. Form their own interpretation from text. Select evidence from text. Awareness of positioning audience. Language and levels of meaning. Understand how interpretations can vary. Create text. Make presentations. Use accurate vocabulary, grammar, spelling and punctuation. 	<p>Students will:</p> <ul style="list-style-type: none"> Examine Australian identity. Examine technical and scientific language. Examine global text. Examine language online. <p>21st Century unit – language and structure of Science Fiction stories and film.</p>
10	<ul style="list-style-type: none"> Evaluate text structures. Explain features of individual style. Develop and justify interpretations of text. Evaluate other interpretations. Explain different viewpoints, attitudes and perspectives. Develop their own style. Create a range of texts articulating complex ideas. Make presentations. Use accurate vocabulary, grammar, spelling and punctuation. 	<p>Students will:</p> <ul style="list-style-type: none"> Examine representations of adolescents. Examine contemporary literature. Examine documentary film. Examine issues in short fiction texts. <p>21st Century unit – features of good contemporary literature.</p>

MATHEMATICS

Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics 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.

7	<p>Students study the following:</p> <ul style="list-style-type: none"> • Addition and subtraction of positive and negative numbers. • Index notation, square numbers, square roots. • Four operations with percentages, fractions and decimals. • Financial mathematics. • Algebra. • Linear relationships. • 3-Dimensional objects and transformations. • Angles formed by a transversal crossing two parallel lines. • Collection of continuous data. • Mean, mode, median and range. • Fractions, decimals, percentages. • Simple linear equations, algebraic expressions. • Ordered pairs on the Cartesian plane. • Formulas for the area and perimeter of rectangles and volumes of rectangular prisms. • Classification of triangles and quadrilaterals. • Construction of stem-and-leaf plots and dot-plots.
8	<p>Students study the following:</p> <ul style="list-style-type: none"> • Rates, ratios and percentages. • Index laws. • Rational and irrational numbers. • Profit and loss. • Expand and factorise algebraic expressions. • Volume of prisms. • Time duration in real applications. • Congruence of triangles and properties of quadrilaterals. • Two-way tables and Venn diagrams. • Collection of data. • Simplification of algebraic expressions. • Linear equations and linear graphing. • Cartesian plane. • Conversion between units of measurement for area and volume. • Calculations to determine perimeter and area of parallelograms, rhombuses and kites. • Areas and circumferences of circles. • Complementary events and the sum of probabilities.

9	<p>Students study the following:</p> <ul style="list-style-type: none"> • Simple interest. • Ratio and scale factors. • Similarity of triangles. • Trigonometric ratios. • Data collection, mean, median and data interpretation. • Index laws. • Scientific notation. • Expansion of binomial expressions. • Distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. • Sketching of linear and non-linear relations. • Areas of shapes and the volume and surface area of right prisms and cylinders. • Pythagoras' Theorem. • Trigonometry to find unknown sides of right-angled triangles. • Relative frequencies to estimate probabilities. • Histograms and back-to-back stem-and-leaf plots.
10	<p>Students study the following:</p> <ul style="list-style-type: none"> • Simple and compound interest. • Linear equations and inequalities. • Algebraic and graphical representations of relations. • Surface area, volume, composite solids. • Parallel and perpendicular lines. • Application of deductive reasoning to proofs and numerical exercises involving plane shapes. • Bivariate data. • Statistical relationships between two continuous variables. • Statistical reports. • Expansion of binomial expressions and factorisation of monic quadratic expressions. • Substitution into formulas. • Four operations with simple algebraic fractions. • Quadratic equations. • Simultaneous equations. • Triangle and angle properties to prove congruence and similarity. • Trigonometry to calculate unknown angles in right-angled triangles. • Multi-step chance experiments. • Quartiles and inter-quartile ranges.

SCIENCE

Studies in Science focus on the content strands of Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences. Students will have the opportunity to improve in the areas of understanding scientific knowledge, data analysis, safety and communication of scientific ideas.

Students will be encouraged to produce a variety of assessment items including tests, planning and conducting experiments and writing reports.

7	<p>Students study the following:</p> <ul style="list-style-type: none"> • Chemical Sciences: <ul style="list-style-type: none"> ○ Describe techniques to separate pure substances from mixtures. • Physical Sciences: <ul style="list-style-type: none"> ○ Predict the effects of unbalanced forces on motion. • Biological Sciences: <ul style="list-style-type: none"> ○ Predict effects of environmental changes and understand the classification system of life. • Earth and Space Sciences: <ul style="list-style-type: none"> ○ Explain how the relative positions of the sun, moon and earth affects phenomena on earth. • Investigating Science: <ul style="list-style-type: none"> ○ Plan fair experimental methods.
8	<p>Students study the following:</p> <ul style="list-style-type: none"> • Chemical Sciences: <ul style="list-style-type: none"> ○ Compare physical and chemical changes and be able to use the particle model. • Physical Sciences: <ul style="list-style-type: none"> ○ Identify different forms of energy and describe transformation and transportation of energy. • Biological Sciences: <ul style="list-style-type: none"> ○ Analyse and compare structure and function at cell, organ and body system level. • Earth and Space Sciences: <ul style="list-style-type: none"> ○ Compare process of rock formation, including time scales involved. • Investigating Science: <ul style="list-style-type: none"> ○ Identify and construct questions and problems that they can investigate.

9	<p>Students study the following:</p> <ul style="list-style-type: none"> • Chemical Sciences: <ul style="list-style-type: none"> ○ Explain chemical process and describe examples of important chemical reactions. • Physical Sciences: <ul style="list-style-type: none"> ○ Describe models of energy transfer and apply these to situations. • Biological Sciences: <ul style="list-style-type: none"> ○ Analyse biological systems in terms of interdependencies, energy transfers and flows of matter. • Earth and Space Sciences: <ul style="list-style-type: none"> ○ Explain global features in terms of geological processes and timescales. • Investigating Science: <ul style="list-style-type: none"> ○ Use a range of inquiry skills.
10	<p>Students study the following:</p> <ul style="list-style-type: none"> • Chemical Sciences: <ul style="list-style-type: none"> ○ Analyse and use the periodic table, explain rate of reactions and explain how chemical reactions are used to produce particular products. • Physical Sciences: <ul style="list-style-type: none"> ○ Explain the concept of energy conservation and represent energy transfer and transformation within systems. • Biological Sciences: <ul style="list-style-type: none"> ○ Evaluate evidence for scientific theories that explain the origin of the universe and the diversity of life on earth. • Earth and Space Sciences: <ul style="list-style-type: none"> ○ Describe and analyse interactions and cycles within and between Earth's spheres. • Investigating Science: <ul style="list-style-type: none"> ○ Develop questions and hypotheses and independently design and improve methods of investigation.

HUMANITIES AND SOCIAL SCIENCE (HASS)

The study of History promotes the understanding of societies and events that have shaped the world. The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live.

HISTORY

7	The study of the ancient world e.g. Egypt, China, Greece.	<ul style="list-style-type: none"> Students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. Students explain the role of groups and the significance of particular individuals in society.
8	The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period.	<ul style="list-style-type: none"> Students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society.
9	The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. The period culminated in World War I 1914-1918, the 'war to end all wars'.	<ul style="list-style-type: none"> Students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.
10	The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.	<ul style="list-style-type: none"> Students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

GEOGRAPHY

The study of geography develops students' curiosity and wonder about the diversity of the world's places and their people, cultures and environments. Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures.

7	<p>This unit focuses on:</p> <ul style="list-style-type: none"> • Environmental resources have different characteristics that affect their use and significance. • The ability to choose where to live is not always available to people and it should be recognised that the unequal distributions and concentrations of populations has consequences. 	<ul style="list-style-type: none"> • Students examine different types of resources, the varying issues arising from their nature, distribution and use, perceptions by people, and approaches to managing resource issues. • Students investigate the reasons why people decide to live where they do, at a variety of scales and in the context of the environmental, economic, social and other factors that might influence decision making.
8	<p>This unit focuses on:</p> <ul style="list-style-type: none"> • The nature of landscapes and the forces, processes and factors which shape them physically, as well as people's perceptions and use of them. • The geographical concepts of place and space, beginning with the student's experience of daily life and developing into an investigation of community and neighbourhood and how these can be defined and understood. 	<ul style="list-style-type: none"> • Students will examine how landscapes fundamentally affect the way in which people live and also how landscapes are modified and managed. • Students investigate how perceptions can be challenged and characteristics of places can be changed through planning and direct action.
9	<p>This unit focuses on:</p> <ul style="list-style-type: none"> • The personal and global patterns of food production and consumption. • The impact of food production on the natural environment and the potential impacts which related environmental issues have on food security. • The connectedness of Australia with its region and the world. 	<ul style="list-style-type: none"> • Students will investigate the capacity of the world's environments to sustainably feed the projected future population, in the face of competing land uses such as biofuel production and urbanisation. • Students investigate the positive and negative impacts of these connections with a regional and global view of the consequences.
10	<p>This unit gives students the opportunity to use their geographical thinking, skills and technological tools. Students will select two of the following environmental challenges for detailed study:</p> <ul style="list-style-type: none"> • Climate change. • Coastal erosion and sea level rise. • Marine resources and the oceans. • River basins. • Urban biophysical environments. • Mountains/Land degradation. <p>This unit focuses on the nature of well-being around the world and how can it be measured.</p>	<ul style="list-style-type: none"> • Students will examine some environmental challenges that will affect their future lives. • Students will find out how geography contributes to the understanding and management of these challenges. • Students will use indicators to measure, assess and compare global well-being; this can include gross domestic product (GDP), infant mortality, daily calorie intake and literacy rates.

PHYSICAL EDUCATION

Health and Physical Education are compulsory subjects for Year 7, 8, 9 and 10 students.

Physical Education is another important aspect of a student's well-being. The activities offered in this program are designed to increase each student's perceptual motor ability, physical health and social well-being.

7	Students will continue to develop their fundamental movement skills of body management and locomotion, with an increased emphasis on object-control skills in play, structured play and skill development environments. Students are moving from exploratory play to development of an understanding of rules and interactions with other students in simple games and physical activities.	Topics include: <ul style="list-style-type: none"> • Tee-ball. • Modcrosse. • Hockey. • Cricket. • Athletics.
8	Students' fundamental movement skills will be developed to the point where they can perform movement sequences and strategies and apply rules in controlled environments such as skill practices, minor games and activities. These skills are important pre-requisites for participation and achievement in minor games, modified sports and physical activities.	Topics include: <ul style="list-style-type: none"> • Badminton. • Rugby/Touch. • Soccer. • Volleyball. • Netball.
9	Students will be able to adapt and perform movement skills and activity and games strategies in an open environment in which variables such as players, equipment, strategies and the environment itself are changing.	Topics include: <ul style="list-style-type: none"> • Badminton. • Hockey. • Athletics. • Gaelic.
10	Students now modify a range of movement skills in response to specialised individual, team or group strategies to optimise performance.	Topics include: <ul style="list-style-type: none"> • Badminton. • Volleyball. • Netball. • Softball. • Ultimate Frisbee.

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

7	Students will broaden their knowledge of factors affecting their health to include understanding that the actions they take, the actions of people around them and their immediate environment can affect their overall health.	Topics include: <ul style="list-style-type: none"> • Identity. • Self Esteem. • Relationships. • Nutrition. • Fitness.
8	Students move from a broad understanding that there are different aspects to their health to an understanding that they can classify them formally as being physical, mental and emotional or social dimensions. They understand that, for optimum health, these factors should be balanced. Students also learn that their own actions can enhance these components of their health.	Topics include: <ul style="list-style-type: none"> • Puberty. • Communication. • Nutrition. • Decision Making Skills.
9	The students understand how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices.	Topics include: <ul style="list-style-type: none"> • Mind Matters. • Safe Sex. • Drugs. • Lifestyle Diseases.
10	The students will understand the consequences of their actions to enhance their personal and, community health and safety. As well as how to avoid or reduce (harm minimisation) the risks associated with lifestyle behaviours.	Topics include: <ul style="list-style-type: none"> • Gender and Identity. • Relationships. • Keys for Life.

GOALS FOR GIRLS

7	<p>Goals 4 Girls at Coodanup College is a program that uses a variety of recreational and sporting pursuits as the vehicle to provide girls with the opportunity to develop their life skills. The program will immerse the selected girls in an environment that is built upon contemporary practice of working in collaboration to develop knowledge and understanding about health and lifestyle issues. Girls will develop positive attitudes and values associated with leading a healthy lifestyle, equipping them to make socially responsible decisions. This will enhance the quality and potential of their own and other people's lives.</p>	<p>Camp</p> <p>The girls will attend two camps which will allow them the additional opportunity to work together and share time to collectively demonstrate the skills they have learned and developed.</p>
8	<p>The program will provide ongoing learning experiences for the girls, enabling them to develop self-management skills for their own benefit and for the benefit of the communities in which they live and work. In developing these skills, the girls will set and achieve personal goals; plan, implement and evaluate decisions; develop self-esteem; and manage their own emotional being so that they are able to cope with change and conflict. These self-management skills underpin a healthy and active lifestyle and form an integral part of the program.</p>	
9	<p>The development of effective interpersonal skills through the program will enable the girls to participate in meaningful and fulfilling relationships in their family, at school, in recreation and in community activities. This program will provide a range of different learning contexts that will allow the girls the opportunity to learn through the practical activities that form an important part of the program.</p>	
10	<p>Special Projects</p> <p>An integral part of the Girls Program will be the relationship between the College and community based programs in the City of Mandurah, that will provide the expertise that ensures the breadth and depth of learning for the girls can occur. This includes business and industry interests that will benefit the students in their learning and aspirations.</p>	

OUTDOOR EDUCATION

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of this course is to contribute towards a sustainable world.

9	The focus for this unit is becoming familiar with the outdoors . It encourages students to gain an understanding of the environment and how to interact with it. The focus is on practical activities and learning through experience. They are introduced to simple tools to assist in personal organisation and participation in outdoor activities. Students are introduced to maps and their use, selection and packing of food to eat in an outdoor location. They are introduced to personal ways of maintaining personal comfort while in the environment and introduced to the concept of safety. Students are encouraged to develop an awareness of self and skills to assist in working with others and are introduced to leadership. They are introduced to nature and the natural environment and ways in which it is managed.
10	The focus for this unit is enjoying the outdoors . It encourages students to build confidence in being active in the outdoors. The focus is on practical activities and learning through experience. They use more tools to assist in personal preparation, are introduced to using a compass, tying basic knots and constructing a tent. They look at more techniques for maximising personal comfort and are introduced to the concept of risk and danger. They examine their own strengths and weaknesses and continue to develop skills for working with others and identify personal leadership qualities. Students develop a relationship with the natural environment and are introduced to land management.

FITNESS AND RECREATION

7	The lower school Specialised Physical Education program offers students the opportunity to develop more advanced skills than that offered in the Physical Education syllabus. In addition, students are required to learn the rules of a specific sport and develop their interpersonal skills through umpiring sporting matches. Students will be assessed through analysis of their performance through video playback and are required to create coaching plans that they will conduct with their peer group.	Possible Specialised Sports: <ul style="list-style-type: none"> • Volleyball. • Basketball. • Netball. • Boxing for Fitness. • Cricket.
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THE ARTS

The Arts Learning Area acknowledges the special gifts and interests that all our students possess. Students studying The Arts at Coodanup College can expect to enjoy themselves while being offered every opportunity to improve in both creativity and skill.

Students in The arts are offered interesting, innovative and creative work that reflects the aim to make sure every student learns and is able to express their personality and point of view. Students are encouraged to produce a variety of assessment items, including creative and analytical tasks.

Reflecting the Australian Curriculum, The Arts programs from Years 7 to 10 have been constructed to reflect the four key outcomes of this subject:

- Arts Ideas.
- Arts Skills and Processes.
- Arts in Society.
- Arts Responses.

Through Years 7 to 10, students can participate in a range of excursions, workshops and extra-curricular programs and College performances. Arts students at the College also have opportunities to work with industry professionals through artist in residence programs and the numerous incursions we offer.

Parents are encouraged to attend all the College Arts Events and may even be invited in to workshops and excursions.

ASSESSMENT

Various tasks and judgments are used to assess progress and performance of students.

ASSESSMENTS INCLUDE:

- Journal writing and reflection.
- Investigation tasks.
- Practical projects.
- Classwork, homework and file check.
- Written reviews of others work.
- Group and/or individual work.
- Participation in workshops.

PERFORMING ARTS

A combination of Performing Arts and Stagecraft in Junior School will help you enter the VET courses in Senior School, with a broad understanding and previous experience in some of the topics studied. Completing a Certificate II in VET can lead to TAFE entry. Students in The Arts will also leave with a portfolio of work which can be submitted for University entry. Careers that students in these subjects can pursue include: Set Designer, Sound and Lighting Technician, Director, Actor, Costume Designer, Stage Manager, Front of House, Marketing Manager.

DRAMA

7	Students will participate in fun activities that develop skills in communication and group work. A focus is on developing confidence and self-esteem. Students will use team work, imagination, creativity and originality as well as be involved in workshops and excursions both on and off the College site. Students explore the art of performance, combining acting, movement and music in a very practical and enjoyable course.	Length of course: Semester Subject Description The topics covered in Year 7 include: <ul style="list-style-type: none"> • Characterisation. • Play Building. • Story Telling.
8	Students enrolled in Performing Arts create works using the skills and techniques to work as an on-stage performer. The students will build plays from given scripts and create performances around mask work, specifically Commedia dell'arte. The course will look at new ways to present old ideas, recognisable characters and how to entertain an audience. Students will use team work, imagination, creativity, innovation and originality, as well as be involved in workshops and excursions both on and off the College site.	Length of course: Semester Subject Description The topics covered in Year 8 include: <ul style="list-style-type: none"> • Commedia dell'arte. • Mask. • Context.
9	Students enrolled in Performing Arts create works using the skills and techniques from a range of performance styles for both on-stage and screen. The students will build plays from real life situations, explore docudrama and extend on movement techniques. The course will look at characterisation, storytelling in different forms and play building. Students will use team work, imagination, creativity, innovation and originality, as well as be involved in workshops and excursions both on and off the College site.	Length of course: Semester Subject Description The topics covered in Year 9 include: <ul style="list-style-type: none"> • Screen Acting. • Play Building. • Docudrama. • Story Telling.
10	Students enrolled in Theatre Arts will do a full year course in order to discover the many aspects of working and performing in the theatre. Students will cover performance techniques and drama theory as well as experiment with back stage and design roles. Students will be expected to be both on and off stage in a range of performances and events.	Length of course: Year Subject Description The topics covered in Year 10 include: <ul style="list-style-type: none"> • Play Building. • Characterisation. • Sound and light set up and design. • Bump-in/Bump-out. • Directing.

STAGECRAFT

7	<p>Stagecraft focuses on the back stage roles in the theatre. This course will offer students a taste of some of the design roles needed in producing a play, such as costume design and prop design. Students will use team work, imagination, creativity and originality as well as be involved in workshops and excursions both on and off the College site.</p>	<p>Length of course: Semester</p> <p>Subject Description</p> <p>The topics covered in Year 7 include:</p> <ul style="list-style-type: none"> • Costume Design. • Colour Theory.
8	<p>Stagecraft focuses on the back stage roles in the theatre. This course will offer students a taster of some of the design roles needed in producing a play such as prop design and construction: specifically mask and basic sound design. Students will use team work, imagination, creativity, innovation and originality, as well as be involved in workshops and excursions both on and off the College site.</p>	<p>Length of course: Semester</p> <p>Subject Description</p> <p>The topics covered in Year 8 include:</p> <ul style="list-style-type: none"> • Papier Mache Techniques. • Mask Making. • Sound Design on Garage Band.
9	<p>Stagecraft focuses on the back stage roles in the theatre. This course will offer students a taster of some of the design roles needed in producing a play such as prop design and construction: specifically puppets, and setting up of audio equipment. Students will use team work, imagination, creativity, innovation and originality, as well as be involved in workshops and excursions both on and off the College site.</p>	<p>Length of course: Semester</p> <p>Subject Description</p> <p>The topics covered in Year 9 include:</p> <ul style="list-style-type: none"> • Papier Mache Techniques. • Puppet Making. • Set up of Audio Equipment.

DANCE

7	Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. This course will offer students the opportunity to explore movement and learn simple choreographic routines in a studio space.	Length of course: Semester Subject Description The topics covered in Year 7 include: <ul style="list-style-type: none"> • Exploring movement. • Basic choreography. • Introduction to performance.
8	Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. This course will offer students the opportunity to learn dance skills, techniques and safety principles appropriate to Lyrical Hip Hop and Contemporary dance genres.	Length of course: Semester Subject Description The topics covered in Year 8 include: <ul style="list-style-type: none"> • Strengthening and stretching principles. • Developing choreography. • Introduction to Lyrical Hip Hop and Contemporary genres. • Performance elements.
9	Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. This course will offer students the opportunity to build on their understanding of strengthening, performance and characterisation in Lyrical Hip Hop and Contemporary dance genres. Students will also understand the social value and functions of dance and be involved in workshops and excursions both on and off the College site including involvement in YOH Fest.	Length of course: Semester Subject Description The topics covered in Year 9 include: <ul style="list-style-type: none"> • Strengthening and stretching. • Characterisation in dance. • Developing Lyrical Hip Hop and Contemporary genres. • Performance and production. • Social and cultural contexts.

VISUAL ARTS

Visual Arts courses will provide an opportunity to create original art projects. Possible future careers in the area of Visual Art are Graphic Artist, Web Designer, Publishing, Advertising, Artist, Fashion Designer, Ceramic and Textiles Artist. Completing a Certificate II in VET can lead to TAFE entry. WACE courses can lead to University entry. Students in The Arts will also leave with a portfolio of work which can be submitted for University entry.

ART

7	Year 7 Art covers three main areas: drawing, painting and print making. In the drawing and painting unit, students draw objects from observation. Media explored includes pencil, fine liner and watercolour. Students are taught to render textures using a variety of marks. For the printing unit, students originate a suitable design for a foam-board print. Students are encouraged to print on a variety of surfaces and use a range of media to embellish the print.	Length of course: Semester Subject Description The topics covered in Year 7 include: <ul style="list-style-type: none"> • Drawing. • Printing and Mixed Media. • Art elements; line, shape and colour. • Written work includes; Art Investigations, Self and Peer Evaluations, Art Responses.
8	Art introduces students to a range of materials, skills and techniques. Art provides opportunities for imaginative exploration, development and communication of ideas. Students are encouraged to make creative and personal responses to specific tasks. Students will design and create a 3-Dimensional ceramic sculpture and explore printmaking using a multi-colour linocut print.	Length of course: Semester Subject Description The topics covered in Year 8 include: <ul style="list-style-type: none"> • Drawing. • Sculpture/Ceramics. • Printmaking. • Art Elements; Space, Form, Texture, Value. • Written work includes; Art Investigations, Self and Peer Evaluations, Art Responses.
9	This is a Semester unit where students have the opportunity to create a major artwork about themselves; exploring issues that are important and relevant to them. Students will work to develop their observation skills and colour mixing and application. Students will have the opportunity to exhibit their work in school exhibitions and also at the Mandurah Performing Arts Centre throughout the year.	Length of course: Semester Subject Description The topics covered in Year 9 include: <ul style="list-style-type: none"> • Developing observation skills. • Drawing • Painting. • Printmaking. • Art Principles: Contrast, Unity, Balance. • Written work includes; Art Investigations, Self and Peer Evaluations, Art Responses.
10	This course is designed to give students a broad experience and knowledge of skills in interpretive and observational drawing and sculpture. In the "Studio Art Lab" students will be able to interact, collaborate and share ideas with fellow classmates whilst at the same time independently exploring the world of creative art. Whether you are an accomplished artist or an art novice this course will help you improve your drawing skills and unleash your inner creativity. The course will prepare students for further studies in the areas of Art and Visual Communication Design. *This course is highly recommended for those students who are considering studying Art and Design either through WACE or at VET Certificate level.	Length of course: Semester Subject Description The topics covered in Year 10 include: <ul style="list-style-type: none"> • (Drawing Fundamentals) Drawing and Sketching: People and Objects. • Sculpture/Ceramics: design and make a 3-Dimensional piece. • Art principles: Movement, Rhythm, Emphasis, Pattern. • Written work includes; Art Investigations, Self and Peer Evaluations, Art Responses.

MEDIA

Media in Junior School will help you enter the WACE or VET courses in Senior School, with a broad understanding and previous experience in some of the topics studied. Completing a Certificate II in VET can lead to TAFE entry. Combined subjects in WACE can lead to University entry. Students in The Arts will also leave with a portfolio of work which can be submitted for University entry.

7	In Year 7 students will make and respond to Media Arts both independently and with their classmates, teachers and communities. They explore Media Arts as an art-form. Students build on their understanding of structure, intent, character, settings, points of view and genre conventions. They will develop media representations to show familiar or shared social and cultural values and beliefs through the creation of a two-minute movie. The students will also plan, structure and design Claymation artworks that engage audiences.	Length of course: Semester Subject Description The topics covered in Year 7 include: <ul style="list-style-type: none"> • Technical and symbolic codes. • Story Principles. • Audience.
8	In Year 8 the students will explore social and cultural values and beliefs of Aboriginals and Torres Strait Islanders as represented in media artworks. Students consider how these may influence the media artworks they make. The students will experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text: relating to how history is represented differently between cultures.	Length of course: Semester Subject Description The topics covered in Year 8 include: <ul style="list-style-type: none"> • Genre. • Viewpoint. • Ethics.
9	In Year 9 the students will experiment with ideas and stories which manipulate media conventions and genres in order to construct new and alternative points of view, using images, sounds and text in a movie trailer. They will also develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a music video.	Length of course: Semester Subject Description The topics covered in Year 9 include: <ul style="list-style-type: none"> • Script Writing. • Manipulation of Genre. • Representation.
10	In Year 10 the students investigate media experiences in their own lives, progressing from representation of self to the examination of characters, stars and stereotypes. They will then look in depth at the media art form of radio and its styles and genres to examine ways in which information, and specific codes, conventions and techniques are selected and used to present a particular point of view. The students will listen to and discuss media work in commercial and non-commercial media. They will also learn about production processes and some of the controls that influence decision making in media production.	Length of course: Year Subject Description The topics covered in Year 10 include: <ul style="list-style-type: none"> • Purpose and processes of production. • Ethical practices. • Regulatory issues. • Radio formatting.

TECHNOLOGY AND ENTERPRISE

AGRICULTURE

7	<p>Agriculture Year 7 is an introductory course and operates in the science laboratory and our Agricultural area. There is an exploration of the Five Kingdoms for animals and plants throughout the Semester. This will lay the basis for the next four years in Agriculture and lay the foundations to the Agricultural Certificate course in Senior school.</p> <ul style="list-style-type: none"> • Geo-Origins of plants in farming. Geo-Origins of animals in farming. (Including insects, silk and honey). • Examine origins of plants and animals. • Plant propagation - monocot and dicot seeds simple cuttings. • Animal care: Basic needs and introduction to welfare for animals. • Animal handling.
8	<p>Year 8 Agriculture follows on from the previous year and further develops the basic skills required. Once again students will gain knowledge utilising the Five Kingdoms model and identify different species and genetic characteristics.</p> <ul style="list-style-type: none"> • The 5 Kingdoms, simple keys. • Species and hybrids. • Heritage species, disease resistance and the need for gene pools. • Sources of rootstock. • Sources of cattle tick resistance. • Revisit monocots and dicots - palms, grasses and herbs. • Agriculture as a business: animals, plants and money. • Animal care: basics revisited. The law and welfare for animals will be extended on from Year 7 and further information regarding this area.
9	<p>Year 9 Agriculture delves deeper into the specific areas relating to plant and animal life. Job identification and crop preparation are identified to develop students understanding of the career options available.</p> <ul style="list-style-type: none"> • Plant recognition. • Animal recognition. • Tend and feed plants, prepare soil, harvest crops. • Horticulture: Introduction to advanced techniques (propagation); grafting. • Introduction to animal welfare and the law. • Feed livestock. • Introduction to rural socio-economics. • Jobs in farming.
10	<p>Year 10 Agriculture is a pre-vocational course enabling students to begin the preparation for the start of the certificate course the following year. Part of the course addresses the technology and relevance to rural areas and specific jobs. Students will step up in the theory component of this subject and work towards the competencies for the Agricultural Certificate course.</p> <ul style="list-style-type: none"> • Plant identification/classification (including weed species). • Animal identification/classification (including feral pets). • Horticulture: Introduction to advanced technology; cloning (propagation) revisit grafting. Cold storage of materials. • Animal welfare, law and impacts on business. • Rural socio-economic. Farms as business and employers. • Multiplier effect and jobs for the 'Village'.

HOME ECONOMICS

7/8	<p>This is an introductory course in Food and Nutrition.</p> <ul style="list-style-type: none"> • How to make healthy food choices. • Exploring simple food preparation techniques. • Using the technology process to design, create and evaluate food products. • Development of social skills relating to food.
9	<p>Consolidation of introductory skills and knowledge learnt in Years 7 and 8.</p> <ul style="list-style-type: none"> • Food preparation using recipes and ingredients. • Develop skills in preparing various foods. • Learn about the importance of fruit and vegetables in the diet. • Make a variety of recipes to incorporate fruit and vegetables. • Compare convenience foods and homemade recipes. • Investigate modern equipment and labour saving ideas used in the kitchen.
10	<p>Further develop skills and knowledge in food preparation and progress to more complex recipes and greater knowledge of nutritional value in food.</p> <ul style="list-style-type: none"> • Further develop skills in preparing a variety of different foods. • Learn about the importance of wholegrain cereals in the diet. • Make a variety of recipes using wholegrain cereals, pasta and rice. • Investigate different methods of making cakes, biscuits and slices. • Investigate meals and the nutritional value of foods.

WOODWORK

7/8	<p>These subjects are introductory and will build the skills for future courses in Design and Technology. Various interesting projects will provide students with the opportunity to practise the skills they learn about.</p> <ul style="list-style-type: none"> • Learn and use the technology process (investigate, design, produce and evaluate). • Basic skill development with hand tools. • Learn safe practises to operate in a workshop environment. • Jewellery design and construction. • Toy investigation, design and construction. • Construct household items and gifts. • Self and peer evaluations to assist skill development. • Investigate various materials to suit projects.
9	<p>This course will extend on the basic Design and Technology skills learnt in Years 7 and 8. Students will have the opportunity to use electrical machinery to shape projects and further develop their skills using hand tools.</p> <ul style="list-style-type: none"> • Consolidate basic skills developed in Years 7 and 8. • Extend on basic skills by constructing various timber joints. • Learn how to use machinery safely and responsibly. • Craft and shape various timber products using machinery. • Investigate natural and man-made resources to suit projects. • Research, design and make personal and household projects. • Safety knowledge development to suit equipment.
10	<p>Extension of skills and knowledge to build furniture products. Specific joint manufacturing to suit various household product construction. Pre-vocational step to Construction Pathways Certificate course for Years 11 and 12.</p> <ul style="list-style-type: none"> • Manufacture furniture to suit everyday households. • Utilise technology process to investigate, design, produce and evaluate various projects. • Introduction to carpentry skills for Construction Pathways Certificate. • Research materials for constructing furniture. • Furniture restoration and recycling materials. • Safety knowledge and requirements for workshop manufacturing and construction industry.

METAL TECHNOLOGY

7/8	<p>These subjects are introductory and will build the skills for future courses in Metal Technology. Various interesting projects will provide students with the opportunity to practise the skills they learn about.</p> <ul style="list-style-type: none"> • Learn and use the technology process (investigate, design, produce and evaluate). • Basic skill development with hand tools. • Learn safe practises to operate in a workshop environment. • Jewellery design and construction. • Toy investigation, design and construction. • Construct household items and gifts. • Self and peer evaluations to assist skill development. • Investigate various materials to suit projects.
9	<p>Year 9 Metal Technology is a lead in course for the Certificate Course Engineering Pathways. This course is not restricted to just those students who want to follow a metals based career. It also caters for those who have an interest in learning basic metal working skills.</p> <p>The course covers three main disciplines of Metal Technology:</p> <ul style="list-style-type: none"> • Measuring, cutting, shaping and joining metals using heat (welding). • Measuring, cutting, shaping and joining sheet metal. • Using metalworking machines to shape metal. <p>During the course the students will use the knowledge and skills learnt to make various useful projects.</p>
10	<p>PRE-VOCATION COURSE</p> <p>This year long course will be offered to and recommended for all students who are thinking about enrolling in the Certificate Course Engineering Pathways. The course is practically orientated and designed to provide lead in training for the trade courses offered in Senior School. It is also designed to give the student an idea of what is involved in this trade and whether they have the aptitude to follow this course as a career path in the Senior School.</p>

APPLIED TECHNOLOGY

9	<p>This is a new course designed to introduce the students to the basics of mechanics. During this course students will learn about:</p> <ul style="list-style-type: none">• Tools and equipment of a mechanic and how they are used.• Basic principles of small internal combustion motors and how to maintain them.• Various components of mechanical vehicles and how they work together. <p>The course will be practically orientated culminating with students being able to carry out basic repairs and building and operating small engine driven Go-Karts.</p> <p>This is a lead in course for the Certificate Course Automotive Vocational Preparation in Senior School.</p>
10	<p>PRE-VOCATION COURSE</p> <p>This year long course will be offered to and recommended for all students who are thinking about enrolling in the Certificate Course Automotive Vocational Preparation. The course is practically orientated and designed to provide lead in training for the trade courses offered in Senior School. It is also designed to give the student an idea of what is involved in this trade and whether they have the aptitude to follow this course as a career path in the Senior School.</p>

DESIGN AND TECHNOLOGY

9	<p>This course extends and applies the basic skills learnt in Year 7 and 8 Woodwork and Metal Technology. It focuses on developing Technology Enterprise and Skills learning outcomes through the application of Design and Technology Processes.</p> <ul style="list-style-type: none">• Consolidate basic wood, metal and plastics skills.• Use of resin inlays, epoxies and other design finishes.• Further develop Year 7/8 design process skills including collaborative design.• Develop an understanding of material properties whilst exploring alternative and innovative uses of materials in the design process.
10	<p>This course extends the skills learnt in Year 9 Design and Technology. Students are encouraged to research their own projects in an attempt to innovatively solve an identified design problem.</p> <ul style="list-style-type: none">• Create prototypes and models to test machining, tooling and finishing techniques.• Use of specialised paint finishes.• Develop the use of formwork and jigs in acrylic fabrication.• Develop the use of sculptural and artistic form in everyday design solutions.

STUDENT SERVICES

The Student Services Team aims to support students to achieve academic success, behavioural support and mental, social, physical and emotional well-being.

Student Services is Coodanup College's pastoral care structure. Student Services takes a multidisciplinary, wrap-around service delivery approach, incorporating all of the skills and knowledge from different members of the team who come from diverse professional backgrounds.

The Student Services Team supports and advocates for students who are identified as being at risk. 'At risk' can mean socially, medically, emotionally or academically at risk of not reaching their potential.

How Does Student Services Operate?

The Student Services Team meets on a fortnightly basis to allocate student referrals to relevant team members. We appoint an appropriate and skilled Case Manager to support students who have been referred.

A Case Manager may support by providing:

- One-to-one counselling, assessments, mentoring and guidance.
- Individualised plans to meet student needs.
- Referrals to external agencies.

Student Services Programs

The Student Services Team is also responsible for the development of wider school community programs. We have a variety of Student Services programs run by external agencies which are aimed at increasing student awareness and strategies to improve anger management, self-esteem, healthy bodies/nutrition, physical well-being and outdoor learning. Examples of our programs include Boxing, Circus Skills, Girls Inspire Program and Conservation Volunteers program.

Student Services and Behaviour Management

Behaviour management is the classroom teacher's responsibility, with the support of the Curriculum Leaders, Year Coordinators and the relevant Deputy Principal.

Student Services Case Managers may work with the classroom teachers or Year Coordinators to develop strategies to manage student behaviour and enhance educational outcomes. Case Managers may also work with the teacher to develop documented plans (for example, Individual Behaviour Management Plans).

The young person is always encouraged to take responsibility for their own behaviour.

Referrals

Interested parents/guardians are welcome to contact the relevant Year Coordinator or Deputy Principal to discuss the possibility of a Student Services referral.

THE STUDENT SERVICES TEAM

Deputy Principal, Student Services

Responsible for ensuring that the Student Services Team is devoted to the growth of student well-being. The Deputy works closely with the Student Services Manager in aspects of planning and operations to best meet individual student's needs, develop a positive school culture, comply with regulatory requirements and liaise with supportive agencies and services.

Student Services Manager

Responsible for the welfare of all students, the Student Services Manager liaises with College members, families and community around issues of pastoral care, attendance and educational outcomes. The Student Services Manager is a case manager for students with complex needs. They also play a key role in partnerships with Health Department agencies, coordination of Student Services Programs, transition planning for individual students, behaviour management and health promotion events.

Programs Administrator

Responsible for the coordination of all Student Services Programs at Coodanup College. They liaise with students, teachers and organisations, regarding programs at the College. The programs are designed to support and benefit the students in a variety of ways, such as their mental, emotional and physical well-being. The programs administrator is the point of contact for students who are enrolled in a program, provides the permission forms and coordinates all logistical matters pertaining to the program delivery.

YouthCARE Chaplain

The Chaplain is responsible for the pastoral care of students, staff and families around social, emotional or spiritual issues. The Chaplain is a listening ear for those in the College. The Chaplain coordinates the Breakfast Club, School Mentors and YouthCARE Outdoors. The Chaplain liaises with external agencies, churches and support groups to bring benefit and support to the College.

School Nurse

Promotes health and well-being for students, staff and families and provides health education and prevention services within the College as well as the wider community. The Nurse liaises with students, families and allied services around health concerns and develops management and emergency plans for student health issues.

Student Mentor

Responsible for the pastoral care of students and families around disengagement, welfare, social and emotional wellbeing concerns. The Student Mentor provides support to students inside and outside of the classroom. They are a point of contact and support for the Student Services Programs at Coodanup College.

School Psychologist

Responsible for individual student support, assessments and development of individual and classroom support plans. They involve community and inter-agency levels with referrals and accessing community support as well as creating critical response plans and professional development of College staff.

Learning Support Coordinator

Case Manager/advocate for students who receive resource funding due to disability. This includes extensive transition from the Primary School setting if necessary; liaison between families, external agencies and College staff to develop individual programs and reporting that ensure positive outcomes for the student.

Inspire Academy Coordinator

The Inspire Academy Coordinator works in partnership with Coodanup College and Murdoch University in an aim to support more young people in choosing university bound pathways and professional careers. The coordinator provides one-on-one support, academic camps, experiences and mentoring opportunities for students enrolled into the Inspire Academy pathway. This program maximizing the opportunities of students to reach their full potential and obtain their long-term goals.

The Aboriginal and Islander Education Officers (AIEO)

Responsible for liaising with Indigenous students, families and community members. The AIEO is involved in providing support in and out of the classroom, increasing attendance and improving outcomes for Indigenous students and developing cultural identity and awareness across the College. They also play a key role in coordinating rewards, awards, subject selections and events such as NAIDOC Day.

Year Coordinators

Responsible for the welfare of all students, the Year Coordinator liaises with students, parents, teachers, families and the community around issues of pastoral care, attendance and educational outcomes. They also play a key role in coordinating year assemblies, awards, behaviour management, subject selections and events.

LIBRARY

WHAT DOES THE LIBRARY OFFER STUDENTS?

The Coodanup College Library is arranged in a comfortable, well-lit area with accessibility for staff and students. All areas of the Library are clearly marked so that the students become familiar with the shelving layout therefore accessing their choice of books and resources easily.

The Library offers students a huge variety of resources and services. These include:

- Range of fiction books.
- Up-to-date fiction from your favourite authors.
- Classic fiction from famous authors.
- Graphic novels which include a combination of pictures and words.
- Picture books for all ages.
- Reference books (Non-Fiction).
- Educational and recreational magazines.
- Internet access.
- Photocopier/printer facilities/laminating facilities.
- Games corner with Nintendo Wii for use at lunch time.
- A selection of iPads, Laptops and Mac Book Computers.
- A range of board games and card games to be used at lunch time.
- A comfortable reading area.
- Assistance from your friendly Library staff.

We always welcome your suggestions for new resources or changes to the Library.

Programs and Activities

The Library conducted a whole school student survey and from the results, has implemented a range of lunch time programs including:

- Arts and Craft Club.
- Book Club.
- Gamers Club.

The Library has introduced “Movie Week”. Movie Week will be scheduled twice per term where the students are able to come in to the Library over the course of the week and watch a new release movie.

Other/Opening Hours/Expectations

The Library is open from 8:00am to 3:30pm Monday to Friday, including lunch time. Students are more than welcome to come in and use the Library during these times; we only ask that you be respectful of College property and of other students trying to learn around you.

Smartrider Cards

Your Smartrider Card can be ordered through the Library. If your card is lost or stolen there is a \$5.00 replacement fee which can be paid for at the Administration Office.

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"Twenty years from now you will be more disappointed
by the things that you didn't do than by the ones
you did do. So throw off the bowlines.

Sail away from the safe harbour.
Catch the trade winds in your sails.

Explore. Dream. Discover."

Mark Twain